The University of Wollongong

Calendar 1984

Volume III
Institute Sector
Handbook
The principal elements incorporated in the arms of the University are the blue of the sea, the gold of the sand and the red of the Illawarra flame tree. The open book often used for educational institutions has also been included.

The blazon is: "Azure an open book proper bound gold on a chief wavy or three cinquefoils gules."
The University of Wollongong, Northfields Avenue, Wollongong, N.S.W.
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Cable: UNIOFWOL
All enquiries should be addressed to the University Secretary.

The University of Wollongong Calendar 1984

There are 6 volumes of the Calendar:

The University of Wollongong Calendar 1984 Volume I
Legislation

The University of Wollongong Calendar 1984 Volume II
Faculties Sector
Undergraduate Handbook

The University of Wollongong Calendar 1984 Volume III
Institute Sector Handbook

The University of Wollongong Calendar 1984 Volume IV
Faculties Sector
Postgraduate Handbook

The University of Wollongong Calendar 1984 Volume V
Annual Report - 1983

The University of Wollongong Calendar 1984 Volume VI
Statistics Report
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INFORMATION IN THIS CALENDAR IS CURRENT AT THE TIME OF PRINTING, BUT MAY BE AMENDED WITHOUT NOTICE BY THE UNIVERSITY COUNCIL.

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*Subject to Council Approval.
†Planned for 1985.
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. On May 21, 1982 the Institute amalgamated with the University of Wollongong and became the Institute of Advanced Education.

It provided in 1962 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.

Accrediation of the four-year programme in health and physical education for award of the Diploma in Health and Physical Education was granted in 1977 for students who commenced the course in 1975.

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.

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. This was followed by further Graduate Diplomas in Health, Environmental Education, and Reading and English as a Second Language.

In 1978 a four-year programme culminating in the award of Bachelor of Education (Physical and Health Education) was introduced.

On August 31, 1979, 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).

In 1981 the Bachelor of Education (Primary) was introduced.

In 1982 the College offered an Associate Diploma in the Arts (Performing and Visual), the first course outside teacher education. Further Associate Diplomas in Computer Applications and Industrial Studies were offered in 1983.

With the amalgamation of the Institute and the University it is expected that the range of courses to be offered by the new institution can be mounted more efficiently by the mutual deployment of resources.

AIMS OF THE INSTITUTE

The Institute 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.
# SESSION DATES 1984

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### FALL OF THE YEAR - Monday 3, Tuesday 4, Wednesday 5 ENROLMENT OF NEW STUDENTS
## Session Dates 1984

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<td>15</td>
<td>ASSESSMENT, EXHIBITIONS, PERFORMANCE</td>
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FEBRUARY - Friday 3, Re-enrolment must be completed
GENERAL INFORMATION

THE UNIVERSITY OF WOLLONGONG

VISITOR

His Excellency the Governor of New South Wales

CHANCELLOR

The Honourable Mr. Justice Robert Marsden Hope, CMG, LLB Syd.

DEPUTY CHANCELLOR

The Honourable Lawrence Borthwick Kelly, MP

VICE-CHANCELLOR

Dr. Kenneth Richard McKinnon, A.U.A. Adel., BA BEd Q'ld., EdD Harv., F.A.C.E.

DEPUTY VICE-CHANCELLOR

Professor Alexander Marshall Clarke, BA N.S.W., PhD A.N.U., ASTC, FAPsS

DIRECTOR OF THE INSTITUTE OF ADVANCED EDUCATION

Professor Peter Desmond Rousch, BA BEd Melb., PhD Wayne State, F.A.C.E., F.A.I.M.

DEPUTY DIRECTOR OF THE INSTITUTE OF ADVANCED EDUCATION

Vacant
THE COUNCIL

ELECTED BY THE LEGISLATIVE COUNCIL

The Honourable Peter Francis Watkins, MLC

ELECTED BY THE LEGISLATIVE ASSEMBLY

The Honourable Lawrence Borthwick Kelly, MP

MINISTERIAL NOMINEES

Brian Somerville Gillet, BA Dip Ed
Colin Denley, LL.B, Solicitor
Dr. Elizabeth Anne Kernohan, BSc MSc Agr PhD Syd
Geraldine Diana Brown
Eleanor Mary Lynch, Solicitor
Graham Roberts

EX OFFICIO

The Chancellor: The Honourable Mr Justice Robert Marsden Hope, CMG, LLB Syd.
The Vice-Chancellor: Dr Kenneth Richard McKinnon, A.U.A. Adel., BA BEd Q’ld., EdD Harv., F.A.C.E.
The Deputy Vice-Chancellor: Professor Alexander Marshall Clarke, BA N.S.W., PhD A.N.U., ASTC, FAPsS
The Director: Professor Peter Desmond Rousch, BA BEd Melb., PhD Wayne State, F.A.C.E., F.A.I.M.

ELECTED BY THE STUDENTS OF THE UNIVERSITY

Anne Louise Porter, BCom, DipEd, MAPsS
Scott Armstrong

ELECTED BY CONVOCATION

Colin Patrick Hollis, MHR, BA Open, BSc(Econ), DIA Lond.
James Wilmot Dombroski, BSc Syd.
Kim Draisma, BA, DipEd
6 GENERAL INFORMATION

ELECTED BY THE FULL-TIME ACADEMIC STAFF OF THE UNIVERSITY

Three Professorial members

Professor Robert Barry Leal, MA DipEd Syd., PhD Qld.
Professor Murray George Alexander Wilson, MA N.Z., MA Wis., PhD Melb.
Professor Ronald Charles King, BCom BEd Melb., PhD Monash, FAPsS

One Academic Staff Member other than a Professor

Robert Gordon Castle, MEc Syd.

Two Members elected by the Institute Academic Staff

William Mowbray, BSc MEd N.S.W.
Ronald Keith Pretty, MA Syd., AIE Lond.

ELECTED BY THE FULL-TIME GENERAL STAFF OF THE UNIVERSITY

Elisabeth Ann Hilton
Thomas Raymond Anthony Moore, DipTertiary Ed MEdAdmin N.E., B.A.
Peter George Wood, BSc DipEd Syd.

ELECTED BY MEMBERS OF THE COUNCIL

The Honourable Sir Richard Clarence Kirby, LL.B Syd.
Dr. Winifred Joyce Mitchell, MA N.E., PhD N.S.W.
Arthur Charles Osborne
THE ACADEMIC SENATE*

EX OFFICIO MEMBERS

The Honourable Justice Robert M. Hope, Chancellor
Dr. Kenneth R. McKinnon, Vice-Chancellor
Professor Alexander M. Clarke, Deputy Vice-Chancellor
Professor Peter D. Rousch, Director, of the Institute of Advanced Education
Mr. B. Challice Moldrich, University Secretary
Vacant: Deputy Director of the Institute of Advanced Education

CHAIRMEN OF DEPARTMENTS

Professor Ronald C. King, Department of Education, CHAIRMAN OF SENATE
Professor Allan C. Cook, Department of Geology, DEPUTY CHAIRMAN OF SENATE
Professor J.B. Ryan, Department of Accountancy
Professor A. Duncan Brown, Department of Biology
Dr. Garry Mockler, Department of Chemistry
Professor Lewis C. Schmidt, Department of Civil & Mining Engineering
Professor Juris Reinfelds, Department of Computing Science
Professor Dudley A.S. Jackson, Department of Economics
Professor Brian H. Smith, Department of Electrical & Computer Engineering
Doreen M.E. Gillam, Department of English Language
Dorothy L.M. Jones, Department of English Literature and Drama
Professor R. Barry Leal, Department of European Languages
Professor Murray G.A. Wilson, Department of Geography
Associate Professor James S. Hagan, Department of History
Professor Ron Johnston, Department of History and Philosophy of Science
Professor John R. Blake, Department of Mathematics
Dr. Peter Arnold, Department of Mechanical Engineering
Professor Geoffrey Brinson, Department of Metallurgy
Dr. Harry Beran, Department of Philosophy
Professor Peter Fisher, Department of Physics
Associate Professor Linda L. Viney, Department of Psychology
Professor Stephen C. Hill, Department of Sociology

CHAIRMEN OF FACULTIES

Mr. Allan Coote, Faculty of Commerce
Dr. Robert T. Wheway, Faculty of Engineering
Dr. F. Stuart Piggin, Faculty of Humanities
Dr. Thomas S. Horner, Faculty of Mathematics
Associate Professor Peter D. Bolton, Faculty of Science
Dr. Don L. Mixon, Faculty of Social Sciences

*Members of Academic Senate at time of printing.
ELECTED MEMBERS

ACADEMIC STAFF ELECTED BY AND FROM THE MEMBERS OF EACH FACULTY

Mr. Garry E. Tibbits, Department of Accountancy (Faculty of Commerce)
Dr. Maxwell J. Lowrey, Civil and Mining Engineering (Faculty of Engineering)
Dr. Evelleen Richards, Department of History and Philosophy of Science (Faculty of Humanities)
Dr. A. Grahame Morris, Department of Mathematics (Faculty of Mathematics)
Dr. Peter G. Burton, Department of Chemistry (Faculty of Science)
Dr. Beverley M. Walker, Department of Psychology (Faculty of Social Sciences)

STUDENT MEMBERS

Joseli C. Munive, Faculty of Commerce
David Berry, Faculty of Engineering
David S. Watson, Faculty of Humanities
Peter G. Gawthorne, Faculty of Mathematics
Vacant, Faculty of Science
Vacant, Faculty of Social Sciences

ACADEMIC BOARD MEMBERS

Donald G. Asquith, School of Education
Dr. Donald P. Hogan, School of Education
David R.A. Anderson, School of Education
Professor E. Cowie, School of Creative Arts and Community Studies

NOMINEE OF CHAIRMAN OF ACADEMIC BOARD

Dr. Michael Hough, School of Industrial and Administrative Studies
THE ACADEMIC BOARD

EX-OFFICIO MEMBERS

Professor Peter D. Rousch, Director, Chairman of Academic Board
Dr. Kenneth R. McKinnon, Vice-Chancellor
Professor Alexander Clarke, Deputy Vice-Chancellor
Professor Ronald King, Chairman Senate
Professor Allan C. Cook, Deputy Chairman, Senate
Dr. Michael Hough, Head, School of Industrial and Administrative Studies
Dr. Brian Cambourne, Head, Centre for Studies in Literacy
Professor Edward Cowie, Head, School of Creative Arts and Community Studies
Dr. Donald Hogan, Acting Head, School of Education
Mr. Bruce Partridge, Illawarra School of Nursing
Miss M. Mackenzie, Illawarra School of Nursing
Mr. Trevor Brew, Secretary, Institute of Advanced Education
Mr. John Shipp, Executive Officer, Library

ELECTED MEMBERS

Mr. Rodney Hollands, School of Creative Arts and Community Studies
Dr. Graham Winley, School of Industrial and Administrative Studies
Mr. David Anderson, School of Education
Mr. Donald Asquith, School of Education
Mr. Robert Colvin, School of Education
Mr. John Patterson, School of Education
Mr. Peter Shepherd, School of Creative Arts and Community Studies
Dr. Don Mixon, Academic Senate
Dr. A. Grahame Morris, Academic Senate
Miss Jenny Yeo, Student Representative
Vacant, Student Representative
Mr. Tom Penrose, School of Education
Dr. Ken Vine, School of Industrial and Administrative Studies.
THE INSTITUTE OF ADVANCED EDUCATION

Director

Professor Peter D. Rousch, BA, BEd Melb., PhD Wayne State; F.A.C.E., F.A.I.M.

Deputy Director

Vacant

ACADEMIC STAFF

School of Education

ACTING HEAD OF SCHOOL

Donald P. Hogan, B.A. N.E., PhD James Cook

PRINCIPAL LECTURERS

David R. Anderson, BA, MEd Syd, DipPhysEd STC, M.A.C.E.
David B. Stamp, BA, MEd DipEd Syd

SENIOR LECTURERS

Donald G. Asquith, BA N.E., MEd Syd.
William S. Chapman, BA Macq., BSc DipEd Syd.
Kenneth Davies, MA MEd Syd., PhD M.A.C.E.
Malcolm McD. Harris, BA NE, MSc N.S.W.
William Mowbray, BSc, MEd N.S.W.
John Patterson, MSc Oregon, DipPhysEd STC, MEd Syd.
Thomas F. Penrose, MSc Oregon, DipPhysEd STC
Kevin M. Rigby, BA N.E., BSc, DipEd Syd., MSc Macq.
Joan A. Shaw, MA N.S.W., MEd DipEd Syd., MSc
Noel Whiteley, BA N.E., ME Syd., DipPhysEd STC

LECTURERS

Anthony E. Bell, BA Macq., ASTC Syd. Tech. MIIA
Edward O. Booth, BSc, DipEd, MEd Syd.
John A. Chapple, BSc N.S.W., ASTC Syd. Tech.
Raymond J. Crawford, BSc, DipEd N.E., MSc N.S.W.
Patrick F. Farrar, DipTeach Armidale CAE, BA N.E.
Bevan J. Ferguson, BA N.E., MEd Syd.
Harry G. Fuller, BSc DipPhysEd STC
Raymond Gall, DipTch. Shoreditch College, BA N.S.W., ASTC Syd. Tech.
George V. Gedge, BA Macq., MEd Syd., DipPhysEd STC
Peter C. Geekie, BA LittB MA N.E.
Lyn Gow, DipTeach Alex.Mackie, BA Macq., PhD Macq.
Jennifer Hammond, BA DipEd, MA Syd.
Barry Harper, BSc DipEd N.S.W.
Michael J. Hatton, MSc Oregon, DipPhysEd STC
Peter J. Keeble, TC Balmain TC BA N.E., MEd N.S.W.
Yvonne Kerr, MSc Oregon, DipPhysEd CertHealthEd
Peter Milburn, DipPE Otago, MS, PhD Illinois
Bede E. Murray, BA Syd., MSc N.S.W., M.A.C.S.
Vince Nethery, DipTch (Riverina), BSc, MSc Oregon
Ronald K. Pretty, MA Syd., AIE Lond.
Patricia A. Rees, DipPhysEd STC
Sylvia A. Rice, BA N.S.W., DipEd(PE) Bedford
Brian Rogers, BA N.E., BEc, DipEd Syd.,
Peter M. Sales, MA DipEd Monash, PhD Latrobe
Jack Scarlett, BA N.S.W., MCom N.S.W.
Arthur R. Smith, TC Armidale DipArt(Ed) Syd., MA Stanford
Julie Smith, DipTch. Kuring-gai, BPE WA
Robert Smith, DipMusEd N’cle CAE, AMusA
Michael Stone, TC STC BA N.E., MA Syd.
Leo Sturman, NDD Norwich ATC Lond., MSc (Art Ed) Oregon, MIA Ed
Elaine Vine, BA Auck., DipEd Latrobe, DipMigrTeach Armidale CAE, MA Syd.
Barry C. Watkin, DipPhysEd, MSc, PhD Oregon
Rosalyn Westbrook, DipPhysEd MSc Oregon
Ronald Wilcox, MSc DipEd N.S.W.
Richard G. Wilsmore, DipPhysEd STC BA(PhysEd) Alberta, MEd Syd.,
William N. Winser, MEd Syd., MA Oxf., M.A.C.E.
Janice E. Wright, MEd Syd.

Centre for Studies in Literacy

HEAD
Brian Cambourne, BA LittB N.E., PhD James Cook

School of Creative Arts and Community Studies

HEAD
Edward Cowie, BEd London, DMus Southampton, PhD Lancaster, LTCL

CO-ORDINATOR
Rodney A. Hollands, BA N.E., D.S.C.M. N.S.W.Conserv., D.S.M.T., M.A.C.E.

SENIOR LECTURER
Peter L. Shepherd, TC Balmain, DipArt(Ed) Nat. Art School, DipEdStud
(Drama) STC, BEd(Art) Alex Mackie, MIAEd

LECTURERS
Joan Chapple, DipTeach
Wayne Dixon, AMusA N.S.W. Conserv., L.T.C.L.
Peter Duncan, DipDram.Art, N.I.D.A.
Andrew Ford, BA Lancaster
Ksana Natalenko, AMusA, DipTeach, MStudEd
John Stender, TC STC, D.S.C.M. N.S.W.Conserv., BA N.E.
Gary Stonehouse, BA Syd., DipTechProd (NIDA) DipDirecting NIDA
TC STC

School of Industrial and Administrative Studies

HEAD
Michael Hough, BE N.S.W., BA Macq., GradDipIndustEng. DipEd, N’cle N.S.W., DipSchoolAdmin ACAE., MEd Admin N.E., EdD Georgia MACE., AAIMA

SENIOR LECTURER
Graham K. Winley, BA Macq., MSc(O.R.) N.S.W., PhD
12 GENERAL INFORMATION

LECTURERS

Neil Masters, BA York
Kenneth Vine, BA Macq., Litt B N.E., DipSurvey Lond., PhD A.N.U.

External Studies

HEAD

Jeffrey C. Hazell, BA Syd., A.L.A.A.

ADMINISTRATIVE STAFF

SECRETARY

Trevor Brew, BA Syd., MEdAdmin(Hons) N.E., A.A.I.M.

Services Division

SENIOR ADMINISTRATIVE OFFICER

Alan M. House, DipTech(PubAdmin), B.Bus N.S.W.I.T.
FACILITIES AND SERVICES

MICHAEL BIRT LIBRARY

The University Library is named after the University’s first Vice-Chancellor, Emeritus Professor L.M. Birt. The building was opened in 1976 and represents the initial two stages of a planned four stage building.

The Library seeks to provide information resources for University personnel and for members of the local community. To satisfy some of these requirements, the collection of monographs, serials, non-book materials and archival sources is continually augmented by purchase and donation. Access to information held in libraries throughout the world is possible through inter-library loan and computer database searching facilities.

Items from the collection may be borrowed subject to restrictions imposed to ensure the integrity of some types of material. All University of Wollongong staff, students and graduates may borrow from the collection. Graduates of the former Wollongong Teachers’ College and the staff and students of the Wollongong College of TAFE may also borrow. Arrangements may be made for other persons to borrow from the Library subject to their satisfying the conditions imposed by the University.

Borrowing rights may be suspended for the non-return of library materials, for the non-payment of charges for library services or for the failure to observe library regulations. The use of inter-library loan and database searching facilities may require the payment of fees for service. Details of borrowing conditions and other library services are contained in printed guides available at the Library.

Hours of opening from March to December are 9.00 a.m. to 10.00 p.m., Monday to Thursday, 9.00 a.m. to 5 p.m. Friday, 9.00 a.m. to 5 p.m. Saturday and 1.00 p.m. to 5.00 p.m. Sunday. Variations and vacation hours are displayed on notice boards in the Library.

UNIVERSITY UNION

The Union, which provides opportunities for the development of social and intellectual intercourse between members, is housed in buildings at the south-east corner of campus. The facilities include a hall, cafeteria, take-away bar, air-conditioned licensed bar and bistro, four squash courts, sauna and table tennis room. There are also common rooms, administrative offices, a Union Shop, a branch of the National Australia Bank Ltd., and of the University Co-operative Bookshop Ltd.

All students and staff of the University and the Union are members of the Union. The affairs of the Union are controlled by the Board of Management and, in day to day matters, by the Secretary-Manager.

The following Clubs and Societies are affiliated to, and supported by, the Union:

- Amateur Radio Club
- Camera Club
- Catholic Society
- French Club
- Film Group
- Geographical Society
- Geological Society
- Historical Society
- Il Circolo Italiano
- Literature Society
- Musical Society
- Nuclear Disarmament Association
- Parents’ Club
- Simulation Games Society
- Wine Appreciation Society
The Students' Representative Council (S.R.C.) is a body of students elected by and from the students. The S.R.C. is the executive organisation of the entire student body. The S.R.C. promotes student welfare and interests. It provides a channel through which students can express their views on any matter relevant to themselves, their courses, and the University.

The S.R.C. is involved with the politics and welfare of being a student. As well as taking an active interest in a wide variety of issues, the S.R.C. organises many social functions. The following clubs and societies are affiliated to and supported by the S.R.C.

- Psychology Society
- Overseas Student's Association
- Diploma in Education Society
- South Pacific Students
- Alternative Film Society
- Muslim Society
- Chess Club
- Metallurgical Society
- Postgraduate Association
- Accounting Society

Engineering Society
Debating Society
Sociology Society
Philosophy Society
Mining/Engineering Society
Australian/Arabic Society
Environment Collective
Gentlemens Society
Liberal Students Association

Part of the compulsory S.R.C. subscription is paid to the Australian Union of Students (A.U.S.), the national student organisation. As a constituent member of A.U.S. the S.R.C. offers travel and health and insurance schemes (at student rates).

Tertangala, the S.R.C. student newspaper is published throughout the year. Students are invited to submit articles and items for publication.

Most importantly, students are encouraged to participate in the running and activities of the S.R.C. Some present portfolios and interests are:

- Education
- Women
- Social Activities
- Child-Care

A.U.S.
Student Publications
Non-Profit Food Co-operative
Environment

The S.R.C. belongs to the students; they are encouraged to use it.

SPORTS ASSOCIATION

All students pay a compulsory fee which automatically makes them members of the Sports Association. Membership entitlements include the use of the recreational facilities provided by the Sports Association. Members may also join one or other of the constituent clubs of the Association at a small extra subscription.

The Sports Association aims to provide physical recreation facilities of an opportunity-type for individuals or small groups, through casual and class usage as well as intra-mural and inter-departmental sport. Learn to play activities and beginners coaching courses are held at various times throughout the year to cater for the novice as well as the expert. In addition, it aims to ensure that its constituent clubs are provided with adequate playing surfaces and associated equipment, that adequate funds are available to subsidise travelling, and that both clubs and individuals are encouraged to attain higher sporting standards through competition under the auspices of local associations and through intervarsity competitions, representative matches and championships organised by the Australian Universities Sports Association.

A sports pavilion (with licensed bar) and four squash courts have been provided and improvements to existing playing fields are being undertaken. An Indoor
Sports Centre was completed in 1980. Facilities exist for Basketball, Badminton, Volleyball, Table Tennis, Tae Kwon Do, Indoor Soccer and Indoor Hockey.

The constituent clubs of the Sports Association are as follows. Enquiries in respect of them should be made at the Union Office:

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Rugby Union</th>
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<tbody>
<tr>
<td>Australian Football</td>
<td>Sailing</td>
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<tr>
<td>Badminton</td>
<td>Ski</td>
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<tr>
<td>Basketball</td>
<td>Soccer</td>
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<tr>
<td>Cricket</td>
<td>Softball</td>
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<tr>
<td>Men's Hockey</td>
<td>Squash</td>
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<tr>
<td>Women's Hockey</td>
<td>Surf Riders</td>
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<tr>
<td>Judo</td>
<td>Tae Kwon Do</td>
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<tr>
<td>Motor Cycle</td>
<td>Tennis</td>
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<tr>
<td>Netball</td>
<td>Touch Football</td>
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<tr>
<td>Table Tennis</td>
<td>Volleyball</td>
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</table>

**CHAPLAINCY SERVICE**

A Chaplaincy Service is provided within the University, for the benefit of students and staff. Its office is located near the Counselling Centre.

The Service offers fellowship, personal counselling and guidance, and leadership in biblical and doctrinal studies and in worship. The visiting Chaplains maintain close liaison with student religious societies. The visiting Chaplains may be contacted at their private addresses or through the University Secretary.

**Anglican:**
Rev. R. Heslehurst,
11/49 Robsons Road,
Keiraville. 2500
Telephone 288417

and

Mr. Andrew Glover,
Chaplaincy Office,
University Union.

St. Michael's Church,
Telephone 289132

**Baptist:**
Rev. E. Seidel,
216 Jacaranda Avenue,
Figtree. 2525
Telephone 291671

**Congregational:**
Rev. C.G Jones,
6 Carter's Lane,
Towradgi. 2518
Telephone 843658

**Presbyterian:**
Rev. J.J. Knapp,
St. Andrew's Manse,
25 Stanbrook Avenue,
Mt. Ousley. 2519
Telephone 291725 (office)
295358 (home)

**Roman Catholic:**
Rev. Father C. Hill,
St. Peter's Home,
59 Corrimal Street,
Wollongong. 2500,
Telephone 284941.
COUNSELLING CENTRE

Any person involved in university life, whether student or staff, will experience many of its elements as demanding and challenging. Sometimes these demands can cause considerable change in people's lives. Some people can handle these changes with relative ease, while others have considerable difficulty. The University Counselling Service provides assistance to university staff and students so that they can make constructive responses to the demands of the university system.

Personal counselling is available for difficulties such as uncertainty about course choice or career goals, lack of motivation, inability to study effectively; general feelings of anxiety, confusion or depression; difficulties in interpersonal relationships whether at home or within the university. In some situations the participation of the Counsellor may simply be that of the perceptive and concerned listener; in others a deeper understanding and the use of psychological techniques may be required; in others the Counsellor may organise and guide groups where people facing similar challenges may interact to stimulate and encourage one another. In all approaches the Counsellor strives to create a supportive environment where constructive responses to problematic situations can be pursued more safely and effectively than is frequently possible in the normal course of everyday life.

To assist students in their transition to university the Counselling Centre organises a Preparation for University programme before the commencement of Session One each year. This programme is designed to provide students with opportunities to learn about the University system, develop their approach to study and meet other students starting at university. Other group programmes include: Assertiveness Training, Stress Management, Developing Helping Skills, Awareness through Movement and Understanding Family Influences.

The Counselling Service is completely confidential and free of charge to all staff, students and intending students. The Counselling Centre is located on the western side of the Union building. Appointments can be made by phoning 282925.

ACCOMMODATION

The Secretary in the Counselling Centre conducts a Student Accommodation Service for a range of private accommodation, e.g. board (both 7 and 5 day), single rooms, flats and houses made available by the local community in response to media advertisements.

Individual students wishing to register for private board, should contact the Secretary in the Counselling Centre which is located on the western side of the Union building, or telephone her on 28-2925 as early as possible in the year.

International House

Manager: Elisabeth Hilton.

International House is the University's only Hall of Residence. It is situated between the University and the North Wollongong beaches on the Princes Highway at its junction with the Wollongong by-pass.

The House is operated on a co-educational, non-denominational basis by the Board of Management. As indicated by its title, the House provides a place of living and studying for both overseas and local students, thus providing a meeting place of varying cultures.
The House has 204 single study bedrooms, which include 13 large study bedrooms, six of which have ensuites. The rooms are in five three-storey residential blocks.

Facilities include a large lounge room, dining room, students' kiosk, laundry, games room, computer terminal, small library and tutorial rooms.

Informal tutorials are run by the six House Tutors.

For further information contact the Manager, International House, P. O. Box 1144, Wollongong, 2500. Telephone: (042) 299-711.

**EMPLOYMENT**

The Student Employment Service provides information about casual and part-time work throughout the year, plus vacation work. All positions available are displayed on the Counselling Centre noticeboard in the Union Foyer. Students may register for employment with the Counselling Centre Secretary.

Students interested in tutoring in any subject at any level may register with the Counselling Centre Secretary. All positions available will be individually notified where possible.

All enquiries concerning casual, part-time, vacation work and tutoring should be directed to the Student Employment Service, telephone 28-2925.

**MEDICAL SERVICE**

The Student Medical Service is located in the Counselling Centre. The names of the practitioners together with surgery times are available on campus noticeboards.

It is preferable that appointments be made one hour prior to surgery hours.

For enquiries about the Service or to make an appointment contact the Counselling Centre Secretary, telephone 28-2925.

**CHILD CARE CENTRE**

Kids' Uni., a student co-operative child care centre on campus, offers child care facilities to both students and staff. The modern centre provides a happy and stimulating atmosphere where children can stay while their parents are at classes and/or work.

Fees are calculated on a sliding scale based on income but parent participation is also relied upon. The centre is open from 8.30 a.m. - 5.30 p.m. Monday to Friday. The Centre opens until 6.30 p.m. on days when there is demand for this time slot, however children under 2 years of age will not be cared for after 5.30 p.m. Kids' Uni cares for children in the 0-6 year old age group. After school care is also available for older children. The supervisor is a qualified Early Childhood Education teacher and nurses are in attendance for children under two years of age. Preference for enrolment goes to children who are enrolled at Kids' Uni in the previous calendar year. Only a limited number of places are available. Permanent booking must be made to include sessional weeks, May and August vacations, study break and one weeks hours during examinations. This totals 17 weeks in session 1 and 18 weeks in session 2.

For further information contact the Secretary, Child Care Committee, C/- The Union, or phone Kids' Uni., The Union extension 14. Information sheets will also be available from the Enquiries Office, Administration Building or from the Union Office.
N.S.W. TEACHER EDUCATION ADVISORY OFFICE (T.E.A.O.)

The N.S.W. Department of Education provides services from the South Coast Regional Office, Crown Central, Wollongong, Telephone 290888. The services are intended for those who wish to become teachers within the N.S.W. Department of Education. Advice is given on course components for specific subject teaching areas.

THE FRIENDS OF THE UNIVERSITY OF WOLLONGONG LIMITED

The Friends of the University of Wollongong was incorporated on 1st December, 1980.

Broadly the aims and objectives of the Friends are as follows:

1. Assist the Council of the University to preserve, develop and maintain the standard, position and facilities of the University.

2. Create opportunities for the University to attract and retain the continuing interest and financial support of a concerned and interested group of past students, friends, staff and members of the community generally.

3. Solicit donations and gifts to or for the benefit of the University.

4. Attract and encourage bequests, legacies and all forms of deferred gifts to the University or the Company.

5. Aid by research and other suitable means the advancement, development and practical application of science to industry and commerce, to initiate, promote and further scientific and technological research and to seek actively industrial work and contracts by the provision of an organised research service for the investigation of the problems of production and the development of Government authorities, corporate bodies and persons or companies engaged in industries, commerce and primary production and to conduct and to carry on experiments and to charge for such services as the Company may decide to carry out.

6. Make donations to the University of such amounts and at such times as the Company may determine.

Members are drawn from all walks of life including graduates, students, parents, staff, industry, commerce, the unions, local government, the professions, the churches, commerce and industry, primary producers and citizens generally.

Membership is granted to people who express an intention to support the activities of the University or of the Friends to a minimum value of $200 a year over a period of 5 years; after which life membership is granted. There are no annual dues. Support can be given in cash, or in service, or by using the University advice facilities.

The Graduates Group within the Friends offers free membership for the first year and thereafter is $10 per annum or $40 for life membership.

For further information contact Mr. Ben Meek 282955 or Mr. Giles Pickford 282428.
THE ILLAWARRA REGIONAL INFORMATION SERVICE (I.R.I.S.)

The Illawarra Regional Information Service (I.R.I.S.) is located in University premises at 22 Porter Street, North Wollongong. I.R.I.S. is an autonomous body funded by the N.S.W. State Government, Wollongong City Council and the University as major sponsors and by Regional Councils, Commerce and Industry.

I.R.I.S. provides a range of information to assist both the social and economic development of the region.

Students and academics are encouraged to make use of the information available.

I.R.I.S. have completed a number of studies on the region and these, together with our publications, are available for sale or perusal at our offices.

For further information contact Mr. John McKenna, the Director. Telephone 294777 or 282885.
REGULATIONS FOR ADMISSION AND MATRICULATION

Being Regulations made by Council pursuant to clause 25 of the University of Wollongong By Law.

1. GENERAL PROVISIONS

(1) To be eligible for candidature for a degree or diploma, other than an associate diploma, of the University, a person shall have:

(a) either

(i) matriculated to the University and lodged an Application for Admission;

or

(ii) applied for admission under the special provisions of Regulation 5;

(b) satisfied pre-requisites approved by the Council for a subject before enrolment in that subject; and

(c) been selected for a particular degree or diploma.

(2) To be eligible for candidature for an associate diploma of the University, a person shall have:

(a) lodged an application for admission;

(b) satisfied requirements as may be prescribed by the Council; and

(c) been selected for a particular associate diploma.

(3) The Council may limit the number of places available in any degree, diploma, associate diploma or subject.

(4) A candidate admitted under Regulations 1(1), 1(2) or 5(1) shall be subject to the appropriate undergraduate regulations.

2. MATRICULATION

(1) A person who obtains at an examination approved by the Council a level of performance determined by the Council from time to time shall be matriculated to the University.

(2) Additionally, the Council may grant matriculation to a person who has:

(a) matriculated to any Australian university; or

(b) matriculated to any university or other tertiary institution outside Australia approved by the Council; or

(c) obtained a degree or other tertiary qualification approved by the Council from any university or other tertiary institution approved by the Council; or

(d) submitted evidence acceptable to the Council of a satisfactory level of performance in year 12 of a school in New South Wales, or its equivalent in other states of Australia; or
(e) matriculated to the University under the provisions existing in 1975 and 1976; or

(f) obtained at the University of Sydney Matriculation Examination a level of performance determined as satisfactory by the Council; or

(g) been admitted under the special provisions of Regulation 5 and accrued twenty-four credit points or the equivalent by satisfactory completion of subjects other than subjects which are part of an associate diploma course.

3. EXAMINATION APPROVED BY THE COUNCIL

The examination approved by the Council for the purposes of regulation 2(1) is the New South Wales Higher School Certificate Examination, provided that the person has complied with the rules of the examination relating to the presentation of subjects as determined by the New South Wales Board of Senior School Studies.

4. NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE EXAMINATION

(1) The subjects recognised as subjects for the purpose of matriculation at the New South Wales Higher School Certificate Examination shall be the Schedule of Subjects attached to these Regulations and any other subjects approved by the Council.

(2) Performance in the examination shall be measured by the aggregate of marks gained in the examination, such marks being co-ordinated in a manner approved by the Council.

(3) The aggregate of co-ordinated marks shall include the co-ordinated marks achieved in ten units in approved matriculation subjects.

(4) When more than ten units from approved matriculation subjects are presented, the ten highest co-ordinated marks from among such subjects shall be counted.

(5) There shall be no restriction on the number of 4 Unit, 3 Unit, 2 Unit, 2 Unit General and 2 Unit Z subjects that may be included in the aggregate of co-ordinated marks.

5. SPECIAL PROVISIONS FOR ADMISSION

(1) The Council may grant an applicant admission to a degree or diploma course in the University where the applicant:

(a) has, since leaving school, satisfactorily completed over a period of not less than two years full-time study or three years part-time study, a course acceptable to the Council for this purpose; or

(b) is not less than twenty one years of age on 1st March of the year for which admission is sought and by satisfactory completion of the Special Admissions Programme, the Council is satisfied that the applicant has reasonable prospects of success in university studies; or

(c) although not eligible for admission under regulations 5(1)(a) and 5(1)(b), the applicant nevertheless satisfies the Council that in the special circumstances of the case, the applicant has reasonable prospects of success in university studies.

(2) The Council may limit the number of applicants to be granted admission under each, or any, of the clauses in regulation 5(1).
SCHEDULE OF MATRICULATION SUBJECTS FOR THE NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE EXAMINATION

The following subjects are recognised for the purpose of matriculation at the 1984 New South Wales Higher School Certificate Examination:

- Agriculture
- Ancient History
- Arabic
- Art
- Bahasa Indonesian/Bahasa Malaysian
- Chinese
- Classical Greek
- Croatian
- Czech
- Dutch
- Economics
- English
- Estonian
- French
- General Studies
- Geography
- German
- Hebrew
- Home Science
- Hungarian
- Indonesian
- Industrial Arts
- Italian
- Japanese
- Latin
- Latvian
- Lithuanian
- Mathematics
- Modern Greek
- Modern History
- Music
- Polish
- Rural Technology
- Russian
- Science
- Serbian
- Sheep Husbandry and Wool Technology
- Slovenian
- Spanish
- Textiles and Design
- Turkish
- Ukrainian

ADVANCED STANDING

Student enrolling for courses may seek advanced standing on the basis of tertiary studies completed prior to their enrolment at the University of Wollongong. Studies undertaken at other universities, at colleges of advanced education and technical colleges may be considered for advanced standing.

Applications for advanced standing must be accompanied by full documentation of previous studies, viz. photocopies of the relevant pages from the Handbook/Calendar of the institution concerned and a certified transcript.

For the complete summary of Advanced Standing allowable refer to Attachment B of the Bachelor Degree Regulations page 47.
UNDERGRADUATE ENROLMENT AND RE-ENROLMENT

The enrolment procedures for undergraduate students are as follows:

Application For Admission

All applications for admission must be lodged with the Universities and Colleges Admission Centre (UCAC) by 1st October. Applications will not be accepted after 1st October unless accompanied by a $30 late fee. UCAC will not accept applications after 16th December.

First Enrolments

Persons whose applications for admission are successful will be required to complete their enrolment at a specified time before the start of Session 1. Charges must be paid on the day specified.

Final Date for Completion of Enrolment

No enrolments will be accepted from new students after the end of the second week of Session 1, except with the express approval of the University Secretary or the Senior Assistant Secretary (Academic and Student Services) and of each Departmental Chairman concerned.

Re-Enrolments

Following the publication of results in December, 1983, re-enrolment material will be posted to students' registered home addresses. Students may re-enrol by post or by returning the enrolment form in person to the Student Administration. Enrolments will be accepted subject to certification by academic advisers. This certification may be obtained on behalf of the students by the Student Administration. Students are urged, where possible, to seek academic advice, before the end of 1983, or at times advised by the departments/schools in the literature to be sent with the postal re-enrolment forms.

Re-enrolment must be completed by noon on Friday, 3rd February, 1984. Students who fail to comply with this requirement will incur a late charge of $10.00. For details of charge requirements, including late charge provisions, see under Charges.

Re-enrolments will not be accepted after the end of the second week of Session 1, except with the approval of each Departmental Chairman concerned. Persons re-enrolling after the end of the fourth week of Session 1 can do so only in exceptional circumstances and must have, in addition to the approval of each Departmental Chairman concerned, the express approval of the University Secretary or the Senior Assistant Secretary (Academic and Student Services).

Students who have completed the final examinations but have a thesis still outstanding are required to re-enrol and pay the compulsory charges, see under Charges.

Students who fail to enrol by the prescribed date will incur a late charge of $10. For details of charge requirements, including late charge provisions, see under Charges.

Students, who so wish, may re-enrol provisionally in November or December, prior to the publication of results. Forms will be available from the Student Administration Office.

No student is considered to have completed his enrolment/re-enrolment until all fees and charges have been paid.

Variation of Enrolments

Students wishing to vary their enrolments must apply on the appropriate form, obtainable from the Enquiries Office. Consultation with an academic adviser is
Where a variation involving enrolment in a new subject is submitted after the second week of Session 1 (in the case of Session 1 and annual subjects) or after the second week of Session 2 (in the case of Session 2 subjects) or after the first week of Summer Session (in the case of a Summer Session subject) the approval of the Chairman of the Department offering the new subject must be obtained.

Students should particularly note the time limits relating to withdrawal from subjects as set out in Regulation 10 of the Bachelor Degree Regulations. To avoid having withdrawn subjects shown on their academic records, students intending to withdraw from single session subjects should do so no later than the eighth calendar week from the beginning of the appropriate session, or the third week of Summer Session for a Summer Session subject. Students intending to withdraw from annual subjects should do so no later than the first calendar week of Session 2.

**Variation of Course Registration**

Students who are currently enrolled at the University and who wish to vary their course registration must submit an "Application to Vary Course Registration" by 15th January.

Students whose applications to vary course registration are successful are required to comply with the enrolment procedures of the new course in which they expect to enrol. Unless otherwise instructed they must present the letter granting approval of the transfer to the enrolling officer.

**Resumption of Courses**

Students who have been granted leave of absence in any year must contact the University Secretary by 6th January of the following year, for information on re-enrolment procedures.

All other students seeking to resume their studies after an absence of twelve months or more are required to submit an "Application for Admission" in the same manner as is required of new applicants.

Students re-enrolling in this way will normally be required to satisfy conditions pertaining to the course at the time of re-enrolment. This condition applies also to students who have been re-admitted to a course after exclusion under the rules restricting students re-enrolling.

**Miscellaneous Subject Enrolments**

A person wishing to enrol in miscellaneous subjects (i.e. subjects not to be counted towards a degree) may be considered provided the Chairman of the Department offering the subject considers it will be of benefit to the student and there are facilities available. To be eligible for admission as miscellaneous students, applicants must meet the University's normal entrance requirements. Applicants for miscellaneous subject enrolments are not considered until after all students proceeding to a degree have enrolled. Results of applications for miscellaneous enrolment will not be advised until the first week of lectures. Only in exceptional cases will subjects taken in this way count towards an award. Where a student is under exclusion he may not be enrolled in miscellaneous subjects unless given approval by the Academic Senate or the Academic Board.

Application forms can be obtained by written application to the University Secretary or from the Enquiries Office, Ground Floor, Administration Building. Application forms should be received by the University Secretary by 15th January in the year in which enrolment is desired.
Confirmation of Enrolment

Each session, the University will send each student a Confirmation of Enrolment notice which will list all subjects in which the student is officially enrolled according to the University’s records. This should be checked carefully. If any amendment is required, it is the student’s responsibility to apply promptly for a variation of enrolment as set out above, especially noting the time limits for withdrawal from subjects.

Leave of Absence

Approval may be granted for a candidate for a pass degree to take leave of absence for one calendar year provided that an application is made in writing to the University Secretary before the end of the fourth week of Session 1 of that year.

Approval may be granted for a candidate for an honours degree to take leave of absence for one or two of the Sessions 1 and 2 provided that an application is made in writing to the University Secretary before the end of the fourth week of the first such session for which the leave is sought, and provided that the applications is for a substantial medical, compassionate or other reason.

Leave of absence will not be granted to any student required to “show cause” under Degree Regulations 14 until he has shown cause to the satisfaction of the Council.

Enrolment at Other Tertiary Institutions

Students wishing to enrol at another tertiary institution, either concurrently or otherwise, and who wish to have subjects successfully completed at that institution counted towards their degrees at the University of Wollongong must gain the prior approval of the Council (refer Regulation 13.4).

Applications for such enrolment must be made in writing to the University Secretary, no later than 6th January in the year of enrolment. Applications must contain full details of the course(s), including a photocopy of the Handbook entry for the course(s), for which approval is being sought.

Enrolment in Programmes Exceeding 48 Credit Points

Students wishing to enrol in BA, BCom, BMath or BSc programmes with a value exceeding 48 credit points in Session 1 and Session 2 combined; more than 30 credit points in either Session 1 or Session 2; or more than 14 credit points in the Summer Session (or equivalent in BE, BEd, BEnvSci, BMath/BE or BMet - see Bachelor Degree Regulation 7.9) may apply for approval on the appropriate form which is available from the Enquiries Office.

The previous academic record will be taken into consideration when assessing an application to exceed 48 points. Approval will not normally be granted for programmes with a value exceeding 60 credit points unless the applicant has an outstanding academic record.

Normally, students in their first year of enrolment will not be granted permission to exceed 48 credit points (or equivalent).
According to Government regulations, students, both undergraduate and post-graduate, are required to meet the following charges where applicable:

1. Penalty charges such as late charges, parking fines, etc.
2. Administrative charges such as "statement of record" charges, "review of result" charges, application fee to amend an academic record, or charges for examinations requiring special arrangements.
3. Cost of travel incurred by students attending practical work for courses in social work, teacher training, etc.
4. Cost of travel incurred by external students attending residential schools.
5. Accommodation charges and cost of subsistence on excursions, field work, etc.
6. Charges for special clothing or laundry costs.
7. Purchase of instruments or equipment.
8. Cost of handbooks and notes.
9. Charges associated with the development and operation of unions, student associations, students' representative councils and other student activities.
10. Deposits and refundable charges.

### Compulsory Charges

All registered students will be required to pay:

- **University Union† - entrance charge (at first enrolment)** ..................................... **$25**
- **Sports Association† - entrance charge (at first enrolment)** ..................................... **$10**

Student Activities charges:

- **University Union† - annual subscription** ......................................................... **$88**
- **Sports Association† - annual subscription** ......................................................... **$28**
- **Students' Representative Council - annual subscription** ........................................ **$22**

Exemption from payment of fees will be granted in certain circumstances:

(a) The Union will waive fees for enrolled students who have paid six or more annual fees to the Union from 1965 onwards.

(b) The Sports Association will waive fees for enrolled students who have paid six or more annual fees to the Sports Association from 1962 onwards.

* All charges listed are current at time of printing.
† Life members of these bodies are exempt from the appropriate charge or charges.
ο University Union Annual Subscription fees for External and former W.I.E. students see page 28.
Administrative Charges

Deferred examination .............................................. $ 8 for each subject
Examinations conducted under special circumstances ........ $11 for each subject
Review of examination result ..................................... $11 for each subject
Application fee to amend academic record ....................... $40

New Students -

All new students shall be required to attend the enrolment centre and pay all charges on the date shown on their letter of offer.

Re-enrolling students -

Failure to enrol by the prescribed date - Charge ................ $10

Where charges have not been paid prior to the commencement of Session 1, the following additional charges will apply:

Charges paid during the first two weeks of session 1 ............... $20
Charges paid subsequent to the second week of session 1 ........ $40

Note: Payment of charges subsequent to the second week of session 1 will only be accepted with the express approval of the University Secretary or the Senior Assistant Secretary (Academic and Student Services).

Withdrawal

1. Students withdrawing from a course are required to notify the University Secretary in writing.

2. Where notice of withdrawal from a course is received by the University Secretary before the first day of Session I a refund of all charges paid will be made.

3. On notice of withdrawal on or after the first day of Session I and prior to the end of the fourth week of Session I, a full refund of student activities charges, other than entrance charges, will be made but thereafter no refund will be made, except as provided for in section 4 below. Student activities charges are listed on the previous page.

4. If a student’s initial enrolment in any year is made at the commencement of Session 2 for Session 2 only and the student gives notice of withdrawal prior to the end of the fourth week of Session 2, a full refund of student activities charges, other than entrance charges will be made but thereafter no refund will be made.

5. Late charges are not refundable.

Extension of Time

Any student who is unable to pay charges by the due date may apply in writing to the University Secretary for an extension of time. Such applications must state clearly and fully the reasons why payment cannot be made and the extension sought, and must be lodged before the date on which a late fee becomes payable. Normally the maximum extension of time for payment of charges is until the end of the fourth week of Session I.
Assisted Students

Scholarship holders or Sponsored Students who have not received an enrolment voucher or appropriate letter of authority from their sponsor at the time when they are enrolling should complete their enrolment paying their own charges. A refund of charges will be made when the enrolment voucher or letter of authority is subsequently lodged with the Cashier.

Failure to Pay Charges

Any student who is indebted to the University and fails to make a satisfactory settlement of his indebtedness upon receipt of due notice ceases to be entitled to membership and privileges of the University. Such a student is not permitted to register for a further session, to attend classes or examinations, or to be granted any official credentials.

In very special cases the University Secretary may grant exemption from the disqualification referred to above upon receipt of a written statement setting out all relevant circumstances.

Cashier’s Hours

The Cashier’s office is open for the payment of charges from 9.30 a.m. to 4.30 p.m., Monday to Friday. The Cashier’s office may be open for additional periods during enrolment and re-enrolment. Details of these additional times may be obtained from notices posted at the Cashier’s office.

Special Note

University Union annual subscription fees for former W.I.E. and External Students

External Students .......................................................... $22
External Students (Illawarra Region) .............................. $44
Full-Time Students, former W.I.E. ................................. $74
Part-Time Students, former W.I.E. ................................. $54
SCHOLARSHIPS

UNDERGRADUATE SCHOLARSHIPS AND ASSISTANCE

Tertiary Education Assistance Scheme (TEAS)

The Tertiary Education Assistance Scheme (TEAS) is intended to assist students who are enrolled full-time in approved courses at universities, colleges of advanced education, technical colleges, agricultural colleges and other approved tertiary institutions in Australia.

Benefits are available on a non-competitive basis but subject to a means test and to certain conditions of eligibility relating to previous tertiary studies.

To be assisted students should not have already undertaken parallel study in another course. They are also required to make satisfactory progress in their courses.

The means test is applied to the students' own and their parents' income unless they are regarded as independent of their parents, in which case the means test is applied to their own incomes and to that of a spouse where applicable. Re-enrolling students should lodge applications as soon as their results are available.

Allowances are available at the "dependent at home", "dependent away from home" and "independent" rates. Students who qualify for an allowance will also receive an incidentals allowance.

A fares allowance may also be payable to students receiving the "dependent away from home" or "independent" rate to the extent of three return trips a year between the institution and the student's home.

Students who qualify for TEAS may also receive an allowance for a dependent spouse and/or child.

Re-enrolling students should lodge applications as soon as their results are available. New students should lodge applications as soon as possible after they have completed enrolment. Students should ensure that applications are lodged by 31st March of the year in which they are seeking assistance, in order to receive their full year's entitlement. The closing date for second semester applicants is 31 July. Applications forwarded to the Department after these dates attract benefits from the date on which they are received.

Students should advise the TEAS office if at any time they change or discontinue their advised study programme as their eligibility to receive benefits could be affected. Forms for this purpose are available from the Student Enquiries Office.

Information and application forms are available from The Director, New South Wales State Office, Commonwealth Department of Education, 59 Goulburn Street, Sydney (Postal address: P. O. Box 596, Haymarket, N.S.W. 2000. Telephone: 218 880).

Aboriginal Study Grants Scheme

The Aboriginal Study Grants Scheme is intended to assist Aboriginals who wish to further their education after leaving school.

Benefits include the payment of all compulsory course fees, book and equipment allowances, some travel costs and establishment and clothing allowance.

Aboriginal Study Grants are available on a full-time or part-time basis to any Aboriginal or Torres Strait Islander who has left school and wishes to undertake any acceptable course for which he/she is suited. Where a course is not available
in an established educational institution, the Scheme may be able to set up courses specially designed to meet the needs of a group or even an individual. Acceptable courses include a wide range of vocational and personal development training courses, as well as those leading to formal qualifications.

Further information may be obtained from the Director, Commonwealth Department of Education and Youth Affairs, P. O. Box 596, Haymarket, N.S.W. 2000. (Telephone: 2 0920, ext. 8511).

Residential Scholarships/International House

The Wollongong Gus Parrish Scholarship

Four special residential scholarships have been established to commemorate the transfer of the administration of International House from the Y.M.C.A. to The University of Wollongong.

The scholarships are awarded to residents of International House on the basis of academic merit. Applicants must be first year undergraduate students enrolled in a full-time programme at The University of Wollongong.

Each scholarship has an annual value of up to $500, and takes the form of a weekly reduction in the accommodation fees for up to thirty-three (33) weeks of the year.

Further information may be obtained from the Enquiries Office. Telephone: 282937.

Supplementation Scholarships/The Illawarra Credit Union

The Illawarra Credit Union (I.C.U.) annually awards a sum of money to the University to be used to provide casual employment within the University for students.

Applicants for the I.C.U. 'Supplementation Scholarships' must be full-time undergraduate students enrolled in their second year at The University of Wollongong.

Students awarded the scholarships are given casual employment in the University departments in jobs related to their academic interests for a period of three hours a week during the session (28 weeks).

Further information and application forms may be obtained from the Enquiries Office. Telephone: 282937.
GENERAL INFORMATION 31

STUDENT PROCEDURES

General Conduct

Acceptance as a member of the University implies an undertaking on the part of the student to observe the regulations, by-laws and other requirements of the University, in accordance with the declaration signed at the time of the enrolment.

Smoking is not permitted during lectures, in examination rooms or in the University Library. Gambling is also forbidden.

Members of the academic staff of the University, senior administrative officers, and other persons authorised for the purpose, have authority, and it is their duty to check and report on disorderly or improper conduct or any breach of regulations occurring in the University.

Indebtedness to the University

Any student who is indebted to the University and who fails to make a satisfactory settlement of the indebtedness upon receipt of due notice ceases to be entitled to membership and privileges of the University. Such student is not permitted to attend classes or examinations, or to be granted any official credentials.

Indebtedness to the University includes the non-payment of charges, late charges, library fines, the non-payment of student loans and any arrears in rent or other financial obligations resulting from an accommodation agreement entered into with the University.

In very special cases the University Secretary may grant exemption from the disqualification referred to in the preceding paragraph upon receipt of a written statement setting out all the relevant circumstances.

Change of Address

Students are requested to notify the University Secretary in writing of any change in their address as soon as possible. Forms for this purpose are available from the Enquiries Office, Ground Floor, Administration Building. Failure to do this could lead to important correspondence (e.g. confirmation of enrolment form, examination results, etc) or course information not reaching the student. The University cannot accept responsibility if official communications fail to reach a student who has not notified the University Secretary of a change of address.

Change of Name by Marriage or Deed Poll

All records held, and statements issued by the University will be in the name given by students at the time of their admission to the University.

Students who change their name by marriage or by Deed Poll and who also wish to change their name on University records should complete a Change of Name form which is available from the Enquiries Office, Ground Floor, Administration Building, and present for notation the original Marriage Certificate or Deed Poll document.

Ownership of Students’ Work

The University reserves the right to retain at its own discretion the original or one copy of any drawings, models, designs, plans and specifications, essays, theses or other work executed by students as part of their courses, or submitted for any award or competition conducted by the University.
Official University notices are displayed on the notice boards and students are expected to be acquainted with the contents of those announcements which concern them.

**Students' Travelling Concession Passes**

The various transport authorities provide fare concessions for certain classes of students.

Application forms for these concessions may be obtained from the Enquiries Office, Ground Floor, Administration Building.

**Train:**

Identification cards issued by the Railways of Australia are available to full-time students to enable them to travel at concession rates on railways within Australia. Application forms are available from the Enquiries Office, Ground Floor, Administration Building.

**Aircraft:**

Concession fares for travel overseas, inter-state and intra-state are available under the conditions ruling for various operating companies. Appropriate travel cards are available from travel agents.

**Student Identification Cards**

All students are issued with a new Identification Card at the beginning of each year of enrolment after payment of compulsory charges. This card must be carried during attendance at the University and shown on request.

The number appearing on the front of the card is the student registration number used in the University's records. This number should be quoted in all correspondence.

The card must be presented when varying enrolment, when collecting examination results, when applying for travel concessions and when notifying a change of address.

A student who loses their identification card must notify the University Secretary as soon as possible.

All students will be issued with an Identification Card as soon as possible after enrolment. In the meantime, the receipt form issued at the time of enrolment should be carried during attendance at the University and shown on request. If the identification card is not received within six weeks of enrolment the Enquiries Office should be advised.

**Lost Property**

Enquiries concerning lost property should be made to the Enquiries Office and the Union Office.

**Application of Rules**

Any student who requires information on the application of the rules or any service which the University offers, may make enquiries at the Enquiries Office.
EXAMINATIONS

Formal University examinations may take place at the end of the first or second session. Timetables showing time and place at which individual examinations will be held are posted on notice boards. Mis-reading of the timetable is not an acceptable excuse for failure to attend an examination. Session 1 examination results are posted to the session addresses of students. Session 2 examination results are posted to the home addresses of students. No information concerning examinations or results will be given by telephone.

Examination results may be reviewed for a charge of $11 a subject which is refundable in the event of an error being discovered. Applications for review must be submitted on the appropriate form, together with the necessary charge no later than four weeks from the date of publication of the examination results.

Rules and Procedures for the Conduct of Examinations

(a) Candidates are required to obey any instruction given by an examination supervisor for the proper conduct of the examination.

(b) Candidates are required to be in their places in the examination room not less than ten minutes before the time for commencement.

(c) No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into the examination room.

(d) No candidate shall be admitted to an examination after thirty minutes from the time of commencement of the examination.

(e) No candidate shall be permitted to leave the examination room before the expiry of thirty minutes from the time the examination commences.

(f) No candidate shall be re-admitted to the examination room after he has left it unless during the full period of his absence he has been under approved supervision.

(g) A candidate shall not by any improper means obtain, or endeavour to obtain, assistance in his work, give, or endeavour to give, assistance to any other candidate, or commit any breach of good order.

(h) Smoking is not permitted during the course of examinations.

(i) All answers must be in English unless otherwise directed. Foreign students who have the written approval of the Examinations Office may use standard translation dictionaries.

(j) A candidate who commits any infringement of the rules governing examinations is liable to disqualification at the particular examination, to immediate expulsion from the examination room, and to such further penalty as may be determined in accordance with the By-Laws.

Deferred Examinations

Most departments at the University do not offer deferred examinations except in medical and compassionate cases.

Terminating Passes

The award of the grade of terminating pass will prohibit a student progressing to the next subject in a sequence for which the subject in which the terminating pass is awarded, is a pre-requisite. However, students are not prevented from repeating a subject for which a terminating pass has been awarded.
APPLICATION FOR ADMISSION TO A DEGREE OR DIPLOMA

Applications for admission to a degree or the award of a diploma must be made on the appropriate form. Students who complete the requirements for their degrees or diplomas at the end of session 2 should apply by 5th January in the following year. Students who complete their degrees at the end of session 1 and do not wish to wait until the next Graduation Ceremony may choose to have their degrees awarded by resolution of the Council, in which case the application must be submitted to the University Secretary by 1st September. All applicants should ensure that they have completed all requirements for the degree or diploma, including industrial training where necessary.
CROSS REGISTRATION OF ADVANCED EDUCATION AND FACULTIES SECTOR COURSES

The University through the Faculties Sector offers the following undergraduate courses of study:

Bachelor of:

ARTS
ARTS (HONOURS)
COMMERCE
COMMERCE (HONOURS)
ENGINEERING
ENGINEERING (HONOURS)
ENVIRONMENTAL SCIENCE
ENVIRONMENTAL SCIENCE (HONOURS)
INFORMATION TECHNOLOGY AND COMMUNICATION*
MATHEMATICS
MATHEMATICS (HONOURS)
MATHEMATICS/ENGINEERING
MATHEMATICS/ENGINEERING (HONOURS)
METALLURGY
METALLURGY (HONOURS)
SCIENCE
SCIENCE (HONOURS)

In certain circumstances students may enrol for subjects or sequences of subjects from the above offerings for credit towards their registered course of study.

Student should check with their Academic Adviser(s) that subjects chosen from the Faculties Sector will count towards the award for which they are enrolled.

*Subject to Council approval.
BACHELOR DEGREE REGULATIONS

PART I – PRELIMINARY

1. SHORT TITLE

These Regulations may be cited as the Bachelor Degree Regulations.

2. DEGREES AND THEIR ABBREVIATIONS

These Regulations control undergraduate courses leading to:

(a) the pass degrees of

- Bachelor of Arts BA
- Bachelor of Commerce BCom
- Bachelor of Engineering BE
- Bachelor of Education BEd
- Bachelor of Environmental Science BEnvSci
- Bachelor of Mathematics BMath
- Bachelor of Mathematics/Bachelor of Engineering BMath/BE
- Bachelor of Metallurgy BMet
- Bachelor of Science BSc

(b) the honours degrees of

- Bachelor of Arts BA(Hons)
- Bachelor of Commerce BCom(Hons)
- Bachelor of Engineering BE(Hons)
- Bachelor of Environmental Science BEnvSci(Hons)
- Bachelor of Mathematics BMath(Hons)
- Bachelor of Mathematics/Bachelor of Engineering BMath/BE(Hons)
- Bachelor of Metallurgy BMet(Hons)
- Bachelor of Science BSc(Hons)

3. COMMENCEMENT

The original of these Regulations known as "Bachelor Degree Requirements", came into operation on 1st January 1975. These amended Regulations came into operation on 1st January, 1984.

4. PARTS

The Regulations are divided into parts as follows:

PART I - Preliminary (Regulations 1-5)
PART II - General (Regulations 6-15)
PART III - Pass Degrees (Regulations 16-24)
PART IV - Honours Degrees (Regulations 25-26)
PART V - Miscellaneous (Regulations 27-29)
5. INTERPRETATION

(1) In the interpretation and implementation of these Regulations the Council will normally act on the recommendation of the appropriate bodies of the University.

(2) In these Regulations, unless the contrary intention appears:

(a) "Candidate" is a person registered for a degree;
(b) "course" is the combination of subjects which a candidate takes for a degree;
(c) "programme" is the combination of subjects in which a candidate is enrolled in any one session or year;
(d) "session" is one of the two periods (session 1, session 2) within which subjects are offered each year;
(e) "subject" is a self-contained section of study identified by a unique number in the Schedules in the Attachment C following these Regulations;
(f) "credit point" is a value attached to a subject as a component of a degree, and for each credit point the implied work-load is, on average, two hours each week for a sessional subject or one hour each week for an annual subject;
(g) "sessional subject" is a subject offered during session 1 or session 2;
(h) "annual subject" is a subject offered across session 1 and session 2 of one year;
(i) "100 level subject" is a subject at first year level, "200 level subject" is a subject at second year level, "300 level subject" is a subject at third year level, "400 level subject" is a subject at fourth year level;
(j) "pre-requisite subject" is one which must be satisfactorily completed before the subject for which it is prescribed may be taken;
(k) "co-requisite subject" is one which must be satisfactorily completed before, taken concurrently with or, at the discretion of the Departmental Chairman, attempted before, the subject for which it is prescribed;
(l) "Departmental Chairman" means the Chairman of the relevant Department, Chairmen of the relevant Departments, the Head of the relevant School or Heads of the relevant Schools;
(m) "major study" is an approved combination of 300-level subjects with a value of at least 24 credit points;
(n) "grade point average" is an average of the marks gained for a group of subjects and weighted in terms of credit points or similar factor;
(o) "approved" or "approval" means approval by the Council;
(p) "Academic Adviser" is a person appointed to advise candidates on programmes and courses of study;

(q) "advanced standing" is the standing of a candidate as a consequence of the granting of credit or exemption;

(r) "credit" is the number of credit points granted towards a degree for work satisfactorily completed outside that degree;

(s) "specified credit" is credit for a specific subject or subjects listed in one of the Schedules and is granted on the basis of satisfactory completion of a substantially corresponding subject or subjects at an approved university or other tertiary institution;

(t) "unspecified credit" is credit granted on the basis of satisfactory completion at an approved university or other tertiary institution of a subject or subjects not substantially corresponding to subjects listed in the appropriate Schedule;

(u) "exemption" is the waiving of the requirement that a subject prescribed for a degree be satisfactorily completed and is granted on the basis of the satisfactory completion of an appropriate subject, subjects or other work at an approved university, other tertiary institution or other establishment; and

(v) "leave of absence" is a period of leave from the University for which prior approval has been obtained.

PART II - GENERAL

6. ADMISSION AND REGISTRATION

(1) To qualify for admission to a course leading to a pass degree a person shall comply with requirements of the Regulations for Matriculation and Admission.

(2) To qualify for admission to the conversion course leading to the degree of BEd a person shall have:

(a) qualified for the appropriate Diploma in Teaching of this University or an approved equivalent qualification of a tertiary institution; and

(b) satisfactorily completed any teaching requirement imposed by the Council.

(3) To qualify for admission to a course leading to the degree of BA (Hons), BCom(Hons), BEnvSci(Hons), BMath(Hons) or BSc(Hons) a person shall have:

(a) qualified, at an approved standard of achievement, for the award of an appropriate pass degree of this University or hold an approved qualification or academic attainment from a university or other tertiary institution;

(b) completed in that degree, qualification or attainment such subjects at the standard of achievement required by the Chairman of the Department in which the person wishes to pursue the course for honours; and

(c) completed, at an approved standard of achievement, any additional work specified by the Council.
(4) A person qualified for admission to a course leading to a degree may apply for admission as a candidate for that degree.

(5) A person admitted as a candidate shall register for the particular degree referred to in Regulation 6(4).

(6) Except with approval, no candidate shall be registered concurrently for more than one degree, certificate or diploma in this University or other tertiary institution. However,

(a) a candidate for the degree of BE, BMath/BE or BMet is also a candidate for the corresponding honours degrees, but

(b) such a candidate may be awarded only the pass degree or the honours degree.

(7) A person who has qualified for one or more honours degrees and who is qualified for admission to a further course for honours may be permitted to register for that course provided that it is sufficiently different from satisfactorily completed courses for honours.

(8) A candidate who, at the end of the prescribed period of registration for an approved course for honours referred to in Regulation 25, fails to qualify for the award of any class of honours referred to in Regulation 15(6) may not register again as a candidate for any honours degree in the same academic discipline.

(9) Except with approval, a person who, in the opinion of the Council, has an unsatisfactory academic record in any university or tertiary institution, shall not be permitted to register for any degree.

ENROLMENT

(1) During prescribed periods in each year a candidate shall, after consultation with an Academic Adviser, enrol in a programme and pay any required charges.

(2) A candidate may enrol in a subject provided that:

(a) the conditions for enrolment specified in the appropriate Schedule are satisfied, save that a pre-requisite or co-requisite requirement may be waived by the Departmental Chairman, and

(b) the candidate is not excluded by any restriction that may be imposed on the number of candidates to be enrolled in that subject.

(3) A candidate registered for an honours degree may enrol in:

(a) subjects offered or approved by one Department, or

(b) an approved combination of subjects offered by more than one Department.

(4) Except with approval, a candidate for a pass degree who has failed a subject at least twice may not enrol again in that subject.

(5) Except with approval, a candidate for the degree of BA, BCom, BMath or BSc shall not be enrolled in any year in a programme with a value of less than 12 credit points.
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(6) Except with approval, a candidate for the degree of BE, BEd, BEnvSci, BMath/BE or BMet shall not enrol in any year in a programme which is less than one quarter of an annual part of one of the prescribed three or four year courses.

(7) Regulations 7(5) and 7(6) shall not apply to a candidate who, in order to complete the degree of BA, BCom, BMath or BSc, needs less than 12 credit points or who, in order to complete the degree of BE, BEd, BEnvSci, BMath/BE or BMet, needs less than one quarter of an annual part of one of the prescribed three or four year courses. Such a candidate must enrol for all subjects needed to complete the degree.

(8) Except with approval, a candidate for the degree of BA, BCom, BMath or BSc shall not enrol in any year in a programme with a value of more than 48 credit points in session 1 and session 2 combined or more than 30 credit points in either session 1 or session 2.

(9) Except with approval, a candidate for the degree of BE, BEd, BEnvSci, BMath/Be or BMet shall not enrol in any year in a programme which, in session 1 and session 2 combined, is more than an annual part of one of the prescribed three or four year courses or in session 1 or session 2 is more than five-eighths of an annual part of one of the prescribed three or four year courses.

(10) For the purposes of Regulations 7(8) and 7(9) half the value of an annual subject shall be deemed to be taken in each of session 1 and session 2.

(11) A candidate enrolled in a subject in contravention to the conditions for enrolment specified in the appropriate Schedule shall be withdrawn from that subject unless permitted by the Departmental Chairman to remain enrolled.

(12) A candidate for a pass degree who, in a particular year, is not permitted to enrol in any subject pursuant to these Regulations may apply to the Council for permission to enrol in a subsequent year.

8. SCHEDULES OF SUBJECTS

The subjects approved for courses leading to the degrees identified in Regulation 2 are listed in the Schedules in the Attachment C following the Regulations. The Schedules are:

Arts Schedule
Commerce Schedule
Education Schedule*
Engineering Schedule
Environmental Science Schedule
Mathematics Schedule
Mathematics/Engineering Schedule
Metallurgy Schedule

*The subjects approved for the course leading to the degree of Bachelor of Education are listed in Volume III of the University Calendar.

9. VARIATION OF REGISTRATION

(1) After consultation with an Academic Adviser a candidate may apply to the University Secretary for permission to change registration from one degree to another.
(2) Permission for a candidate to change registration is contingent upon any limitation that may be imposed on the number of candidates to be registered for particular degrees.

(3) Variation of enrolment associated with change of registration is contingent upon restrictions imposed by Regulations 7(2) and 10.

10. VARIATION OF ENROLMENT

(1) After consultation with an Academic Adviser a candidate may withdraw from a subject in a programme by notifying the University Secretary.

(2) Where a variation referred to in Regulation 10(1) is the withdrawal from a sessional subject before the end of the eighth calendar week of the session of offer, or from an annual subject before the end of the first calendar week of session 2 the candidate shall be deemed to have not enrolled in that subject.

(3) Where a variation referred to in Regulation 10(1) is the withdrawal from a sessional subject after the end of the eighth calendar week of the session of offer, or from an annual subject after the end of the first calendar week of session 2 the candidate shall be deemed to have failed that subject unless withdrawal is for medical, compassionate or other reason acceptable to the Council. In this latter case the candidate will be deemed to have discontinued the subject without penalty for the purposes of Regulations 7(4) and 12(5).

(4) After consultation with an Academic Adviser a candidate may apply to the University Secretary for permission to enrol in an additional subject for a programme.

(5) Permission for a candidate to enrol in an additional subject for a programme is contingent upon restrictions imposed by Regulations 7(2) and 10(6).

(6) Except with the approval of the Departmental Chairman, a candidate may not enrol in a sessional subject after the expiration of the first two weeks in the session of offer or in an annual subject after the expiration of the first two weeks of session 1.

11. ASSESSMENT

(1) Methods of assessment in a subject shall be determined by the Departmental Chairman.

(2) Any material presented by a candidate for assessment must be the work of the candidate and not submitted elsewhere, unless otherwise permitted by the Departmental Chairman.

(3) Standards required for the approval grades of performance in a subject shall be determined by the Departmental Chairman.

(4) An approved grade of performance, as set out in Attachment A following these Regulations, shall be determined and declared for each subject in which a candidate is enrolled.

(5) Subjects completed at Pass Conceded or Pass Terminating grade may comprise no more than:

(a) 36 credit points of the minimum requirement for the degree of BA, BCom, BMath or BSc, or
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(b) one quarter of a prescribed course for the degree of BE, BEd, BEnvSci, BMath/BE or BMet, except for those degrees monitored by an approved grade point average system.

(6) Where performance in a subject is affected by illness or other cause beyond the control of a candidate, the circumstances should be reported in writing, supported by evidence, to the University Secretary normally no later than seven days following the illness or the other cause. The circumstances shall be referred to the Departmental Chairman and may be taken into account when assessment of the candidate in that subject is made.

(7) A candidate for the degree of BA, BCom, BMath or BSc, who satisfactorily completes a subject listed in the appropriate Schedule shall count only once the number of credit points attached to the subject in that Schedule towards the degree.

(8) A candidate for the degree of BE, BEd, BEnvSci, BMath/BE or BMet who satisfactorily completes a subject listed in the appropriate Schedule shall count that subject only once towards the degree.

17 MINIMUM RATE OF PROGRESS

(1) A candidate may enrol in a programme in accordance with the provisions of Regulation 7 provided that the rate of progress of the candidate is at least the minimum specified in Regulation 12(2), 12(3) or 12(4).

(2) The required minimum rate of progress by a candidate for the degree of BA, BCom, BMath or BSc is the accrual of credit points as follows:

(a) at the end of the first two years of registration, at least one half of the credit points attached to the subjects in the combined programmes for those years, and

(b) at the end of each subsequent year of registration, at least two-thirds of the credit points attached to the subjects in the programme for the year.

(3) The required minimum rate of progress by a candidate for the degree of BE, BEd, BEnvSci, BMath/BE or BMet is the satisfactory completion of subjects as follows:

(a) at the end of the first two years of registration, at least one half of the combined programmes for those years, and

(b) at the end of each subsequent year of registration, at least two-thirds of the programme for the year.

(4) Notwithstanding the provisions of Regulations 12(2) and 12(3) the required minimum rate of progress of a candidate in a course, or part thereof, monitored by an approved grade point average system is the maintenance of at least the required minimum cumulative grant point average.

(5) Except with approval, a candidate whose rate of progress is less than the specified minimum may not enrol in a programme in the following year.

(6) Approval referred to in Regulation 12(5) may be granted provided that application is made to the University Secretary after consultation with an Academic Adviser to determine a suitable programme.
13. ADVANCED STANDING

(1) A candidate who has completed, at an approved university, other tertiary institution or other establishment, one or more subjects or other work approved for the purpose of this Regulation may be granted such advanced standing as is determined by the Council.

(2) The advanced standing allowable is listed in the Attachment B following these Regulations.

(3) Except with approval, a candidate shall not be granted advanced standing for subjects completed more than 10 years previously.

(4) With prior approval, a candidate may be permitted to enrol for subjects at another university or tertiary institution and, on satisfactory completion of those subjects have them counted towards a degree of this University.

(5) Except with approval, a candidate who has been granted specified credit for a subject or subjects completed at this University or elsewhere shall not be permitted to count substantially corresponding subjects for a particular degree.

(6) Except when advanced standing is granted under this Regulation, a candidate shall not be eligible to obtain standing towards a degree by satisfactory completion, at this University, of subjects which substantially correspond with subjects satisfactorily completed previously and counted towards a qualification at an approved university or other tertiary institution.

14. LEAVE OF ABSENCE

(1) Approval may be granted for a candidate for a pass degree to take leave of absence for one calendar year provided that an application is made in writing to the University Secretary before the end of the fourth week of session 1 of that year.

(2) Approval may be granted for a candidate for an honours degree to take leave of absence for one or two of the sessions 1 and 2 provided that an application is made in writing to the University Secretary before the end of the fourth week of the first such session for which the leave is sought, and provided that the application is for a substantial medical, compassionate or other reason.

15. CONFERRING OF DEGREES

(1) A degree may be conferred by the Council upon a candidate who has complied with these Regulations.

(2) A candidate who has qualified more than once at this University for the award of the same degree shall receive only a statement of the additional qualification setting out the subjects completed and the grades attained.

(3) Prior to the conferring of a degree of BEd upon a candidate who holds a Diploma in Teaching of this University, the candidate shall surrender the testamur for that Diploma in Teaching and in so doing shall be deemed to have surrendered all rights pertaining to the diploma.

(4) A pass degree shall not be conferred upon a candidate who is registered for the corresponding honours degree.
(5) Prior to the conferring of an honours degree upon a candidate who holds the corresponding pass degree of this University, the candidate shall surrender the testamur for that pass degree and in doing so shall be deemed to have surrendered all rights pertaining to the pass degree.

(6) A candidate who has satisfactorily completed the requirements for an honours degree may be awarded the degree in one of the classes:

Honours Class I
Honours Class II Division 1
Honours Class II Division 2
Honours Class III

(7) The degree of BCom may be conferred with merit upon a candidate who has attained an approved standard of achievement in the course.

(8) The degree of BEd may be conferred with distinction upon a candidate who has attained an approved standard of achievement in the course.

PART III – PASS DEGREES

16. BACHELOR OF ARTS

(1) To qualify for the award of the degree of BA a candidate shall accrue an aggregate of at least 144 credit points including a major study, by the satisfactory completion of subjects listed in the Arts Schedule.

(2) Of the 144 credit points, not more than 72 credit points shall be for 100 level subjects.

17. BACHELOR OF COMMERCE

(1) To qualify for the award of the degree of BCom a candidate shall accrue an aggregate of at least 144 credit points, including a major study, by the satisfactory completion of subjects listed in the Arts Schedule.

(2) The 144 credit points shall include the subjects prescribed for one of the specialisations or combined specialisations listed in the Commerce Schedule.

(3) Of the 144 credit points, not more than 72 credit points shall be for 100 level subjects.

18. BACHELOR OF EDUCATION

To qualify for the award of the degree of BEd a candidate shall satisfactorily complete the subjects prescribed in one of the courses listed in the Education Schedule.

19. BACHELOR OF ENGINEERING

(1) To qualify for the award of the degree of BE a candidate shall satisfactorily complete the subjects prescribed in one of the courses listed in the Engineering Schedule.

(2) For courses, or parts thereof, monitored by an approved grade point average type system, a candidate shall have a final cumulative grade point average of no less than the approved value.
20. **BACHELOR OF ENVIRONMENTAL SCIENCE**

To qualify for the award of the degree of BEnvSci, a candidate shall satisfactorily complete the subjects prescribed in one of the courses listed in the Environmental Science Schedule.

21. **BACHELOR OF MATHEMATICS**

(1) To qualify for the award of the degree of BMath a candidate shall accrue an aggregate of at least 144 credit points by the satisfactory completion of subjects listed in the Arts Schedule.

(2) Of the 144 credit points, not more than 60 credit points shall be for 100 level subjects.

(3) Of the 144 credit points, either

   (a) at least 84 credit points, including a major study, shall be for subjects listed in the Mathematics Schedule and, at least 12 credit points, in addition to the major study, shall be for 300 level subjects, or

   (b) at least 72 credit points, including a major study, shall be for subjects listed in the Mathematics Schedule and at least 48 credit points, including a major study, shall be for subjects offered by, or for, any one department which is not a member department of the Faculty of Mathematics.

22. **BACHELOR OF MATHEMATICS/BACHELOR OF ENGINEERING**

To qualify for the award of the degree of BMath/BE, a candidate shall satisfactorily complete the subjects prescribed in one of the courses listed in the Mathematics/Engineering Schedule.

23. **BACHELOR OF METALLURGY**

(1) To qualify for the award of the degree of BMet, a candidate shall satisfactorily complete the subjects prescribed in one of the courses listed in the Metallurgy Schedule.

(2) For courses, or parts thereof, monitored by an approved grade point average type system, a candidate shall have a final cumulative grade point average of no less than the approved value.

24. **BACHELOR OF SCIENCE**

(1) To qualify for the award of the degree of BSc, a candidate shall accrue an aggregate of at least 144 credit points by the satisfactory completion of subjects listed in the Arts Schedule.

(2) Of the 144 credit points, not more than 60 credit points shall be for 100 level subjects.

(3) Of the 144 credit points, at least 90 credit points shall be for subjects which are offered by member departments of the Faculty of Science. Of these 90 credit points, at least 60 credit points including a major study shall be for subjects offered by one member department.
PART IV – HONOURS DEGREES

25. HONOURS DEGREES IN ARTS, COMMERCE, ENVIRONMENTAL SCIENCE, MATHEMATICS AND SCIENCE

To qualify for the award of the degree of BA(Hons), BCom(Hons), BEnvSci (Hons), BMath(Hons) or BSc(Hons), a candidate shall, within a period of either two or four consecutive sessions 1 and 2 as prescribed at registration by the Departmental Chairman, accrue an aggregate of at least 48 credit points by the satisfactory completion of 400 level subjects listed in the appropriate Schedule or Schedules.

26. HONOURS DEGREES IN ENGINEERING, MATHEMATICS/ENGINEERING AND METALLURGY

To qualify for the award of the degree of BE(Hons), BMath/BE(Hons) or BMet(Hons) a candidate shall complete the subjects prescribed in one of the courses listed in the appropriate Schedule at a standard of achievement determined by the Departmental Chairman.

PART V – MISCELLANEOUS

27. GENERAL SAVING CLAUSE

Notwithstanding anything to the contrary herein contained the Council may dispense with or suspend any requirement of, or prescription by, these Regulations.

28. APPLICATION FOR AMENDING REGULATIONS

If an amendment relating to courses that may be taken for the degrees is made to these Regulations after their implementation, the amendment shall not apply to a candidate who, before the making of the amendment, satisfactorily completed 12 credit points or one quarter of an annual part of one of the prescribed three or four year courses, unless

(a) the candidate accepts the application of the amendment and submits to the Council proposed course alterations that are deemed by the Council to be in accordance with the Regulations; or

(b) the Council determines otherwise.

29. APPEAL

(1) A candidate may appeal against any decision made under these Regulations to the Council which shall determine the matter as it sees fit.

(2) Any appeal should be lodged within six weeks of notification of the decision referred to in Regulation 29(1).
ATTACHMENTS TO BACHELOR DEGREE REGULATIONS

A. GRADES OF PERFORMANCE

The approved grades of performance and associated ranges of marks are:

<table>
<thead>
<tr>
<th>Grade of Performance</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Completion</td>
<td>High Distinction</td>
</tr>
<tr>
<td></td>
<td>Distinction</td>
</tr>
<tr>
<td></td>
<td>Credit</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>Pass (Terminating)</td>
</tr>
<tr>
<td></td>
<td>Pass Conceded</td>
</tr>
<tr>
<td>Unsatisfactory Completion</td>
<td>Fail</td>
</tr>
</tbody>
</table>

For marks in the range 45-49% either a Pass Terminating or a Pass Conceded shall be declared unless the course in which the subject is taken is monitored by an approved grade point average system in which case the grade shall be a Pass Conceded. A Pass Terminating grade in a subject in which the subject is a pre-requisite for another subject for which that first subject is a pre-requisite.

B. ADVANCED STANDING

1. Subject to restrictions imposed by Part III of the Bachelor Degree Regulations:

   (a) the credit allowable for T.A.F.E. Certificates is 24 credit points unspecified at 100 level;

   (b) the credit allowable for T.A.F.E. Higher Certificates is 12 credit points unspecified at 100 level in addition to the 24 credit points allowed in 1(a);

   (c) the credit allowable for UG3 level courses (e.g. Associate Diplomas) is 36 credit points unspecified at 100 level;

   (d) the credit allowable for UG2 level courses is 36 credit points unspecified at 100 level plus 12 credit points unspecified at 200 level;

   (e) the credit allowable for incompletely completed T.A.F.E. Certificates, T.A.F.E. Higher Certificates, UG3 level courses and UG2 level courses is specified only up to the maximum allowable for the completed qualification;

   (f) the credit allowable for completed UG1 level courses or Undergraduate Bachelor degrees is 72 credit points unspecified at 100, 200 or 300 level, or exemption from one and a half years of a prescribed three or four year course; subjects satisfactorily completed but not included in a course or degree may extend the maximum advanced standing allowable to 96 credit points or exemption from two years of a three year prescribed course or three years of a four year prescribed course;

   (g) the credit allowable for incomplete UG1 level courses or Undergraduate Bachelor degree courses is up to 96 credit points unspecified at 100, 200 or 300 level, or exemption from up to two years of a three year prescribed course and up to three years of a four year prescribed course.
2. Unspecified credit may be converted to specified credit at any level on the recommendation of the Departmental Chairman.

3. No credit granted at 300 level shall comprise part of a major study except for credit granted on the basis of subjects previously completed at the University of Wollongong and not then included as part of a major study.

4. Qualifications completed more than ten years previously can attract up to the maximum advanced standing available as follows:
   (a) specified credit or exemption - on the recommendation of the Chairman of the appropriate department,
   (b) unspecified credit - determined on the basis of the activities of the applicant subsequent to obtaining the qualification.

5. All allowances apply equally to prescribed courses on the basis that credit of 6 credit points is equivalent to exemption from one-eighth of one year of a 3 or 4 year course.

6. Advanced standing allowable for qualifications not herein covered will be determined on the merit of each individual application.

C. SCHEDULES

All subjects approved for inclusion in a course leading to one of the degrees are listed in one or more of the Schedules of subjects.

Students are strongly urged to read the details of each subject in which they are interested. In particular, when selecting a programme they should ensure that they comply with any special requirements for subjects they may wish to take subsequently.

Information in the columns headed "pre-requisites" or "co-requisites" specifies the minimum requirements to be satisfied for enrolment in the various subjects. Students who believe that they have grounds for requesting waiver of a pre-requisite or a co-requisite requirement because of appropriate subjects satisfactorily completed should present their case to the Departmental Chairman.

In the column headed "Session Offered" the following code is used:

1 - Subject offered in session 1
2 - Subject offered in session 2
A - Annual subject
S - Summer session subject*

The offering of subjects listed in the Schedules is contingent upon availability of staff and sufficient enrolments and the University reserves the right to withdraw any subject at any time without notice.

*Subject to approval by the University Council.
REGULATIONS FOR DIPLOMAS, ASSOCIATE DIPLOMAS, GRADUATE DIPLOMAS AND CONVERSION COURSES OFFERED WITHIN THE INSTITUTE OF ADVANCED EDUCATION

Being Regulations made by Council pursuant to section 20A(I) of the University of Wollongong Act and to clauses 23 and 24 of the University of Wollongong By-law.

1. PRELIMINARY

1.1 There shall be the following undergraduate diplomas:

- Diploma in Teaching (Primary)  DipTeach(Prim)
- Diploma in Teaching (Secondary English/History)  DipTeach(Sec.Eng/Hist)
- Diploma in Teaching (Secondary Mathematics)  DipTeach(Sec.Math)

1.2 There shall be the following graduate diplomas:

- Graduate Diploma in Education (Primary)  GradDipEd(Prim)
- Graduate Diploma in Educational Studies (Environmental Education)  GradDipEdStud(Env.Ed)
- Graduate Diploma in Educational Studies (Health Education)  GradDipEdStud(HealthEd)
- Graduate Diploma in Educational Studies (Reading/English as a Second Language Education)  GradDipEdStud(R/E S.L.Ed)
- Graduate Diploma in Educational Studies (School Administration)  GradDipEdStud(SchAdmin)
- Graduate Diploma in Educational Studies (Computers in Education)  GradDipEdStud(Comput.inEd)
- Graduate Diploma in Educational Studies (Secondary Mathematics Education)  GradDipEdStud(Sec.Math.Ed)

1.3 There shall be the following associate diplomas:

- Associate Diploma in the Arts  AssocDipArts
- Associate Diploma in Computer Applications  AssocDipComApp
- Associate Diploma in Industrial Studies  AssocDipIndStud

2. ADMISSION

Admission of all students is subject to the University's Regulations for Matriculation and Admission. Additionally, students must meet the requirements for specific courses where applicable, as set out below.

2.1 ENTRY TO GRADUATE COURSES

These Regulations apply for entry to courses for the Graduate Diploma in Education (Primary) and the Graduate Diploma in Educational Studies.

2.1.1 Ordinary Entry

2.1.1.1 Candidates will be expected to possess a degree, a three-year diploma or an equivalent qualification from a recognised tertiary institution.
2.1.1.2 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.

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

2.1.1.4 Where, in the opinion of the Council, suitable background experience as prescribed under 2.2.1.2 was not part of the degree of diploma, then the candidate shall be required to complete preliminary courses deemed equivalent.

2.1.1.5 Advanced Standing will not be granted in graduate courses.

2.1.2 Special Entry

2.1.2.1 Special entry will be granted only in exceptional circumstances.

2.1.2.2 When considering applications for special entry the appropriate 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 study.

2.2 SPECIFIC COURSE ENTRY REQUIREMENTS

2.2.1 Diploma in Teaching (Primary) - Part of the Bachelor of Education (Primary)

2.2.1.1 Full-time

There are no special admission requirements beyond those specified in the University’s Regulations for Matriculation and Admission.

2.2.1.2 Conversion from Two-year Certificate

2.2.1.2.1 Applicants who have satisfactorily completed an approved two-year course in teacher education will be eligible for admission.

2.2.1.2.2 Applicants with other teacher education qualifications may be considered for entry. Such applicants may be required to complete additional subjects specified by the Council.

2.2.2 Bridging Course Conversion from Diploma in Teaching (Primary) not part of the Bachelor of Education

2.2.2.1 Applicants who have satisfactorily completed at the Wollongong Institute of Education a Diploma in Teaching (Primary) which is not part of the Bachelor of Education will be eligible for entry.
2.2.2.2 Applicants who have satisfactorily completed a Diploma in Teaching (Primary) at another institution approved by the Council will be eligible for entry.

2.2.3 Diploma in Teaching (Secondary Mathematics) and Diploma in Teaching (Secondary English/History)

2.2.3.1 There are no requirements beyond those specified in the University’s regulations for matriculation and admission.

2.2.4 Graduate Diploma in Education (Primary)

2.2.4.1 Applicants must have satisfied requirements of an approved University or College of Advanced Education for an award at the UGI or UG2 level other than in teacher education but containing some courses appropriate to teaching.

2.2.5 Graduate Diploma in Educational Studies

Computers in Education
Environmental Education
Health Education
Reading/English as a Second Language Education
School Administration
Secondary Mathematics Education

2.2.5.1 Candidates will be expected to possess a teaching qualification or equivalent from an approved tertiary institution and provide evidence acceptable to Council of having had at least one year or its equivalent of successful professional experience.

2.2.6 Associate Diplomas

The Arts
Computer Applications
Industrial Studies

Applicants may be required to attend an interview/audition for selection to these courses to demonstrate their background and capacity in the area of their intended study.

2.3 MISCELLANEOUS ADMISSION OF STUDENTS

2.3.1 Miscellaneous admission may be available to a student who is seeking enrolment in a subject or subjects, the successful completion of which does not lead to an accredited award.

2.3.2 Miscellaneous enrolment in a subject will be permitted only if accommodation is available.

2.3.3 In order to be eligible for miscellaneous admission to a subject, prospective students should possess appropriate pre-requisites and/or co-requisites or their equivalent.

2.3.4 The subjects followed through miscellaneous enrolment will be identical in content and assessment requirements to those followed by ordinary students.
2.4 ADMISSION WITH ADVANCED STANDING

2.4.1 The term "advanced standing" will apply in any instance where a student is granted exemption from one or more subjects in a course.

2.4.2 Applications for advanced standing should be made at the time of initial enrolment but subsequent applications will be considered.

2.4.3 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.

2.4.4 In those instances where an application for advanced standing is successful, the maximum number of sessions within which the student will be required to complete the course will be determined by the Council.

NOTE: Application for advanced standing, together with supporting documentation, should be submitted to the University Secretary

2.5 STUDENT STATUS

2.5.1 Registration

2.5.1.1 A student shall be deemed to be a registered student in the University from the time of completion of initial enrolment and until the student -

(i) completes the course of study;
(ii) withdraws from the course of study; or
(iii) is excluded from the course of study.

2.5.1.2 In order to be eligible for election to, and retention of membership of Committees and/or boards of the University, a registered student must maintain continuity of enrolment over succeeding sessions.

2.5.2 Enrolment and Re-enrolment

2.5.2.1 All students are required to enrol/re-enrol during the Enrolment Period, as specified in the University Calendar.

2.5.2.2 Students who enrol/re-enrol after the enrolment period, as specified in the University Calendar, will be required to pay a "late charge" unless prior approval has been obtained from the University Secretary.

2.5.2.3 Only in exceptional circumstances will a student be permitted to enrol/re-enrol in a subject after two weeks from the commencement of the session in which the subject is offered.

3. ASSESSMENT AND PROGRESSION

3.1 ASSESSMENT

3.1.1 Preamble

To qualify for any academic award controlled by these Regulations a student shall:
3.1.1.1 Comply with all applicable Rules and Regulations made by Council.

3.1.1.2 Successfully complete a prescribed course within a specified period as detailed in 3.3, from the date of initial enrolment. This specified number of sessions or years includes those in which the student does not enrol in any subject.

3.1.1.3 Maintain a satisfactory record of participation in all prescribed activities associated with the course.

3.1.2 Subject and Assessment

3.1.2.1 Subjects are one or two sessions in duration.

3.1.2.2 Student performance in subjects may be assessed progressively and/or by final examinations.

3.1.2.3 A student whose performance was affected or prevented by illness or other cause beyond the student's control from satisfying the requirements for a subject shall report the circumstances in writing (supported by evidence) to the University Secretary who shall inform the Head of School; and the Head of School may take into account such illness or other cause when assessing the student's performance. The student shall submit such a report to the University Secretary not later than seven days following the illness or other cause referred to above, except that it may be submitted by some other person if circumstances prevent the student from taking the required action.

3.1.3 Grades

3.1.3.1 Student performance will be graded in the following manner:

HD - High Distinction*
D - Distinction*
C - Credit*
P - Pass
PT - Pass Terminating
PC - Pass Conceded
F - Failure

* For some subjects the grades HD, D and C will not be available.

3.1.4 Withheld Results

3.1.4.1 Under special circumstances, the result in a subject may be withheld by a Head of School in accordance with procedures determined by Council and the appropriate notation will be included on the student's result notification.

3.1.4.2 When a result is withheld it shall be finalised prior to the commencement of the succeeding session, unless the Council approves otherwise.
3.1.5 Change of Course or Subject

3.1.5.1 Students seeking to change a subject or course for which they are enrolled, shall apply in writing to the University Secretary after consultation with an academic adviser.

3.1.5.2 Where the change of course referred to in Regulation 3.1.5.1 includes discontinuance of a subject or subjects, the candidate shall be deemed not to have been enrolled in the subject or subjects if he discontinues:

(a) in the case of a subject which terminates at the end of a single session, before the end of the eighth week of the session in which that subject is offered;

(b) in the case of a subject which terminates at the end of two sessions, before the end of the first week of the second session in which that subject is offered.

3.1.5.3 Where a student withdraws from a subject or subjects pursuant to Regulation 3.1.5.2 that subject or subjects shall be deleted from the student’s enrolment record.

3.1.5.4 Where the change of course referred to in Regulation 3.1.5.1 includes a subject or subjects discontinued after the time limits specified in Regulation 3.1.5.2(a) or (b), the subject shall not be deleted from the candidate’s enrolment record provided that:

(a) where the Council determines that the failure to discontinue within the time limits specified in Regulation 3.1.5.2(a) and (b) is due to medical, compassionate or other acceptable reason, the candidate’s enrolment record shall note the discontinuance and the date;

3.1.5.5 Where a date of discontinuance is recorded it shall be the date on which a notice of discontinuance on the prescribed form is lodged with the University Secretary.

3.1.6 Notification of Results

3.1.6.1 The University will issue an official notification of assessment results to all enrolled students at the end of each session. When the notification is by mail, it will be posted to the last known home address as shown on University records.

3.1.6.2 Official notification of assessment results may be withheld from those students with financial or material indebtedness to the University.

3.1.7 Alteration to Notified Results

3.1.7.1 Any alteration to a declared result must have the approval of the Council.

3.1.8 Awards with Distinction

3.1.8.1 All Awards may be granted with distinction.
3.1.8.2 The granting of an award with distinction will require the achievement of a meritorious academic record, free from failure.

3.2 PROGRESSION

3.2.1 Preamble

3.2.1.1 A student shall not enrol in more than a specified amount of course work in any one session or year, as prescribed in 3.3.

3.2.1.2 A student shall be ineligible to enrol in any subject without having satisfied the published pre-requisites and co-requisites.

3.2.1.3 Outstanding indebtedness to the University will render a student ineligible to re-enrol in a course except with the approval of the Council.

3.2.1.4 If one subject is a pre-requisite for another subject then the student must pass the pre-requisite subject before progression to the other subject will be granted.

3.2.1.5 Where one subject is co-requisite for another subject a student who has not already passed the co-requisite course unit must attempt it concurrently with the other subject. A pass in one subject, however, is not contingent upon a pass in the other subject.

3.2.1.6 Students who fail in a subject may repeat that subject when it next becomes available.

3.2.1.7 Where a subject is not offered within the ensuing two sessions from the session in which the subject was failed, the Council may approve the substitution of the next most appropriate subject for the failed subject.

3.2.2 Exclusion

3.2.2.1 Unless the Council approves otherwise, a student shall be excluded from a subject when that student fails in the same subject twice. A student so excluded shall be ineligible to seek enrolment in the relevant subject for a period of two sessions.

3.2.2.2 Unless the Council approves otherwise, a student shall be excluded from a course if:

3.2.2.2.1 the student fails to complete any subjects in three consecutive sessions.

3.2.2.2.2 it becomes apparent that the student is no longer able to meet the requirements for the course award within the maximum number of permitted sessions.

3.2.2.3 A student excluded in terms of 3.2.2.2 shall be ineligible to seek enrolment in any course in the University for a period of two sessions 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.
3.2.2.4 If a student is excluded from a course or subject(s), the student shall be notified of the situation at the time students receive notification of assessment for the session or year, or as soon as practicable thereafter. Such notification, together with an appropriate extract from these regulations, shall be posted to the student by the University Secretary to the student’s last home address, as shown in the University’s records, by certified mail in the case of a student resident in Australia, otherwise by registered air mail.

3.2.3 Appeals Against the Application of Assessment and Progression Regulations

3.2.3.1 An appeal against decisions made in accordance with these assessment and progression regulations may be made to the Council.

3.2.3.2 Appeals should be lodged in writing and be delivered by hand or certified mail to the University Secretary -
(i) within fourteen (14) days of the date of publication of results, for consideration by the Academic Review Committee, or
(ii) within fourteen (14) days of the posting of an Academic Review Committee’s decision for consideration by Council.

3.2.3.3 Reasons for the appeal must be included with the notification of the appeal.

3.2.3.4 In exceptional circumstances, appeals made after the time stipulated in 3.2.3.2 above may be accepted by the Council.

3.3 SPECIFIC REQUIREMENTS FOR ACCREDITED COURSES

3.3.1 Diploma in Teaching (Primary) - Part of the Bachelor of Education (Primary).

In order to satisfy requirements for the Diploma in Teaching (Primary), a student shall:

(i) satisfactorily complete all subjects for the prescribed course as set out in the appropriate tables, and satisfy mandatory practice teaching requirements within a maximum of twelve (12) sessions from the date of initial enrolment;

(ii) not enrol in more than twenty-four (24) credit points of course work in any one session without the approval of the Council.

3.3.2 Conversion to Diploma in Teaching (Primary)

3.3.2.1 From Two-year Certificate

In order to satisfy the requirements of the Diploma in Teaching (Primary) a student shall:
(i) satisfactorily complete all subjects of the prescribed course as set out in the appropriate tables within a maximum of eight (8) sessions from the date of initial enrolment; and

(ii) not enrol in more than twelve (12) credit points of course work in any one session without the approval of the Council.

3.3.3 Bridging Course from Diploma in Teaching (Primary) (Pre-1983)

In order to satisfy the requirements of the Bridging Course for entry to the Bachelor of Education (Primary) course a student shall:

(i) satisfactorily complete all subjects of the prescribed course as set out in the appropriate table within a maximum of three (3) sessions from the date of initial enrolment; and

(ii) not enrol in more than twelve (12) credit points of course work in any one session without the approval of the Council.

3.3.4 Diploma in Teaching (Secondary English/History), Diploma in Teaching (Secondary Mathematics) and Diploma in Teaching (Physical Education)

3.3.4.1 For the award of the diploma a student shall:

(i) satisfactorily complete all subjects of one of the prescribed courses as set out in the appropriate tables and satisfy practice teaching requirements within a maximum of twelve (12) sessions from the date of initial enrolment;

(ii) not enrol in more than twenty-six (26) subject hours in any one session of the course without the approval of the Council.

3.3.5 Graduate Diploma in Education (Primary)

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

(i) satisfactorily complete all subjects of the prescribed courses set out in the appropriate table and satisfy practice teaching requirements within a maximum of four (4) sessions from the date of initial enrolment; and

(ii) not enrol in more than twenty-four (24) credit points in any one session of the course.

3.3.6 Graduate Diploma in Educational Studies

Computers in Education
Environmental Education
Health Education
Reading/English as a Second Language Education
School Administration
Secondary Mathematics Education
3.3.6.1 For the award of a Graduate Diploma in Educational Studies, a student shall:

(i) successfully complete all the subjects in the appropriate prescribed course as set out in the appropriate tables within eight sessions from the date of initial enrolment. This specified number of sessions includes those in which the student does not enrol in any subject.

(ii) not enrol in more than twelve (12) credit points of course work in any one session without the approval of the Council.

3.3.7 Associate Diplomas in the Arts, Computer Applications and Industrial Studies

3.3.7.1 In order to satisfy requirements for the award of the Associate Diploma in the Arts, the Associate Diploma in Computer Applications and the Associate Diploma in Industrial Studies, a student shall:

(i) satisfactorily complete all subjects of the appropriate prescribed course as set out in appropriate tables within a maximum of 8 sessions from the date of initial enrolment if undertaking the course full time, or within a maximum of 12 sessions from the date of initial enrolment if undertaking the course part time.

(ii) not enrol in more than 24 credit points in any one session if undertaking the course full time, or in more than 12 credit points in any one session if undertaking the course part time, except with the approval of Council.

3.3.7.2 The prescribed course for the Associate Diploma in the Arts for the purposes of 3.3.8.1(i) above shall include subjects to the value of not less than 96 credit points, of which 16 credit points in the principal study must be at level 4.

3.3.8 Earlier Accredited Courses

3.3.8.1 Students enrolled in the following courses will be subject to the specific requirements pertaining at the time of their enrolment in the courses:

- Diploma in Teaching (Primary) enrolment prior to 1981
- Diploma in Teaching (Secondary English/History Education) enrolment prior to 1982
- Diploma in Teaching (Secondary Mathematics Education) enrolment prior to 1982.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<td>801</td>
<td>Bachelor of Education (Primary) - Bridging Course</td>
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<td>803</td>
<td>Bachelor of Education (Primary) - Conversion Course</td>
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<td>804</td>
<td>Bachelor of Education (Physical &amp; Health Education)</td>
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<td>806</td>
<td>Bachelor of Education (Secondary) - English/History Education Conversion Course</td>
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<td>Associate Diploma in the Arts (Performing &amp; Visual)</td>
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<td>Associate Diploma in Computer Applications</td>
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In the column headed "Session" the following code is used:

1 = first half year  
2 = second half year  
A = full year  
S = summer session

The University reserves the right to withdraw any subject or subjects at any time without notice.
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<th>Subject No.</th>
<th>Subject Name</th>
<th>Session</th>
<th>Hrs/Wk</th>
<th>Credit Points</th>
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*Course subject outlines are given on these pages for subjects offered in 1984, otherwise the year the subject may first be offered is indicated.
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**SCHOOL OF INDUSTRIAL AND ADMINISTRATIVE STUDIES**
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<th>Subject Name</th>
<th>Session</th>
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<td>6</td>
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The following degree level subjects are planned for introduction in 1984*

- Introductory Computing
- Structured Business Programming
- Business Computer Applications
- Management Computer Applications

For further details refer to Head of School.

* Subject to Council approval.
ASSOCIATE DIPLOMA IN THE ARTS
(Performing and Visual)

This course, commenced in the First Session of 1982, contains the equivalent of two years full-time study and leads to the award of the Associate Diploma in the Arts.

It is designed to develop acceptable levels of performance in a chosen field by concentration on one major area of study. This major study comprises a Principal Study and a Support Study from within one of the two areas offered: Visual Arts and Performing Arts.

Opportunity for a broadening of knowledge and appreciation of the arts is given through the choice of minor studies from either area. Support or minor studies may be chosen from subjects which are components of principal studies or from a list of separate minor studies.

The area from which major studies may be offered in 1984 parallel those in the Bachelor of Creative Arts and are listed below.

**Major Studies offered in 1984**

**Music**
- Performance
- Musicology
- Musicianship/Composing

**Fine Arts**
- Painting
- Ceramics
- Sculpture
- Textiles

**Theatre**
- Performance/Acting
- Directing/Performing Arts Technology

**Additional Minor Studies**

Printmaking
- Historical and Cultural Studies
- Sculpture
- Jewellery
- Musical Direction
- Film Techniques

Film and Television Production
- Dance
- Creative Writing
- Small Business Administration
- Television Techniques
- Theatre Design

**Course Structure**

For the award of an Associate Diploma in the Arts a student must accrue a total of ninety six (96) credit points by pursuing a Major Study and Minor Studies.

**Major Studies**

A Major Study includes a Principal Study accruing 64 credit points and a Support Study accruing 16 credit points.

**Principal Studies**

A Principal Study accrues 64 credit points over the whole course and includes several subjects: The subjects included in the Principal Studies offered in 1984 are
### Principal Study Subjects

<table>
<thead>
<tr>
<th>VISUAL ARTS</th>
<th>PERFORMING ARTS</th>
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<tr>
<td><strong>Painting:</strong></td>
<td><strong>Painting Studio A</strong></td>
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<tr>
<td>Drawing &amp; Design</td>
<td>(4cr pts, 3hrs/wk)</td>
</tr>
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<td>(4cr pts, 3hrs/wk)</td>
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<tr>
<td></td>
<td>(8cr pts, 6hrs/wk)</td>
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<tr>
<td><strong>Textiles:</strong></td>
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<td>(4cr pts, 3hrs/wk)</td>
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<td>(8cr pts, 6hrs/wk)</td>
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<td>(4 cr pts, 3hrs/wk)</td>
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<td><strong>Composition Studies A</strong></td>
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<tr>
<td>Instrumental Performance</td>
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<td>Studies A</td>
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<td>(4cr pts, 3hrs/wk)</td>
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<td>M.T.O. Technique A</td>
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<tr>
<td>(4cr pts, 3hrs/wk)</td>
<td>(8cr pts, 6hrs/wk)</td>
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Support Studies

Four Support Studies subjects are required for completion of the course. These subjects come from the same area as the Principal Study and may comprise either two sequences of two subjects or one sequence of four subjects, e.g.

Principle Study: Painting.
Support Study: Four subjects from Visual Arts area,
  e.g. Textiles Studio A I   Textiles Studio A II
       Ceramics Studio A I   Ceramics Studio A II
  or  Textiles Studio A I   Textiles Studio A II
      Textiles Studio A III Textiles Studio A IV

Principal Study: Acting
Support Study: Four subjects from Performing Arts area,
  e.g. Dance Technique A I   Dance Technique A II
       Production Technique A I Production Technique A II
  or  Dance Technique A I   Dance Technique A II
      Dance Technique A III Dance Technique A IV

Minor Studies

Four subjects must be taken as Minor Studies. These may, or may not, be sequenced.

Minor studies may be chosen from components of principle studies or either discipline area or from a list of additional minor studies (see previous page).

Patterns of Study

A full time student may undertake subjects accruing a minimum of 24 credit points per session (18 hrs per week).
### Full Time Study — Normal Pattern

Listed below are the patterns of study for a typical semester for full time students in the following Principal Studies. A complete full time study pattern includes a Principal Study, a Support Study and a Minor Study.

<table>
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<th>Subject Numbers</th>
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Must be chosen from within the area of Principal Study. A Minimum sequence to Level 2 is required. In general no restriction. May be chosen from either area. See list of additional minor studies.
Instrumental Studies
Instrumental Performance Studies A  
(8cr pts, 6hrs/wk)
AAPA100  AAPA200  AAPA300  AAPA400
Instrumental Performance Studies B  
(4cr pts, 3hrs/wk)
AAPA101  AAPA201  AAPA301  AAPA401
Composition Studies B  
(4cr pts, 3hrs/wk)
AAPA102  AAPA202  AAPA302  AAPA402

Musicology Musicianship/Composition
Composition Studies A  
(8cr pts, 6hrs/wk)
AAPA103  AAPA203  AAPA303  AAPA403
Composition Studies B  
(4cr pts, 3hrs/wk)
AAPA102  AAPA202  AAPA302  AAPA402
Instrumental Performance Studies C  
(4cr pts, 3hrs/wk)
AAPA150  AAPA151  AAPA152  AAPA153

Acting
Theatre Performance A  
(8cr pts, 6hrs/wk)
AAPA113  AAPA114  AAPA115  AAPA116
Acting Technique A  
(4cr pts, 3hrs/wk)
AAPA112  AAPA212  AAPA312  AAPA412
Acting Technique B  
(4cr pts, 3hrs/wk)
AAPA106  AAPA206  AAPA306  AAPA406

Production
Production Performance A  
(8cr pts, 6hrs/wk)
AAPA171  AAPA172  AAPA173  AAPA174
Production Technique A  
(4cr pts, 3hrs/wk)
AAPA118  AAPA218  AAPA318  AAPA418
Production Technique B  
(4cr pts, 3hrs/wk)
AAPA119  AAPA219  AAPA319  AAPA419
### COURSE STRUCTURE — FULL TIME STUDY

Credit Points Requirement in Major, Minor and Support Areas of Study

Studies from the same discipline area

<table>
<thead>
<tr>
<th>Stage</th>
<th>Principal Study</th>
<th>Support Study</th>
<th>Minor Study</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>16 (12 hrs)</td>
<td>4 (3 hrs)</td>
<td>4 (3 hrs)</td>
<td>24 (18 hrs)</td>
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<td>2</td>
<td>16 (12 hrs)</td>
<td>4 (3 hrs)</td>
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**TOTALS**

64
16
16

96
ASSOCIATE DIPLOMA IN THE ARTS
PERFORMING ARTS

CONTENT OF SUBJECTS

INSTRUMENTAL STUDIES

AAPA100 INSTRUMENTAL PERFORMANCE STUDIES A I

Session One; 8 credit points (6 hours per week)

Pre-Requisite: A proven standard of practical proficiency is required.

This subject is the first of a series which aims to produce musicians who will raise the standards of music in the region, given that the community needs competent instrumentalists and singers to take their place in developing music organisations.

Students will:

Study with a private tutor in the instrument of their choice at a level determined by the tutor, and work towards a public performance to be given at the end of the unit; experience singing in a choir and/or playing in an orchestra or small ensemble; indirectly absorb the basic techniques of rehearsal and conducting through observation; be encouraged to develop small ensemble combinations such as chamber music groups and lieder partnerships within the Institute.

TEXTBOOK

No prescribed textbook.

AAPA200 INSTRUMENTAL PERFORMANCE STUDIES A II

Session Two; 8 credit points (6 hours per week)

Pre-Requisite: AAPA100

This subject is the second of an on-going series designed to give students further opportunity to develop technique in instrument or voice studies. Individual and group tuition will be provided through:

Instrumental tuition: private tuition to be continued with a view to presenting a recital programme at the completion of the subject.

Choir and/or orchestra and/or ensemble: continuing membership is mandatory for all students.

TEXTBOOK

No prescribed textbook.

AAPA300 INSTRUMENTAL PERFORMANCE STUDIES A III

Session One; 8 credit points (6 hours per week)

Pre-Requisite: AAPA200

This subject is the third of a four subject series designed to give students continuing opportunities for development of technique in instrument or voice studies.
Individual tuition will be provided on the student's chosen instrument or voice and continuing attendance at choir or orchestra or other ensemble is a mandatory requirement.

**TEXTBOOK**

No prescribed textbook.

**AAPA400 INSTRUMENTAL PERFORMANCE STUDIES A IV**

Session Two; 8 credit points (6 hours per week)

*Pre-Requisite:* AAPA300

At the end of this last subject in the series of four, students will present a public (i.e. on campus) recital programme on their chosen instrument or voice.

Continuing attendance at choir or orchestra or other ensemble is a mandatory requirement.

**TEXTBOOK**

No prescribed textbook.

**AAPA101 INSTRUMENTAL PERFORMANCE STUDIES B I**

Session One; 4 credit points (3 hours per week)

*Pre-Requisite:* Nil

It is not sufficient for students to play competently. The presentation of a variety of styles in a musically acceptable manner is imperative to the performer. This subject seeks to establish competency in presentation and the commencement of repertoire collections.

Areas of study include:

Concert practice: This is a class where students learn the techniques of public performance by presenting individual and ensemble items which eventually will become complete programmes for presentation within the community. All instrumental students must attend, and performances will be critically appraised. Such organisational skills as stage managing a concert, advertising and introduction of performers will be stressed and efforts evaluated.

Repertoire: Students will be led in a systematic study of repertoire for their chosen instrument. This will involve both theoretical and practical aspects. Voice students will study English Diction as an adjunct to the study of style.

**TEXTBOOK**

No prescribed textbook.

**AAPA201 INSTRUMENTAL PERFORMANCE STUDIES B II**

Session Two; 4 credit points (3 hours per week)

*Pre-Requisite:* AAPA101

This subject is the second of an on-going series designed to give the student further understanding of the repertoire of their instrument and the skills necessary
for musically acceptable performances.

Areas of study include:

Concert practice: Students will be expected to perform to an audience of their colleagues. Critical appraisal of performance techniques will be an integral part of the session. Organizational skills such as stage management, introduction of performers and advertising will be stressed and evaluated.

Repertoire: Work in this segment of the course will include the building of repertoire lists and performance in a workshop environment. When appropriate, specific instructions peculiar to some areas will be given, e.g. voice students will study Introductory Italian Diction for repertoire purposes.

TEXTBOOK

No prescribed textbook.

AAPA301 INSTRUMENTAL STUDIES
PERFORMANCE B III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA201

This is the third of a series of subjects designed to give students further understanding of the repertoire of their instrument and opportunities to play in front of their colleagues. Each student will be required to perform at least twice in this session, and the performance and presentation will be critically appraised.

Repertoire studies will give attention to specific areas e.g. voice students will study German diction.

TEXTBOOK

No prescribed textbook.

AAPA401 INSTRUMENTAL STUDIES
PERFORMANCE B IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA301

In this final subject of four, students will be expected to be capable of performing at concert standard, not just the practical acquittal of their choice pieces, but also in terms of stage etiquette and polished presentation. Each student must perform at least twice in the concert practice sessions and the presentations will be critically appraised.

Repertoire studies will continue in their workshop setting and give further attention to specific areas. e.g. voice students will study French diction.

TEXTBOOK

No prescribed textbook.
AAPA102 COMPOSITION STUDIES B I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

A performer needs a theoretical knowledge of style. It is essential that levels of musicianship keep pace with technical expertise on individual instruments. This subject seeks to establish a theoretical grounding in music history and harmony, and the skills of sight-singing and aural.

Areas of study include:

Music history: A broad historical overview which is linked closely with harmony tutorials in order to reveal the basic concepts of melodic and harmonic development in a logical manner.

Harmony: This tutorial is designed to highlight the historical developments presented in the History lecture and enable students to apply stylistic considerations in a practical session. Exercises are confined to analysis and short research activities.

Sight-singing and aural: At the commencement of the subject students will be graded according to their basic musicianship.

TEXTBOOK


AAPA202 COMPOSITION STUDIES B II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA102

This subject aims to give students further depth or knowledge in the theoretical and historical aspects of music and will provide further tutorial and workshops in the skills of aural-training and sight-singing.

Areas of study include:

Music history: A survey of music developments which took place during the Baroque and Classical eras in opera, cantata and oratorio, and instrumental music during the period 1600 to 1800.

Harmony: analysis and imitation of selected works studied in music history. The basis of functional harmony is introduced through a study of early chorale harmonizations. A study of contrapuntal techniques follows.

Sight-singing and aural: Graded classes, if possible, designed to improve the student's level of musicianship.

TEXTBOOK

AAPA302 COMPOSITION STUDIES B III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA202

This subject will provide further theoretical grounding in music history, harmony, and the skills of sight-singing and aural.

Music history segments will survey the period 1800-1914, in its musical, social and political aspects. Harmony and aural sections will be integrated with works studied in the history segment.

TEXTBOOK

AAPA402 COMPOSITION STUDIES B IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA302

This is the final subject in a series of four and will take the musical developments from 1914 till the present day as the basis for historical studies. Harmony and aural sections of the subject will be integrated with the modern works studied in the history segment with a view to providing the student with an understanding and recognition of the approaches twentieth century composers have taken to sound.

TEXTBOOK

MUSICOCOLOGY/MUSICIANSHIP

AAPA103 COMPOSITION STUDIES A I

Session One; 8 credit points (6 hours per week)

Pre-Requisite: Nil

Musically informed personnel are needed for emerging musical developments in the community. This subject is the first of a series aimed at equipping students with sufficient historical and theoretical knowledge to enable them to be effectively involved in eisteddford and festival organisation, concert planning, music-theatre management and the like.

Areas of study include:

An in-depth study of Medieval, Renaissance and Early Baroque music history.

Instrumental sciences: A survey of all the instruments used in making music, the manner in which sounds are produced, the nature of these sounds and their classification into various groups.

TEXTBOOKS
PRELIMINARY READING


AAPA203 COMPOSITION STUDIES A II

Session Two; 8 credit points (6 hours per week)

Pre-Requisite: AAPA103

This subject is the second in a series designed to increase historical and theoretical background knowledge. A survey of musical events between the years 1600 and 1800 in their social, political and economic settings will be undertaken, as well as on-going studies of the nature of sound.

TEXTBOOK


PRELIMINARY READING


AAPA303 COMPOSITION STUDIES A III

Session One; 8 credit points (6 hours per week)

Pre-Requisite: AAPA203

This is the third subject in a series designed to increase historical and theoretical knowledge. A survey of musical events between the years 1800 and 1914 in their social, political and economic settings will be undertaken, as well as on-going studies in the nature of sound.

TEXTBOOK


PRELIMINARY READING


AAPA403 COMPOSITION STUDIES A IV

Session Two; 8 credit points (6 hours per week)

Pre-Requisite: AAPA303

This is the last of four subjects designed to increase the students knowledge and understanding of the history of music. The relevant period to be surveyed is the twentieth century, with its variety of approaches to composition and sound taken by modern composers. Aspects of electronic radio and television sound productions will also form part of the course content.

TEXTBOOK


PRELIMINARY READING

AAPA102 COMPOSITION STUDIES B I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

For details see “Instrumental Studies”

AAPA202 COMPOSITION STUDIES B II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA102

For details see “Instrumental Studies”

AAPA302 COMPOSITION STUDIES B III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA202

For details see “Instrumental Studies”

AAPA402 COMPOSITION STUDIES B IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA302

For details see “Instrumental Studies”

AAPA150 INSTRUMENTAL PERFORMANCE STUDIES C I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject provides students with basic skills in practical music making. The experience of singing and playing is essential for students studying music from an academic viewpoint. Students will undertake basic keyboard or guitar studies and experience singing or playing in an on-campus or off-campus ensemble.

AAPA151 INSTRUMENTAL PERFORMANCE STUDIES C II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA104 or AAPA100

This subject is the second of a series designed to give the student opportunities for practical music-making activities. Group keyboard or guitar studies will continue, and the student will gain further singing or playing experience with an on-or off-campus ensemble.
AAPA152 INSTRUMENTAL PERFORMANCE STUDIES C III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA304 or AAPA2008

This is the third subject in a series designed to give the student opportunities for group music-making. Guitar or piano workshops will continue and the student will gain further singing or playing experience with an approved ensemble.

TEXTBOOK
No prescribed textbook.

AAPA153 INSTRUMENTAL PERFORMANCE STUDIES C IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA304 or AAPA308

This is the last of four subjects devoted to practical music-making in the form of keyboard or guitar workshops. The student will continue to attend these workshops and to play or sing in an approved ensemble.

TEXTBOOK
No prescribed textbook.

AAPA163 INSTRUMENTAL PERFORMANCE STUDIES D I
AAPA164 INSTRUMENTAL PERFORMANCE STUDIES D II
AAPA165 INSTRUMENTAL PERFORMANCE STUDIES D III
AAPA166 INSTRUMENTAL PERFORMANCE STUDIES D IV

These subjects will give students who have some existing proficiency on voice or a musical instrument the opportunity for private tuition plus ensemble experience. Students will be given individual tuition contingent upon their proving existing proficiency on the instrument (or voice) of their choice, gain experience singing in a choir and/or playing in an orchestra or ensemble, receive one half hour per week of individual tuition where personal programmes will be designed according to the student’s background. All students will be required to spend two and a half hours per week in an approved choir or ensemble. Where the ensemble is an off-campus group, the course co-ordinator must approve such ensemble.

AAPA180 VOCAL PERFORMANCE STUDIES I
AAPA280 VOCAL PERFORMANCE STUDIES II
AAPA380 VOCAL PERFORMANCE STUDIES III
AAPA480 VOCAL PERFORMANCE STUDIES IV

Session One and Two; 4 credit points (3 hours per week)

Pre-Requisite: Successful practical audition for entry then successful completion of subject for progression.

This subject is the first in a series of four all with aims closely focussed on development of vocal performance skills. Students will receive a one hour individual
vocal lesson per week and for a further two hours per week study elements of musicianship aimed at developing independence as a performer. These elements will include aural training, sight singing, memorizing skills, basic piano and analysis of skills.

AAPA106 ACTING TECHNIQUE B I
For details see "Acting"

AAPA206 ACTING TECHNIQUE B II
For details see "Acting"

AAPA306 ACTING TECHNIQUE B III
For details see "Acting"

AAPA406 ACTING TECHNIQUE B IV
For details see "Acting"

ACTING

AAPA112 ACTING TECHNIQUE A I

Session One; 4 credit points (3 hours per week)
Pre-Requisite: Nil

The actor expresses his role physically through speech and activity on stage. This subject will provide opportunities for students to develop the necessary flexibility and strength in the physical expression of voice and body movement.

Material will include:

Exercises in vocal resonance, strength and expressiveness and creative movement techniques involving movement quality and spatial placement.

AAPA195 ACTING TECHNIQUE A (MODIFIED) I

Double session (1½ hours per week)

The content of this subject is the voice work content of AAPA112 and AAPA212.

AAPA212 ACTING TECHNIQUE A II

Session Two; 4 credit points (3 hours per week)
Pre-Requisite: AAPA112

This is the second subject in a series of four which is designed to further develop the physical expression of the actor.

Material will include:

Exercises in vocal resonance, strength and expressiveness;
A study of basic relationship between actors in movement and in stillness;
An introductory study of mime.
AAPA196 ACTING TECHNIQUE A (MODIFIED) II

Double session (1½ hours per week)

The content of this subject is the voice work content of AAPA312 and AAPA412.

AAPA312 ACTING TECHNIQUE A III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA212

This is the third subject in a series of four developing the physical skills of an actor.

Material will include:

Basic acrobatics and circus techniques
Exercise for vocal development

AAPA412 ACTING TECHNIQUE A IV

Session Two, 4 credit points (3 hours per week)

Pre-Requisite: AAPA312

This is the final subject of four regarding developing physical skills of an actor.

Material will include:

Developing audition pieces
Dance and basic choreography projects

AAPA106 ACTING TECHNIQUE B I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

The actor's central task is to play a role in a performance. This is a complex and difficult task requiring the utmost in concentration, in craft and in art in its creation and yet in its final presentation needing to seem as simple and natural as life. This subject will initiate the development of a method of building a role in whatever play or performance the role is found.

Material will include:

Exercises in improvisation, such as theatre games. Exercises in dramatic character, situation and space.

AAPA206 ACTING TECHNIQUE B II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA106

This is the second subject in a series designed to develop for the student actor a method of building a role. The method is developed through stages, each requiring a range of awarenesses and skills.

Topics will include:
Playing the situation - intentions and objectives.
Playing the relationships - attitudes and adjustments.
Playing the character.

AAPA306 ACTING TECHNIQUES B III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA206

This is the third of four subjects based upon developing the actors skill and understanding of self and of role creation.

Material will include:
Playing of styles.

AAPA406 ACTING TECHNIQUE B IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA306

This is the fourth subject in a series of four which will concentrate on specific acting problems of the individuals in the course.

AAPA113 THEATRE PERFORMANCE A I
AAPA114 THEATRE PERFORMANCE A II
AAPA115 THEATRE PERFORMANCE A III
AAPA116 THEATRE PERFORMANCE A IV

Session One, Two, Annual; 8 credit points (6 hours per week)

Pre-Requisite: Nil

It is essential that experience is gained through a variety of practical theatre productions. These subjects will provide students with opportunities to work with other theatre personnel in the realization of various styles. In this sense acting and M.T.O. subjects are complementary to a large extent. The performance content will vary with each subject and the Institute will mount productions to satisfy the needs of the course. Opportunities also exist for selective secondment of students to outside productions.

AAPA127 INSTRUMENTAL PERFORMANCE STUDIES E I

Double Session

AAPA128 INSTRUMENTAL PERFORMANCE STUDIES E II

Double session; 4 credit points (3 hours per week)

Pre-Requisite: Nil

Those students studying Acting as a major need to acquire some elementary musical skills to aid in performance. This subject will provide students with opportunities to develop the singing voice and basic musicianship within the
framework of an ensemble approach. Through this subject the student will develop breathing and support techniques for solo voice, basic sight singing and aural exercises, some harmonic awareness through ensemble singing and develop an appreciation for musical performance through attendance at Concert Practice.

**PRODUCTION**

**AAPA118 PRODUCTION TECHNIQUE A I**

*Session One; 4 credit points (3 hours per week)*

*Summer Session*

*Pre-Requisite: Nil*

This subject offers a broad study of theatre organization and the functions of personnel including technicians, stage managers, administrators, production managers and directors.

**AAPA218 PRODUCTION TECHNIQUE A II**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite: AAPA118*

The subject provides practice in skills related to stage management, organisation and directing.

Topics include procedures prior to and after performance; rehearsal procedures; calling and operating the show during performances.

**AAPA318 PRODUCTION TECHNIQUE A III**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite: AAPA218*

Following previous work in stage management areas, students undertake more specialised work in areas of organisation and management.

**AAPA418 PRODUCTION TECHNIQUE A IV**

*Session One and Two; 4 credit points (3 hours per week)*

*Pre-Requisite: AAPA318*

Students choose an area of management in which they undertake projects and practical experience.

**AAPA119 PRODUCTION TECHNIQUE B I**

*Session One; 4 credit points (3 hours per week)*

*Summer Session*

*Pre-Requisite: Nil*

This subject provides an overview of stagecraft, stage management and technical theatre, including sound and lighting.

This is a vital subject for all theatre practitioners.

**TEXTBOOK**

AAPA219 PRODUCTION TECHNIQUE B II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA119

This subject extends the theory and practice of stage management and technical theatre.

TEXTBOOK


AAPA319 PRODUCTION TECHNIQUE B III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA219

This subject is designed to further extend the student’s knowledge in more advanced areas of stage management and technical areas.

AAPA419 PRODUCTION TECHNIQUE B IV

Session One and Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA319

This subject is designed to allow the student to put into practice the theory and skills acquired in the first three subjects of the course. The student will work in his or her specialist field under the direction of the course supervisor with a major theatrical production.

AAPA171 PRODUCTION PERFORMANCE I

AAPA172 PRODUCTION PERFORMANCE II

AAPA173 PRODUCTION PERFORMANCE III

AAPA174 PRODUCTION PERFORMANCE IV

Session One, Two or Annual; 8 credit points (6 hours per week)

Pre-Requisite: Nil

Students will be provided with the opportunity to work with other theatre personnel in the realisation of major productions. In this subject students will gain experience in the various areas of stage management including stage management, lighting design, sound, wardrobe, props, and set construction or design; gain experience in professional stage management modus operandi; develop sensitivity to ensemble and collective creation; develop organisation abilities; take responsibility for specialist areas within the structure of a creative team and develop an awareness of style as an overall concept unifying a production.

AAPA136 FILM TECHNIQUES I

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject offers practical experience in film-making based on general theory. Topics include the history of cinematography; camera techniques; composition; terminology.
AAPA236 FILM TECHNIQUES II

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA136 or AAPA140

This subject provides an extension of film-making techniques. Topics include sound, lighting and editing.

AAPA137 TELEVISION TECHNIQUES I

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject offers a broad overview of television operations and production with a view to stimulating interest in more specific areas.

Topics include:

Studio floor procedures and terminology; the director, producer's/director's assistant, audio, vision mixer etc.

Operational procedures and terminology; telecine, VTR and C.C.U. etc.

AAPA140 FILM AND TELEVISION PRODUCTION I

Session One; 4 credit points (3 hours per week)
Summer Session

Pre-Requisite: Nil

This subject is the first subject of a series of two to provide students with practical experience in the film and television media together with a knowledge of basic theory and technique.

AAPA240 FILM AND TELEVISION PRODUCTION II

Session Two; 4 credit points (3 hours per week)
Summer Session

Pre-Requisite: AAPA140 or AAPA136 or AAPA137

This subject extends practical film-making and/or video production encouraging experimentation and greater degrees of technical sophistication.

AAVA181 THEATRE DESIGN I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject offers an introduction to the theory and practice of stage design. Topics include the historical overview of staging and costumes from Ancient Greece to the present; elements of composition; principles of set construction, prop-making and costume-making.

AAVA281 THEATRE DESIGN II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAVA181

This subject extends knowledge of the design and construction of sets, properties
and costumes. Various styles, techniques and materials are explored as well as the execution of ground plans, working drawings and model-making.

**AAPA132 DANCE TECHNIQUE A I**

**Session One**

**AAPA133 DANCE TECHNIQUE A II**

**Session Two**

**AAPA134 DANCE TECHNIQUE A III**

**Session One**

**AAPA135 DANCE TECHNIQUE A IV**

**Session Two; 4 credit points (3 hours per week)**

**Pre-Requisite:** Nil

Students of performing arts need to develop dance skills within the framework of an informal movement approach. This subject provides basic fitness and warm-up programmes as well as exercises in observation and reproduction of movement applicable to characterization. Mime and dance drama studies will also be included.

**AAPA143 CREATIVE WRITING I**

**Session One and Two; 4 credit points (3 hours per week)**

**Pre-Requisite:** Nil

This is the first in a sequence of four subjects designed to develop the student's ability to write for their chosen media.

The emphasis will be on the students' own writing, rather than on theorising about the nature of the creative act. Similarly, though there will be some work done in appreciation, it will be directed primarily towards a study of how writers achieve their effects.

**AAPA243 CREATIVE WRITING II**

**Session One and Two; 4 credit points (3 hours per week)**

**Pre-Requisite:** AAPA143

This subject takes and extends work done in the previous subject in the sequence and directs it specifically towards the print media. The twin thrust, developed in that subject, of production and evaluation will be continued here, but they will now be directed specifically towards the various form of the print media, in particular, poetry, short story, essay and novel.

Organization of this and subsequent subjects will be flexible to allow an introduction to each of the genres, and then to allow students free time to specialise in one, or work in all should they so choose.

Material will include writing, short stories, poetry and essays.
AAPA343 CREATIVE WRITING II

Session One and Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA243

Students entering this subject will have spent two sessions developing and refining their writing. In this session they will now be encouraged to direct their attention to writing geared to performance as drama or radio drama. Students may concentrate on either form, or they may share their time between these two.

However, should students prefer to concentrate on prose or poetry they will be able to do so.

TEXTBOOK
No prescribed textbook.

PRELIMINARY READING

AAPA443 CREATIVE WRITING IV

Session One and Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA343

This is the final subject in the sequence, and in it attention will be directed to writing for the most sophisticated of the media, film and television.

Because of the importance here of the technical aspects of production, work done in this subject will be closely coordinated with the relevant subjects on film and television production.

As in the case of the previous subject, students will be free to concentrate on one of the two media being offered, should they so desire, or to concentrate on a form dealt with in an earlier session.

TEXTBOOK
No prescribed textbook.

PRELIMINARY READING

AAPA155 MUSICAL DIRECTION A I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject is designed for the student who may find himself in the position of having to lead, conduct, arrange for or rehearse a musical ensemble.

Areas of study include:

Musical notation and theory; Simple exercises in composition; introduction to orchestral and band instruments, their range and tone-colours, transposition, score-reading of simple scores.
TEXTBOOK


PRELIMINARY READING


AAPA156 MUSICAL DIRECTION A II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This is the second in a series of four subjects in which students will gain initial experiences in arrangement for instrumental ensembles. Additional study areas will be: exercises in four-part harmony, theory and notation of chords, instrumental mechanics, arrangements of pieces for small ensembles of strings or winds.

TEXTBOOK


PRELIMINARY READING


AAPA157 MUSICAL DIRECTION A III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This is the third of four subjects in which students will be expected to extend their basic knowledge of musical notation, harmony and instruments to cover arranging of extend pieces of various ensembles. Areas of study also include verse-setting and basic conducting gestures, score-reading of large ensemble scores.

TEXTBOOK

No prescribed textbook

PRELIMINARY READING


AAPA158 MUSIC DIRECTION A IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This is the last subject in a series of four and will give students the opportunity to draw together aspects of music direction. Study areas include choral arranging, instrumental arranging, examination of some of the logistics of music direction, score-reading using piano, composition of songs or short instrumental pieces.

TEXTBOOK

Nil
Preliminary Reading


AAPA136 Film Techniques I

Session Two; 4 credit points (3 hours per week)
Summer Session

Pre-Requisite: Nil

This subject offers a broad overview of creative film-making with a view to stimulating interests in more specific areas.

Topics include:

Camera types, features and usage, terminology, film stock, loading, shot types, master shot and triple take filming techniques.

Introduction to sound systems, boom operation, sound recording in the studio and on location.

Lighting for film, exposure control, the light meter, special effects, lighting balance.

Editing, cutting room procedures, moviolas, pic sync, steenbeck, slating, dubbing.

AAPA137 Television Techniques I

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject offers a broad overview of television operations and production with a view to stimulating interest in more specific areas.

Topics include:

Studio floor procedures and terminology; floor management, camera operation, boom operation, lighting etc.

Control room procedures and terminology; the director, producer’s/director’s assistant, audio, vision mixer etc.

Operational procedures and terminology; telecine, VTR and C.C.U. etc.

AAPA140 Film and Television Production I

Session One; 4 credit points; (3 hours per week)

Pre-Requisite: Nil

This subject is the first subject of a series of two to provide students with practical experience in the film and television media together with a knowledge of basic theory and technique.
AAPA191 MUSICAL THEATRE/OPERA
TECHNIQUE A I
Session I  (½ hour vocal tutorial; 1 hour sight singing and aural)
Session II (½ hour vocal tutorial; 1 hour sight singing and aural)

AAPA192 MUSICAL THEATRE/OPERA
TECHNIQUE A II
Session III (½ hour vocal tutorial; 1 hour sight singing and aural)
Session IV  (½ hour vocal tutorial; 1 hour sight singing and aural)

AAPA193 MUSICAL THEATRE/OPERA
TECHNIQUE A IV
Session V  (½ hour vocal tutorial; 1 hour History of Song)
Session VI (½ hour vocal tutorial; 1 hour History of Song)

AAPA194 MUSICAL THEATRE/OPERA
TECHNIQUE A IV
Session VII (½ hour vocal tutorial; 1 hour History of Song)
Session VIII (½ hour vocal tutorial; 1 hour History of Song)

AAPA195 ACTING TECHNIQUE A (MODIFIED) I
Double session (1½ hours per week)
The content of this subject is the voice work content of AAPA112 and AAPA212.

AAPA196 ACTING TECHNIQUE A (MODIFIED) II
Double session (1½ hours per week)
The content of this subject is the voice work content of AAPA312 and AAPA412.

AAPA412 ACTING TECHNIQUE A IV
Session Two; 4 credit points (3 hours per week)
Pre-Requisite: AAPA312
This is the final subject of four regarding developing physical skills of an actor.
Material will include:
Developing audition pieces
Dance and basic choreography projects.

AAPA106 ACTING TECHNIQUE B I
Session One; 4 credit points (3 hours per week)
Pre-Requisite: Nil
The actor's central task is to play a role in a performance. This is a complex and
difficult task requiring the utmost in concentration, in craft and in art in its
creation and yet in its final presentation needing to seem as simple and natural
as life. This course will initiate the development of a method of building a role in
whatever play or performance the role is found.
Material will include:
Exercises in improvisation, such as theatre games. Exercises in dramatic character, situation and space.

AAPA206 ACTING TECHNIQUE B II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA106

This is the second subject in a series designed to develop for the student actor a method of building a role. The method is developed through stages, each requiring a range of awareness and skills.

Topics will include:

Playing the situation - intentions and objectives.

Playing the relationships - attitudes and adjustments.

Playing the character.

AAPA306 ACTING TECHNIQUE B III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAPA206

This is the third of four subjects based upon developing the actors skills and understanding the self and of role creation.

Material will include:

Playing of styles.

AAPA131 DANCE TECHNIQUE C I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

The contemporary dance scene is one which reflects scope and variation but, more importantly, vitality and enthusiasm.

Many of the contemporary dance forms have a profound impact on variety performances, musical theatre and social dance. Therefore, it is essential that the dancer gains a broad experience and knowledge of some of these dance forms in an effort to enrich his/her own dance background and quality of movement. This subject has been designed to provide this fundamental experience and knowledge.

AAPA231 DANCE TECHNIQUE C II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAPA131

This course subject is designed to develop the basic concepts of jazz and modern dance from the performance perspective. As the student is potentially a performer, attention will be focussed on skill acquisition and movement, vocabulary expansion in each of the styles.

Practical work will include:
Principles of jazz and modern dance; warm-up exercises; barre, centre and floor movements; simple routines and combinations.

**AAPA331 DANCE TECHNIQUE C III**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite: AAPA231*

This course subject, the third in a series of four, focusses on aspects of practice and discipline in aspects of jazz and modern dance. At the conclusion of this subject the student will have: analysed jazz and modern dance styles and experimented with ways of projecting style into movement patterns; examined the importance of conditioning in preparation for quality performance; analysed personal performances with a view toward improvement; prepared thoroughly for C.D.C. syllabus works in jazz and modern dance at a level commensurate with individual ability; designed and implemented a personal conditioning programme; and examined the relationship between barre, centre, floor and progressions and how each interacts in the routine situation.

**AAPA431 DANCE TECHNIQUE C IV**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite: AAPA331*

The final subject in a series of four, this course subject requires the student to select one of the contemporary dance forms treated in previous subjects for specialization. The student will establish realistic objectives based on needs and interests, and design a programme which seeks to achieve the student’s objectives in contemporary dance. At the conclusion of the subject the student will have: specialized, expanding personal understanding of movement vocabulary, fundamental principles and acquired a more professional level of performance; presented an individual practical study which reflects the philosophy, principles and techniques of the nominated dance form, and examined injuries which are common to dancers and be able to identify preventive measures and treatment/rehabilitation procedures.
VISUAL ARTS
DRAWING AND DESIGN

AAVA100 DRAWING AND DESIGN I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will provide students with basic drawing and design skills relevant to the various visual arts areas. The emphasis will be on the development of a heightened visual awareness of both the natural and man-made environment.

Content will include:

Life drawing using a variety of media and techniques.

Studies of man-made objects and the natural environment including analytical study and interpretive development.

Exercises to develop understanding of the elements of principles of design and their relationship to drawing.

AAVA200 DRAWING AND DESIGN II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAVA100

This subject will continue and further develop the skills introduced in the first subject, using the natural and man-made environment as a basis for personal projects.

Content will include:

Life drawing.

Drawing from natural forms: analytical study, interpretive study.

Drawing from man-made forms, e.g. machinery, artifacts, consumer objects.

Drawing from the man-made environment, e.g. interiors, architecture, cityscape.

Projects and exercises developed from studies of natural and man-made forms using the elements and principles of design to compose integral solutions to individual design problems.

AAVA300 DRAWING AND DESIGN III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAVA200

This subject will allow the student to present a personal and expressive interpretation of the visual, the hidden, the intuitive through drawing and design.

Content will include:

Life/exploratory drawing.

Interpretive studies using drawing to express a psychological and internal impulse by external means.
Projects which use intuitive drawing exercises as their starting point.

**AAVA400 DRAWING AND DESIGN IV**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite:* AAVA300

This subject will allow students taking major studies in Visual Arts to relate the skills and concepts developed in Drawing and Design I, II and III to their work in Studio B in a supervised studio situation.

Following consultation with the lecturer, each student will select an individual field of investigation appropriate to his/her major study.

**PAINTING**

**AAVA101 PAINTING: STUDIO A I**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite:* Nil

This subject will expose the students to a variety of stylistic challenges in the development of skills and understandings in painting.

These will include:

- Traditional stylistic methods of painting, e.g. water-colour, oil, acrylic, using figure studies and non-figurative approaches.
- Experimental exercises using traditional materials in personally innovative ways.
- Personal application of stylistic development to individual works.

**AAVA102 PAINTING: STUDIO A II**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite:* Nil

This subject will allow students to develop awareness and understanding of the human form through painting.

Content will include:

- Analytical figure painting.
- Interpretive and expressive painting from the figure.

**AAVA103 PAINTING: STUDIO A III**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite:* Nil

This subject will a) expose students to a variety of philosophies related to visual expression, allow opportunity for students to relate these personally to their painting, and b) foster the understanding of the relationship between painting and other art areas.

Content will include:
Comparative studies of the philosophies behind the imagery of various cultures and ideologies e.g., Islam, Hindu, Oceanic, Chinese, Japanese and Zen thought particularly.

Opportunity to incorporate selected personally significant concepts from these cultures into valid forms of expression.

Individual projects which may make use of the painting/sculpture links.

**AAVA104 PAINTING: STUDIO A IV**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will allow students to explore and experiment with alternative methods of image-making.

*Content will include:*

- Study of non-painterly surface treatments, and practical application to image making, e.g. photography, kinetic art, light works, computer art.
- Incorporation of further sensory input, e.g., audio, light, paint, movement.

**SCULPTURE**

**AAVA106 SCULPTURE: STUDIO A I**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will allow students to create in three dimensional form, using the human figure as a basis for inspiration and design.

*Content will include:*

- Exploratory exercises using a variety of media to discover inherent characteristics and possibilities.
- Analytical figure studies using additive method-modelling.
- Casting from suitable modelled works in plaster, fondue, resins.
- Interpretive and expressive projects developed from analytical studies.

**AAVA107 SCULPTURE: STUDIO A II**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will allow students to develop the particular skills required in the creation of sculptural works from solid forms, using subtractive techniques.

*Content will include:*

- Exploratory exercises using a variety of media to discover inherent characteristics, and to develop design concepts, e.g. wood, plaster, stone, composite.
- Figurative work stressing simplicity of form and truth to material.
Interpretive and expressive non-figurative projects based on the concepts developed in explorative exercises.

**AAVA108 SCULPTURE: STUDIO A III**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will allow students to experience, explore and experiment with a variety of modes of sculptural expression.

Content will include:

- Study of non-traditional forms of sculpture, e.g. kinetics, electronics.
- Study of sculpture in relation to the man-made environment of the twentieth century, and in particular to the large industrial complex.
- Individual experimental works involving use of new media.
- Personal projects developed from experimental work, culminating in unique sculptural forms.

**AAVA109 SCULPTURE: STUDIO A IV**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will allow students to explore and develop sculptural forms directly related to the natural environment, and to the use of natural materials.

Content will include:

- Study of natural and landscape sculptures, e.g. mound-builders, primitive carving, Japanese garden sculpture, Indian sand painting, Christo and the "Wrap-Up", Environmental sculpture.
- Exercises which develop the incorporation of natural forms into the man-made environment, particularly the interior.
- Major projects, either in maquette form or real form (where possible), to demonstrate sensitive awareness and understanding of the relationship between sculpture and landscape, and their inter-dependence.

**CERAMICS**

**AAVA111 CERAMICS: STUDIO A I**

*Session One; 4 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will introduce students to the fundamental techniques of working with clay. Through research and practice, in a studio atmosphere, students will have opportunity for individual expression while developing basic skills and concepts.

Content will include:

- Clay: Types and characteristics; methods of preparation.
- Hand building techniques: Pinch; coil; slab.
Surface decoration.
Wheel throwing: Cylindrical forms; simple shapes.
Glazes and glazing.
Firing.
Historical aspects: Independent study of a region or period.
Work book/research folder.

AAVA211 CERAMICS: STUDIO A II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAVA111

This subject will enable students to develop a higher degree of technical skill in construction techniques, to further their knowledge of materials and to increase aesthetic awareness in relation to design of ceramic ware.

Content will include:
Refinement of hand-building techniques: Pinch; coil and slab.
Moulds and moulding.
Further development of throwing techniques: Lids; narrow necks; combined forms.
Glazing: Chemistry; recipes; techniques of application; developing and testing a glaze.
Firing: Packing and firing a kiln; temperatures for different types of ware.
Study of work of one modern potter from any culture.
Continue compilation of work book/design folder.

AAVA 311 CERAMICS: STUDIO A III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAVA211

In this subject students will be encouraged to express themselves more freely and to work towards the development of a personal philosophy and an individual style in practical ceramics.

Content will include:
Philosophies of artist potters, past and present.
Methods of preparing and testing local clays.
Use of local materials in glazes.
Use of distortion and combined forms in throwing.
Harmony of form, function and decoration in design.
AAVA411 CERAMICS: STUDIO A IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAVA311

In this subject the student will be given opportunity to complete the formulation of a personal philosophy and the development of an individual style in ceramics. The student will be encouraged to follow a line of investigation of his/her own choice, leading to individual projects of a high technical and aesthetic standard.

Following consultation with the lecturer, each student will select an individual field of investigation.

TEXTILES

AAVA116 TEXTILES: STUDIO A I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will allow students to develop an appreciation of natural fibres and an understanding of their properties and conversion into yarn.

Students will learn the following skills—the selection and preparation of woollen fibres and their spinning into yarn, also, plying, scouring and dyeing of the woollen yarn.

AAVA117 TEXTILES: STUDIO A II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will introduce the students to a variety of creative weaving and knotting techniques. The weaving will be woven on and off-loom and include traditional tapestry weaving techniques as well as experimental weaves. There will also be exploration of knotting, netting and wrapping techniques. The subject will culminate with the completion of an original woven or knotted work.

AAVA118 TEXTILES: STUDIO A III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will introduce students to surface design as a means of creative expression in the textile medium.

Content will include:

Silk-screen printing techniques on fabric, e.g. positive and negative prints, over-printing.

Batik processes using canting tools and brushes and building up a colour harmony with progressive dyeings.

Completion of original works incorporating batik and screen-printing.
AAVA119 TEXTILES: STUDIO A IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will allow students to explore stitchery and experiment with fabric as a means of creative expression.

Content will include:

Study of fabric collage techniques, e.g. applique, padded and reverse applique.

The application of stitchery to fabric collage.

Completion of an expressive and original form combining stitchery and fabric collage.

PRINTMAKING

AAVA126 PRINTMAKING: STUDIO A I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will allow students to gain an appreciation of printing done without the use of a printing press. It will develop an understanding of the approaches to and design sensitivities of various printing processes such as frottage, monoprinting and relief printing, and the ability to create original designs associated with such processes.

Content will include:

Building up images by rubbings - preparing art for printing.

Monoprinting from glass, using a variety of papers.

Relief printing from natural objects.

Relief printing from man made objects.

Block printing using lino and wood block processes.

AAVA127 PRINTMAKING: STUDIO A II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will introduce students to forms of block printing and etching and will develop an understanding of the design sensitivities of the printing processes as well as making an approach to a personal style of expression.

Content will include:

Block printing employing blocks made from common materials; lino and wood block processes; etching and aquatint; simple forms of Intaglio (drypoint) and use of a press.
ASSOCIATE DIPLOMA COURSES 820 123

AAVA128 PRINTMAKING: STUDIO A III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will introduce students to silk screen printing on paper as a means of creative expression and to the serigraph as a fine art form. The studies will culminate in the creation of personal works.

Content will include:

Study of the process and materials, e.g. the frame, the mesh, seegeegees and inks.

Experimental exercises using paper stencils and progressing to lacquer stencils.

Drawing on screen using lithographic crayon, blockout lacquer and other tusch methods.

Multi-colour printing silk screen serigraphs.

Silkscreen as an adjunct to other art forms, e.g. combined with collage.

AAVA129 PRINTMAKING: STUDIO A IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will allow the student to explore the process of photographic screen printing using photo film stencil and emulsion processes and will provide for development of the student’s personal design concepts through this medium.

Content will include:

Extending skills of personal discovery using the screen print.

Examining photo stencil using light-sensitive (five star) film; light-sensitive emulsion; methods of exposure to light; and various light source types.

Preparing artwork using photographic opaque ink.

HISTORICAL AND CULTURAL STUDIES

AAVA131 HISTORICAL AND CULTURAL STUDIES I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

This subject aims to stimulate ideas about the nature and function of art. It will raise questions concerning; sources, reasons, creative processes, concepts and philosophies that govern different styles. A variety of cultures will be studied in order to understand the richness and diversity of man’s creativity.

The subject emphasises the idea of art as cultural expression, and will involve a study of art from all levels and classes of society. It will relate dance music and literature to the visual arts.

Students will explore various patterns that emerge across different styles, comparing and contrasting them, and relating them to their own experience and understanding of contemporary culture.

The first subject will examine a selection of art styles from Pre Historic to Medici...
eval (both European and Non European) with a significant part of the course devoted to an in-depth study of one specialised area.

Such specialised areas could include:

i) The Classical Period (Greece and Rome)
ii) Medieval Europe (From the Fall of Rome to 15th Century)
iii) India and South East Asia
iv) South and Central America
v) Australia and Oceania.

**TEXTBOOK**


**PRELIMINARY READING**


**AAVA231 HISTORICAL AND CULTURAL STUDIES II**

*Session Two; 4 credit points (3 hours per week)*

**Pre-Requisite:** AAVA131

This subject will continue to develop the concepts set out in subject one. It will concentrate on the development of art in Europe from the Renaissance to the 19th Century.

After a broad overview of the period, the approach will be thematic, with cross cultural comparisons aiming to contrast the diversity of ideas and aesthetic concepts within the area of study. The themes will be related across the period and will be selected according to interest arising from the group. Such themes could include: Expression and the emerging concept of the Individual, Art promoting/reflecting change, Responses to Nature and the Landscape, the Nude etc, Class attitudes to Art, Formal and Informal approaches to art etc.

Part of the course will be devoted to an in-depth study of one selected culture within the area of study eg:

French Art  
17th - 19th Century

Italian Art  
13th - 16th Century

Spanish Art  
16th - 18th Century

Flemish and Dutch Art  
15th - 17th Century

English Art  
18th - 19th Century

**TEXTBOOK**


**PRELIMINARY READING**

AAVA331 HISTORICAL AND CULTURAL STUDIES III

Session One: 4 credit points (3 hours per week)

Pre-Requisite: AAVA231

This subject will continue to develop the concepts set out in subject one. It will be devoted to the study of Modern Art in the Pre World War One period (i.e. 1864-1920).

This subject aims to examine a wide range of attitudes and styles, questioning reasons and philosophies behind the works of individual artists and movements. It will consider how Modern artists have responses to such things as: form, expression, realism, literary content, logic and the irrational, political and social problems and the visual reality of the painting itself.

The approach will be thematic, covering four basic themes:

i) Realism and Impressionism
ii) Subjectivist Movements (Expressionism etc.)
iii) Formal approaches to Abstractism
iv) Political and Social Revolt in Art

PRELIMINARY READING


AAVA431 HISTORICAL AND CULTURAL STUDIES IV

Session Two: 4 credit points (3 hours per week)

Pre-Requisite: AAVA331

This subject will continue to develop the concepts set out in subject one. It will concentrate on Modern Art in the period Post World War One to the Present time.

This area of study will be used as a framework to explore the artists response to his/her contemporary culture and will raise questions concerning: courses and sources of ideas, changing aesthetic concepts, the impact of scientific technological and social change, Art criticism and the emerging literary and theoretical support for contemporary art. International styles etc. Where possible art will be related to our changing society. The artists own philosophies, writings, manifestoes etc. will be analysed and discussed in relation to their works.

PRELIMINARY READING

JEWELLERY

AAVA132 JEWELLERY I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

Students taking this subject will have the opportunity to develop design skills appropriate to jewellery. Student designs will have practical application in the making of rings and pendants in both metals and non-metals. Demonstrations of practical processes will be given as necessary. Research into traditional jewellery design and construction will contrast with visits to exhibitions of the work of contemporary jewellery craftsmen. The majority of time available will be used by each student in developing personal skills in the design and making of jewellery.

AAVA232 JEWELLERY II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAVA132

This subject will build on skills developed in Jewellery I. Design skills related to jewellery will be further developed and aesthetic sensibility enhanced by studying jewellery from past periods and the present.

Emphasis in this subject will be on the use of wire as a constructional element, the use of repetitive elements in design and construction and the incorporation of semi-precious stones and non-metallic materials into the jewellery being designed and made. Demonstration of practical processes will be given as necessary. Students will be expected to initiate the design and construction of individual pieces of work after completing the set exercises concerned with skill development.

AAVA332 JEWELLERY III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAVA232

This subject will develop proficiency and design skills in the use of casting techniques appropriate to jewellery. The subject will also develop the skills of previous subjects especially in relation to the incorporation of precious and semi-precious stones into the jewellery being designed and made.

AAVA432 JEWELLERY IV

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AAVA332

This subject will allow the student to gather together the skills in both practical work and design that have been acquired in the previous three sessions and to utilise their skills in developing a range of jewellery in a field which they find particularly interesting. For example a student may choose to develop jewellery which incorporates the particular features of modern acrylics with the timeless attraction of silver in a co-ordinated range of pieces.
SMALL BUSINESS ADMINISTRATION

AAVA136 SMALL BUSINESS ADMINISTRATION I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil

In this subject students are given an understanding of the procedures and problems involved in establishing and operating a small business. Topics covered include: the strengths and weaknesses of small business; determination of potential sales characteristics; determination of capital finance requirements including sources and procedures for obtaining finance; types of organisational corporations; fixed and variable costs and profit control; establishments; and simple industrial law.

TEXTBOOKS


AAVA236 OPERATING A SMALL BUSINESS II

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AAVA136

This subject deals with the procedures and problems involved in small business operations. Topics include: establishment of appropriate credit policies; preparation and operation of a budget system; simple marketing principles; promotion and selling the arts; insurance, business risks and risk control; basic bookkeeping and various forms of taxation; special problems of a small retailer; and cash flow control.

SUPERVISED STUDIO PRACTICE

SUPERVISED STUDIO PRACTICE: STUDIO B I

AAVA105 PAINTING

AAVA115 CERAMICS

AAVA120 TEXTILES

AAVA141 SCULPTURE

Session One and Two; 8 credit points (6 hours per week)

Pre-Requisite: Nil

This subject will allow students to commence the development of a personal stylistic mode, by the production of works which have a sense of personal motivation and conviction within their chosen field. It will allow students to integrate elements from corresponding Studio A subjects into this development, and will offer the opportunity for extended studio experience.

Individual tasks and projects will be carried out after student/tutor consultation. These tasks will include work of an experimental or investigative nature, and work which is developed to a suitable degree of refinement.
SUPervised Studio Practice: Studio B II
AAVA205 Painting
AAVA215 Ceramics
AAVA220 Textiles
AAVA241 Sculpture

Session One and Two; 8 credit points (6 hours per week)

Pre-Requisite: AAVA100 and Corresponding Studio B I

This subject will allow students to further develop a personal style in their chosen field and to further integrate elements from the corresponding Studio A subject into this development through studio/workshop experience.

Individual tasks and projects will be carried out after student/tutor consultation. These tasks will include work of an experimental or investigative nature, and work which is developed to a suitable degree of refinement.

SUPervised Studio Practice: Studio B III
AAVA305 Painting
AAVA315 Ceramics
AAVA320 Textiles
AAVA341 Sculpture

Session One and Two; 8 credit points (6 hours per week)

Pre-Requisite: AAVA200 and Corresponding Studio B II

This subject will allow students to further develop their personal philosophy regarding their relationship to the field of their choice. This will be reflected in the works produced.

Individual projects will be carried out after student/tutor consultation. These projects will give opportunity for experiment and investigation. It is expected, however, that exploratory undertakings will lead to the production of works which display refinement and expertise, both in the handling of media and materials, and in the concepts embodied in the works themselves.

SUPervised Studio Practice: Studio B IV
AAVA405 Painting
AAVA415 Ceramics
AAVA420 Textiles
AAVA441 Sculpture

Session One and Two; 8 credit points (6 hours per week)

Pre-Requisite: AAVA300 and Corresponding Studio B III

This subject will give students the opportunity to create works which reflect a developed expertise and sense of commitment to personal style.
Individual projects will be carried out after student/tutor consultation. It could be expected that works be in a related series, or show a developed relationship and unity in both style and content. The emphasis will be on the production of works which display a developed sense of expertise in the treatment of media and refinement in finish. This in no way precludes works of an instinctual or impulsive nature, but refers more to the relationship between intention and result.
ASSOCIATE DIPLOMA IN COMPUTER APPLICATIONS

This is a 2 year full time or 4 year part time course, which aims to produce a computer literate person who can advise on or control the use of computers in a range of business, industrial and societal settings. It should be of particular relevance to people who work in computer related fields who wish to gain expertise in the user applications of computer technology.

The course stresses a user approach to the study of computing, and subjects are structured into two strands: a fundamentals of computing strand which provides a broad base understanding of programming in a range of user languages, together with knowledge of hardware, data processing and systems analysis; and an application and control of computers strand which emphasises the use of computers in a range of business, industrial and societal settings.

This course should be particularly suitable for people who are employed or seek employment in areas such as: employee/adviser on the use of computers in small business settings, as small computer systems sales personnel, or as a computer application person in a large firm.

Mature age applicants are encouraged to apply for this course, and preference for the part time course will be given to applicants who have experience in computer usage related fields.

The course comprises 16 subjects, all of which are compulsory. When undertaken on a full time basis, 4 subjects are studied each session; on a part time basis 2 subjects are taken each session. The subjects are listed below, together with the normal progression pattern for full and part time study. Only the first 8 subjects listed will be offered in 1984. All 16 subjects will be offered in 1985. For full subject details please see separate publication available from the School of Industrial and Administrative Studies or the Student Enquiries office.
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ASSOCIATE DIPLOMA IN COMPUTER APPLICATIONS

CONTENT OF SUBJECTS

AICA101 INTRODUCTORY PROGRAMMING

Session One; 6 credit points (3 hours per week)

The purpose of this subject is to give the student the skills required to solve elementary mathematical and data processing problems by writing a program in the BASIC language. The material covered will include programming constructs and their implementation in BASIC.

TEXTBOOK


AICA102 COMPUTER SYSTEMS I

Session One; 6 credit points (3 hours per week)

This subject is designed to give students a basic understanding of the components of modern computing systems. The material covered will include a functional level description of major system components; a concepts and facilities level treatment of systems software, such as operating systems; and a discussion of futures in computing.

TEXTBOOK


AICA103 QUANTITATIVE METHODS IN COMPUTING

Sessions One and Two; 6 credit points (3 hours per week)

Co-Requisite: AICA101

The purpose of this subject is to introduce the student to a range of quantitative techniques used in Business as an aid to decision making. The material taught will include: presentation of data; frequency distribution; samples and population; Normal distribution; Binomial distribution; t test, chi-squared test; sign tests; product moment correlation; rank correlation; estimation; regression; curve fitting; analysis of variance.

TEXTBOOKS


AICA104 BUSINESS APPLICATIONS

Session One and Two; 6 credit points (3 hours per week)

The purpose of this subject is to introduce the student to financial and management accounting from the standpoint of the data processing procedures needed to support business operations. The subject content will involve an examination of discrete, non-integrated applications serving functionally separate administrative units of organisations. A number of commercially available applications packages for such typical business systems as payroll, order entry, stock accounting,
and accounts receivable will be examined.

TEXTBOOK

AICA105 STRUCTURED PROGRAMMING FOR BUSINESS

Session One and Two; 6 credit points (3 hours per week)

Pre-Requisite: AICA101

The aim of this subject is to give the student a competence in designing, constructing, testing, implementing and documenting suites of programs in the COBOL language. The material taught will include the principles and techniques of structured programming; COBOL implementation of programming constructs; file design; program suite design; and testing procedures.

TEXTBOOK

AICA106 BUSINESS MANAGEMENT APPLICATIONS

Session One and Two; 6 credit points (3 hours per week)

Pre-Requisite: AICA104
Co-Requisite: AICA105

The purpose of this subject is to provide the student with an understanding of computer-based management information systems (MIS). In addition to covering the more technical aspects of the techniques used, and to discussing the computing resources required to support a MIS, consideration is given to the issues concerning the introduction of a MIS into an organisation.

TEXTBOOK

AICA107 SYSTEMS ANALYSIS AND DESIGN

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AICA102
Co-Requisite: AICA105

The purpose of this subject is to provide the student with the tools and techniques used by the systems analyst to investigate and document information needs at all levels within an organisation, and to design a number of alternative computer-based systems to meet those needs. In addition to covering the technical aspects of systems analysis and design, the subject will seek to develop communication skills - oral and written. Where appropriate, modern computer-based decision support facilities and simulation techniques will be used as part of the analysis/design process.

TEXTBOOK
AICA108 DATA BASE APPLICATIONS

Session Two: 6 credit points (3 hours per week)

Co-Requisites: AICA105, AICA106

In this subject the student will be introduced to data base management concepts and to the development of data base management systems. The material taught will cover: concepts of data management and analysis; data structures; data base hardware and software facilities; organisational contexts; potential benefits and difficulties associated with the introduction of data base application. The technical concepts will be illustrated by reference to both traditional mainframe approaches, and to emerging micro-computer level systems.

TEXTBOOK

ASSOCIATE DIPLOMA IN INDUSTRIAL STUDIES

This is a 4 year part time course, which aims at developing greater expertise in people who occupy or aspire to occupy lower levels of management in industrial organizations e.g. at supervision or department coordinator level.

The course stresses a multidisciplinary approach to the problems of running industrial organizations, and subjects are structured where possible into thematic or problem centred treatments. In the teaching of the course skill aspects will be stressed, in conjunction with a study of the principles underlying an understanding of industrial organizations.

The programme is organised into a core of subjects, which provide a study of a range of issues fundamental to a wide understanding of industrial organisations, followed by a series of elective subjects which provide opportunities for interest specialization.

The course will give preference of entry to applicants with 2 years of work experience, and would be suitable for people with industrial experience who wish both to attempt initial tertiary studies at a less rigorous level than a degree program, and to improve their understandings and skills of running industrial concerns.

Mature age students without usual H.S.C. qualifications are encouraged to apply, and in general preference for places will be given to applicants with previous study at T.A.F.E. certificate level.
ASSOCIATE DIPLOMA IN INDUSTRIAL STUDIES

The following table indicates the normal pattern of progression leading to the completion of the award in eight sessions.

Normal Progression Pattern

(Part Time Study Only)

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>2 Electives</td>
<td>2 Electives.</td>
</tr>
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</table>
ASSOCIATE DIPLOMA IN INDUSTRIAL STUDIES

CONTENT OF SUBJECTS

AIIS101 COMMUNICATIONS

Session One; 6 credit points (3 hour seminar per week)
Assessment: Assignments and examination

In this subject students will: develop an understanding of a theoretical model of the communication process; relate that model to a series of practical situations; develop an understanding of the ways of facilitating communication; become aware of the stages at which communication may break down, and ways of avoiding this; develop an appreciation of the factors, both personal and technical, involved in shaping, directing and receiving a piece of oral or written communication; develop their awareness of non-verbal factors involved in communication.

PRELIMINARY READING


AIIS102 PERSON AND THE ORGANISATION

Session One; 6 credit points (3 hours per week)
Assessment: by means of assignments

The subject examines a range of issues related to people working in organizations such as: the nature of organizations, human motivation, leadership behaviour, minimizing human problems in organizations, and contingency approaches to organizational problems such as leadership.

PRELIMINARY READING


AIIS103 ECONOMICS AND SOCIETY

Session Two; 6 credit points (3 hour seminar per week)
Assessment: assignments, examination

This subject examines problems related to the economic and societal environment of business, such as: economic scarcity, the nature of economic systems; micro-economic concepts, the basic features of the Australian economy, the role of government, production in the Australian economy, the financial sector, and major controversies in economic thinking.

PRELIMINARY READING


AIIS104 INDUSTRIAL RELATIONS I

Session Two; 6 credit points (3 hour seminar per week)
Assessment: assignments, case work, examination

The subject examines the theoretical frameworks available for a study of industrial relations issues such as: the nature and incidence of industrial conflict in Australia, the role of the main parties in industrial relations (employers, unions, the state), the wage determination system, and current issues such as overseas comparisons with Australian practices.
**PRELIMINARY READING**


**AIIS201 THE AUSTRALIAN LABOUR MARKET**

*Session One; 6 credit points (3 hour seminar per week)*

**Assessment:** assignments and examinations

This subject aims to demonstrate an understanding of the way in which wages are determined in the Australian Labour Market; describe the economic role of the trade unions, employers' associations, governments and the arbitration commissions; foster an understanding of terms such as earnings drift, real wages, real wage overhang and wage indexation; discuss the relationship between education and earnings, and also the effects of technological change on unemployment. Specific content items that will be drawn from: price determination; labour demand theories; labour supply; the arbitration system; impact of technological change; case studies of the steel industry.

**PRELIMINARY READING**


**AIIS202 PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS**

*Session One; 6 credit points (3 hour seminar per week)*

**Assessment:** progressive involvement and assessment of student involvement

The subject aims: to identify the interpersonal needs of individuals and discuss ways of meeting these; to recognize the importance of self awareness and self acceptance in fostering effective interpersonal relations; to describe the process of socialisation and the acquisition of values, attitude and behaviour; to demonstrate a knowledge of group dynamics; to analyse conflict situations and propose resolutions.

Content areas covered will include: socialization and personality development; towards better interpersonal relations; working in groups; conflict resolution and problem solving.

**PRELIMINARY READING**


**AIIS203 CULTURAL STUDIES I**

*Session Two; 6 credit points (3 hour seminar per week)*

**Assessment:** assignments, examination

This subject examines the ethnic composition of the Australian and Illawarra communities; social problems faced by ethnic minority groups; the role of language; cultural value systems; the effect of cultural differences in the workplace; needs and approaches in teaching effective communication between cultural groups.

**PRELIMINARY READING**

AIIS204 OCCUPATIONAL HEALTH AND RECREATION I

Session Two; 6 credit points (3 hour seminar per week)
Assessment: assignments, examination

The subject aims to: determine the factors that influence health; clarify the major causes of morbidity and mortality and identify the risk factors associated with the leading causes of death; understand the concept of mental health and its relationship and total well being; define stress and analyse problems created by poor health practices on aspects of industrial activity; review positive ways to improve the health of individuals and groups in an industrial and societal setting; clarify those factors associated with accident causation and be able to apply an epidemiological analysis; discuss the basic elements of an industrial safety program and critically evaluate a nominated program.

Content areas covered will be: modern concepts of health; factors affecting health; mental health; fitness and recreation; occupational safety.

PRELIMINARY READING

ASSOCIATE DIPLOMA IN SPORTS SCIENCE

This is a two year full-time or four year part-time course which aims at developing a sound knowledge base of scientific principles underlying sport and the expertise to apply this knowledge to the coaching or training of sporting groups.

Students studying for the award of Associate Diploma in Sports Science are encouraged to obtain the appropriate National Coaching and Training Awards during progress through the course.

Opportunities exist to provide expertise in the coaching/training of those less fortunate sport persons who suffer from a variety of handicaps or disabilities. Students may undertake special work in this area as a part of their elective opportunities.

Those completing the course should find opportunities associated with coaching or training in sporting clubs and associations. Opportunities may also exist in community and industrial recreation programmes.

The course is suitable for people with sporting interest and experience who wish to attempt initial tertiary study at a less rigorous level than that of a degree programme, and who wish to improve their understanding and skill in coaching or training of sporting or recreational groups.

Admission is not limited to those who successfully complete the NSW Higher School Certificate or similar examination.

Mature age students without H.S.C. qualifications are encouraged to apply. Applicants for admission to the Associate Diploma in Sports Science may be required to attend interviews and/or examinations to demonstrate their background and capacity in the proposed area of study.

For further details contact the School of Education.
BACHELOR OF CREATIVE ARTS

A three year full-time course is offered by the newly established School of Creative Arts, leading to the award of the degree: "Bachelor of Creative Arts".

The course seeks to train a creative artist with a high degree of skills flexibility. The pre-requisite structure of the degrees takes account of the needs of the fully trained "modern" Arts person to be familiar with a comprehensive experience of at least two of the Related Arts, and with a back-up knowledge of the remaining Arts options. We stress that BCA graduates will be fully trained as single Arts specialists, but that they will have gained working practical and theoretical experience of other Art forms in order to enrich the palette of their single major talent.

Such "fusion-training" will have clear implications particularly for the teaching profession which will be able to take into its ranks individuals who are able to cross-relate between all of the creative arts, and thus able to reinforce the contemporary view of the arts as multi-disciplinary; the professional executant, who, whether Fine Artist, Musician or Theatre person will have an enriched single talent with multi-disciplinary knowledge, and the Media Arts person, who in the 1980's and beyond may well have to respond to the growing demands of comprehensive knowledge of the Arts.

Each BCA student will be expected to fulfil a Major course of study in a single Arts specialism. This course will build from a firm foundation of technique, but will not focus upon the usual pre-occupation with style as a means of gauging progress. The study work of the Major course will always direct itself towards the acquisition of sophisticated idea manifestations. A rigid academic attitude based on systematic examination of historically named models will prove to be an inhibitor to the expansion of idea-dominated work, with the consequent effect that the student might be disabled from making links between the Major study and the Minor and Related Study.

The School of Creative Arts expects that the elective Minor studies will not overlap with the Major in discipline terms. We seek to create a need for the student to think across wide boundaries of experience.

In all three categories of study, the BCA candidate will present substantial work folios of theoretical experiments and models. These models may be submitted in the form of written submissions, or other forms of graphic or notated offerings.

Applicants will be required to attend an interview/audition having given some details of the skills and background they possess which relate to their desired areas of study.

For full subject details contact the School of Creative Arts or the Student Enquiries Office.

At the time of printing this course was subject to Council approval.
DIPLOMA IN TEACHING (PRIMARY)/BACHELOR OF EDUCATION (PRIMARY)

This course commenced in first session of 1981 and contains the equivalent of four years of academic study of which the first three 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 externally 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 sessions.

Students enrolled in the Bachelor of Education (Primary)/Diploma in Teaching (Primary) are required to undertake practice teaching during inter-session periods. The precise details pertaining to practice teaching requirements are noted in the appropriate subject outlines. In general, practice teaching sessions prior to the final session will be graded on a pass/fail dichotomy. In the final practice teaching session, however, the full range of grades will be available. The average attendance record over all prescribed practice sessions has been set at 90%. Students who do not achieve this level of attendance will be expected to undertake additional practice.
# DIPLOMA IN TEACHING (PRIMARY)/BACHELOR OF EDUCATION (PRIMARY)

## Normal Pattern Progression

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<td>8</td>
<td>SCHOOL EXPERIENCES</td>
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<td>9</td>
<td>PRACTICE TEACHING</td>
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<tr>
<td>10</td>
<td>DEMONSTRATION LESSONS</td>
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<td>11</td>
<td>FIELDWORK</td>
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</table>

Figures in parentheses indicate unit credit points. Each session 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.
### DIPLOMA IN TEACHING (PRIMARY)/BACHELOR OF EDUCATION (PRIMARY)

**STAGE 7**

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**STAGE 8**

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<td>AEED601, 3.5.8.9,10</td>
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**STAGE 9**

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**TOTAL CREDIT POINTS**

- 12
- 12
- 12
- 12

*Students must undertake four subjects, with a maximum of two selected from any one area (1-4)
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<td>AEGS451</td>
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<td>AEGS112</td>
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*In a given year some of these subjects may not be offered if there is insufficient student demand.
DIPLOMA IN TEACHING (PRIMARY)/BACHELOR OF EDUCATION (PRIMARY)

CONTENT OF COURSE UNITS

AAGS101 VISUAL ARTS I

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject 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, and examination of issues concerning the “creative process”, basic aesthetics and design, and related practical experiences.

AAGS102 VISUAL ARTS II

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject 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.

TEXTBOOK

No prescribed textbook.

AAGS131 MUSIC STUDIES I

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject 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.

TEXTBOOKS


AAGS132 MUSIC STUDIES II

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject 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 subject 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.

TEXTBOOKS


AAGS201 VISUAL ARTS III

Session One; 6 credit points (3 hours per week)

**Pre-Requisite:** AAGS101 or AAGS102
**Co-Requisite:** AAGS101

This subject will further develop the aesthetic base and design elements established in Visual Arts I and extended in Visual Arts II by specific investigation of their application to further areas of Visual Arts, viz., sculpture, woodcraft and ceramics. These areas will provide scope for detailed historical and sociological analysis of the Visual Arts, and provide opportunity for expression of those design theories and material technologies which are reinforced by this subject.

**TEXTBOOK**

No prescribed textbook.

AAGS202 VISUAL ARTS IV

Session Two; 6 credit points (3 hours per week)

**Pre-Requisite:** AAGS101 and AAGS102 or AAGS201
**Co-Requisite:** AAGS102

Students will begin the development of a personal area of study conducted both theoretically and practically at an intensive level in one of the six visual arts areas already experienced, viz., sculpture, woodcraft, painting, textiles, jewellery, or ceramics. Opportunity will be given to display proficiency in relating design skills, theoretical knowledge and personal competency in practical expression within the chosen area.

**TEXTBOOK**

No prescribed textbook.

AAGS231 MUSIC STUDIES III

Session One; 6 credit points (3 hours per week)

**Pre-Requisite:** AAGS132

This subject is the third of a series of five designed to give the student further opportunity to develop practical and research skills through individual and ensemble practical experience and history-oriented assignment work. The subject aims to: develop expertise in the student’s major strand of study, provide students with the opportunity to study history of music from a conceptual view of the concerts and of stage works (opera and other music theatre), and to develop musicianship through ensemble experience, listening, analysis and score reading.

**TEXTBOOKS**

AAGS232 MUSIC STUDIES IV

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AAGS231

In this subject the premise that students of music should be both practically and academically proficient will again be valid. Thus students will have the opportunities to further develop expertise in their chosen practical or research strand of individual study and will gain on-going experience in musical communication through ensemble experience, listening, analysis and score-reading. The unit will also provide students with the opportunity to study the history of song, programme music and music of the recent past, from a conceptual standpoint.

TEXTBOOKS


AAGS301 VISUAL ARTS V

Session One: 12 credit points (4 hours per week)

Pre-Requisites: AAGS102 and AAGS201 or AAGS202
Co-Requisites: AAGS201

This subject will fully extend the student in aesthetic considerations, design skills, theoretical knowledge and the development of competence in expression through the area selected in Visual Arts IV. Intensive study will be made of the sociological implications of the chosen area in relation to contemporary and historical issues, leading to a dissertation linking this knowledge with design criteria; and practical expression within this area.

AAGS331 MUSIC STUDIES V

Session One; 12 credit points (4 hours per week)

Pre-Requisite: AAGS232

In this final subject in the series, the premise that student should be both practically and academically proficient will again be valid. With a greater portion of the student’s total programme given over to this study, the student will be expected to assume high responsibility for preparing his individual practical recital or research project within the half-year time span and for individually following up historical information in some specialised areas chosen by the lecturer. Opportunities for communication through ensemble experiences will continue and it is envisaged that opportunities for developing conducting skills will be provided for students in this session.

TEXTBOOK


AECA101 THE ARTS IN EDUCATION I

Session One; 3 credit points (3 hours per week)

Pre-Requisite: Nil

This subject serves to introduce the student 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 from which will develop the subsequent subject in this com-
ponent of the arts in education. There will be some special focus upon the performing arts in this session.

Content will include:

Happening: A Gestalt approach using an introductory structured situation to give students experience in expression involving limited skills and highlighting the possibilities of alliances and commonalities between traditional areas in the arts.

Scope of the visual and performing arts as functions of society: The arts and man, the arts and the child.

Communications through the arts: Introducing students to arts media, to challenge their capacities, the concept of notation in the arts, for example, music notation, labanotation and kinetography.

Elements and principles of design and form both in the visual arts and in the evolution of the performing arts.

TEXTBOOK

No prescribed textbook.

AECA102 THE ARTS IN EDUCATION II

Session Two; 3 credit points (3 hours per week)

Pre-Requisite: Nil

This subject introduces a child-developmental stage approach which underlies this and the two subsequent subjects. The outlook, capacities and developmental values of young children from around 5 to 7 years of age and the framework for consideration of teaching content, approaches and skills and some further focus upon the performing arts.

Content will include:

Establishing awareness in the young child of his vocal and motional capacities and refined motor skills through the use of vocal sound, percussion, simple dramatics, images, and modelling with plastic materials.

Establishing sensitivity in the young child to the varying qualities of sound, movement and pictorial expression.

Establishing the skills of relating to another person or group through dramatic expression, musical solos and ensembles, dance, drama and crafts.

Formulation of imaginative ideas to provide a framework for early play building and dance drama with some focus on musical stimuli.

Development of classroom skills on tuned and untuned percussion and on either piano, recorder or guitar.

Formulation of strategies for the teaching of relevant skills.

TEXTBOOKS

No prescribed textbook.
AECA201 THE ARTS IN EDUCATION III

Session One; 3 credit points (3 hours per week)

Pre-Requisite: AECA101 or AECA102
Co-Requisite: AECA101

This subject continues the developmental-stage framework of study of the arts in education. The emergence of ability in "operational thinking" from about 7 to 8 years of age, and the physical/psychomotor capacities apparent up to around 9 years of age, are the background of the child's developmental range from a consideration of teaching content, approaches and skills with some special focus upon the visual arts.

Content will include:

Approaches for the implementation of introductory experiences in harmony and the extension of vocal involvement for children.

The use of crowd play building as a vehicle for group creation with a view to developing absorbed dramatic action.

Development of the skills of improvisation using tuned percussion, movement patterns in the kinesphere and dramatic spontaneity.

Strategies for the development of children's individual creative expression and group creative awareness.

Establishing the concepts of form in its simple elements related to the individual and the group.

Establishing skills in music, drama, dance, art and craft leading to individual and group sensitivity and awareness and increasing refinement of qualitative expression.

TEXTBOOKS

No prescribed textbook.

AECA202 THE ARTS IN EDUCATION IV

Session Two; 3 credit points (3 hours per week)

Pre-Requisite: AECA101 & either AECA102 or AECA201
Co-Requisite: AECA102

This subject completes the developmental-stage framework of study of the arts in education. The developmental characteristics and capacities of children aged around late 9 to 12 years form the background for consideration of teaching content, approaches and skills with some further focus on the visual arts.

Content will include:

The enrichment and refinement of the skills of dance, drama, ensemble music production and resources for vocal repertoire, including reference to myth, legend and cultural and cross-cultural aspects.

Examination of the historical background and current philosophies in the visual arts.

Further specific consideration of melodic and harmonic experience in diatonic modes, instrumental proficiency, and devices in creative use of tuned percussion.
Strategies for encouraging children's appreciation of the visual arts.

Appreciation of design through practical involvement in painting, sculpture and textiles.

Introduction of feature programmes to provide opportunities for the development of concepts in mine, dance, drama, music, poetry and the visual arts in synthesis.

**TEXTBOOKS**

No prescribed textbook.

**AECA301 THE ARTS IN EDUCATION V**

*Session One; 3 credit points (3 hours per week)*

**Pre-Requisite:** AECA102 and either AECA201 or AECA202

**Co-Requisite:** AECA201

This subject follows a completed developmental stage framework of study of the arts in education, from the years of pre-operational stages, to the post-operational period around 12 years of age. The student, from his experience of arts media and their associated skills, and from a view of strength and interest will choose to extend solely in either the visual arts or the performing arts area. As well as the development of this strength and interest, the emergence of the student's autonomy and self-direction in the arts will be stressed both as a balance to the variety of experiences in courses so far, and as a means of continuing future personal education of the student in the area of the arts.

**AECA302 THE ARTS IN EDUCATION VI**

*Session Two; 3 credit points (3 hours per week)*

**Pre-Requisite:** AECA201 and either AECA202 or AECA301

**Co-Requisite:** AECA202, AEED300

This subject is a culmination for the student, promoting a synthesis of his experience and understandings from the previous five subjects in the Arts. It is a further clarification of his self-image in the area of arts in education experienced within a framework of sustained contact with children and will include programming, teaching strategies, evaluation and co-ordination of the Arts in the classroom.

**TEXTBOOK**

No prescribed textbook.

**AECA501 ADVANCED CURRICULUM STUDIES: THE ARTS IN EDUCATION**

*Session One; 6 credit points (External)*

**Pre-Requisite:** AEED401

This subject is designed to equip the student/teacher to assert leadership in the preparation, implementation and evaluation of school curricula in the arts.

Content will include:
Approaches to advanced curriculum in the arts
A survey of aims and objectives in the arts.
Formulating programmes of work designed to give effect to these aims.
Consolidating a knowledge of teaching strategies connected with the above. Implementing and evaluating these programmes.

**TEXTBOOK**

No prescribed textbook.
AECA502 ADVANCED CURRICULUM STUDIES: CURRICULUM DEVELOPMENT FOR THE INTEGRATED ARTS

Session Two; 6 credit points (External)

Pre-Requisite: Nil
Co-Requisite: AEED401

The approach will be school-based. Building upon an awareness of the skills necessary for integrated approaches to teaching the arts, the opportunity is offered to students to expand such approaches in order to plan, implement and evaluate school-based programmes showing the development of the child’s learning experiences from kindergarten to sixth grade as a continuum.

TEXTBOOK
No prescribed textbook.

AECA503 ADVANCED CURRICULUM STUDIES: A PHILOSOPHY OF MUSIC EDUCATION

Session One; 6 credit points (External)

This is one of the two subjects which follows on from a series of six sessions in The Arts in Education highlighting integrative approaches. This subject provides opportunity for those who desire to specialise in Primary school music education, to survey the significant philosophical approaches and clarify and establish a personal philosophy which will form the basis of personal teaching strategies and programmes.

TEXTBOOK

AECA504 ADVANCED CURRICULUM STUDIES: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION

Session Two; 6 credit points (External)

Co-Requisite: AEED401

This is the second of two subjects designed for those who desire to specialise in music education in the primary school. It is based on the significant current philosophies in music education and provides for those who may offer leadership in this area in a school to develop and expound their personal philosophy and to research the potential development, preparation and implementation of a school music curriculum and its associated programming.

TEXTBOOK
AECA505 ADVANCED CURRICULUM STUDIES: VISUAL ARTS I

Session One; 6 credit points (External)

Pre-Requisite: Nil
Co-Requisite: AEED401

This subject will build on the work of the first six sessions in the Arts in Education which placed strong emphasis on the integrative aspects of the arts. This subject will enable the student to concentrate on practical involvement in a chosen area of curriculum development in the visual arts through planning and implementation at the class level.

TEXTBOOK

No prescribed textbook.

AECA605 ADVANCED CURRICULUM STUDIES: VISUAL ARTS II

Session Two; 6 credit points (External)

Pre-Requisite: AECA505

This subject will build on the work done in subject CA505 by widening the view of curriculum development in the visual arts to cover the K-6 continuum. It will also afford further opportunity to develop skills and concepts in the selected area of the visual arts through planning and implementation.

TEXTBOOK

No prescribed textbook.

AECL101 LANGUAGE EDUCATION I

Session One; 3 credit points (2 hours per week)

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 subject 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.

TEXTBOOK

No prescribed textbook.

AECL102 LANGUAGE EDUCATION II

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: Nil

One of the most important aspects of the pre-service education of teachers is their training as teachers in literacy. This subject 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 subject 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.

**TEXTBOOKS**

To be prescribed.

**AECL201 LANGUAGE EDUCATION III**

*Session One and Session Two; 3 credit points (2 hours per week)*

*Pre-Requisite:* AECL101 or AECL102  
*Co-Requisite:* AECL101

This subject deals with ways in which the basic literacy skills can be extended and developed. Since becoming literate is not an end in itself, children's needs and purposes in using language will be examined. This will lead to a critical consideration of approaches to teaching the skills of locating and using information. Approaches to the teaching of written composition will also be discussed.

In order that they might be able to plan effective programmes for the teaching of language, students will be made aware of a range of organizational plans for language teaching in the primary school, and will be introduced to selected procedures for the evaluation of children's reading and writing.

**TEXTBOOKS**

To be prescribed.

**AECL202 LANGUAGE EDUCATION IV**

*Session One and Session Two; 3 credit points (2 hours per week)*

*Pre-Requisite:* AECL101  
*Co-Requisite:* AECL102

It is very important that potential teachers should gain an understanding of the multicultural nature of our society and of the educational consequences of cultural differences. They should also become aware of the relationship between first and second language acquisition and of the range of factors affecting learning English as a second language. Finally, they should gain a knowledge of an effective approach to teaching English as a second language in order to meet the needs of non-English speaking pupils. This subject is designed to develop the knowledge and skills necessary to achieve the above objectives. It will build on knowledge of language acquired in earlier subjects and may lead to the practical application of the principles of E.S.L. education in the practical teaching component of the final session's studies.

**TEXTBOOKS**

To be prescribed.

**AECL301 LANGUAGE EDUCATION V**

*Session Two; 3 credit points (2 hours per week)*

*Pre-Requisite:* AECL101  
*Co-Requisite:* AECL202, AEED300

In this subject the students' knowledge and evaluation procedures and teaching
techniques appropriate to the development of the skills of literacy will be further extended. They will be required to put these procedures and techniques into practice in the practical teaching component of the subject. Planning programmes of work to meet the needs of a specific group of children will be an important part of this subject.

TEXTBOOK

To be prescribed.

**AECL501 ADVANCED CURRICULUM STUDIES: LANGUAGE EDUCATION**

Session One; 6 credit points (External)

**Co-Requisite:** AEED401

This subject is based on the assumption that autonomous teachers should be able to distinguish between productive and non-productive language learning activities for use in their classrooms. In order to do this they must gain a clear understanding of what language is, how it is learnt, and how it is produced and understood. These topics will, therefore, be of basic interest in this subject. Students will also be expected to show an ability to apply this knowledge to practical evaluation and teaching exercises.

TEXTBOOKS

To be prescribed.

**AECL502 ADVANCED CURRICULUM STUDIES: CHILDREN’S LITERATURE**

Session Two; 6 credit points (External)

**Pre-Requisite:** AEED401

The attitude to the teaching of language reflected in the earlier subjects is one which places the reading of worthwhile works of children’s literature at the centre of the language education programme. Consequently it is very important that teachers understand the value of presenting children with literature that will help them to develop their understanding of life.

Special studies will be carried out in the areas of traditional literature, the picture book and contemporary literature in the realms of fantasy and realism with a view to giving students insights into the value of literature.

TEXTBOOK


**AECM101 MATHEMATICS EDUCATION I**

Session One; 3 credit points (2 hours per week)

**Pre-Requisite:** Nil

This subject 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 algorisms; perceive the need for positive attitudes towards mathematics.
AECM102 MATHEMATICS EDUCATION II

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: Nil

Successful teaching requires familiarity with more than one way of presenting an idea to a learner and indeed different strategies may be required to present the same idea to different learners. The aim of this subject is to show how different teaching strategies may be utilised in teaching mathematics.

AECM201 MATHEMATICS EDUCATION III

Session One; 3 credit points (2 hours per week)

Pre-Requisite: AECM101 or AECM102
Co-Requisite: AECM101

This subject is an extension of the discipline study commenced in subject AECM 101. 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 studies in the previous subject. It will provide the basis for planning teaching strategies and programming which will be studied in greater depth in succeeding subjects.

On the completion of this subject 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.

AECM202 MATHEMATICS EDUCATION IV

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: AECM101
Co-Requisite: AECM102

Students have studied various learning theories in other subjects. This subject will relate these theories specifically to the teaching of mathematics. On completion of this subject students will understand the process of learning mathematics and be able to select appropriate teaching strategies in the light of the theoretical study of learning.

No prescribed textbook.
AECM301 MATHEMATICS EDUCATION V

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: AECM201  
Co-Requisite: AEED300, AECM202

This subject involves an integration of mathematics education with the practical teaching component. The emphasis is placed on teaching the individual child and on methods of catering for individual differences.

TEXTBOOK

No prescribed textbook.

AECM501 ADVANCED CURRICULUM STUDIES: MATHEMATICS & EXCEPTIONAL CHILDREN

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject is designed to introduce the student to the various aspects of teaching children who have been classified as exceptional in mathematics. These children include the gifted child, the slow learner and the child in need of remediation.

TEXTBOOK

No prescribed textbook.

AECM502 ADVANCED CURRICULUM STUDIES: THE MATHEMATICS CURRICULUM

Session Two; 6 credit points (External)

Pre-Requisite: AEED401

This subject has been designed to build on the theoretical study of curriculum in AEED401 by examining the application of this work to mathematics curriculum development. Increasing responsibility is being given to teachers for the development of school based curricula in all areas. It is particularly important in mathematics because of the controversy surrounding numeracy and the "back to basics" movement.

TEXTBOOK

No prescribed textbook.

AECS101 THE SCIENCES IN EDUCATION I: THE SCIENCES AND THE PRIMARY SCHOOL

Session One; 3 credit points (3 hours per week)

Pre-Requisite: Nil

This subject 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. The subject aims to establish a clear
understanding of the role of the sciences in primary education.

TEXTBOOK

No prescribed textbook.

AECS102 THE SCIENCES IN EDUCATION II:
INVESTIGATING THE CHILD’S WELL-BEING

Session Two; 3 credit points (3 hours per week)

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 subject.

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.

TEXTBOOK

No prescribed textbook.

AECS201 THE SCIENCES IN EDUCATION III:
INVESTIGATING THE CHILD’S ENVIRONMENT

Session One; 3 credit points (3 hours per week)

Pre-Requisite: AECS101 or AECS102
Co-Requisite: AEED203, AECS101

This subject is concerned with the role in science education of an exploration of natural phenomena in the child’s world. The main aim is to develop in all students a basic competence in the teaching of the natural sciences in the K-6 curriculum. Representative studies of content, methods, and materials will be undertaken. Since emphasis will be placed on a synthesis of subject matter and investigation strategies, this subject will rely heavily on the teaching of inquiry techniques presented simultaneously in AEED203.

TEXTBOOK


AECS202 THE SCIENCES IN EDUCATION IV:
INVESTIGATING HUMAN RELATIONSHIPS AND
DEVELOPING MAJOR PLANNING STRATEGIES

Session Two; 3 credit points (3 hours per week)

Pre-Requisite: AECS101
Co-Requisite: AEED204

This subject aims to provide students with the skills and knowledge to implement the social studies curriculum in the primary school. It focuses on the unit as the basic planning strategy employed by teachers of social studies. Students will be required to plan a major unit, and to participate in group exercises concerned with the development of school based curricula for social studies. The teaching of values will also be examined in detail.
AECS301 THE SCIENCES IN EDUCATION V: HEALTH SCIENCE SPECIALISATION

Session One; 3 credit points (3 hours per week)

Pre-Requisite: AECS201 or AECS202
Co-Requisite: AECS201

There are a number of programme and curriculum approaches available for selection by the teacher when establishing the health education programme for a particular class. Whichever design is chosen there will be essential areas of learning which will be common to all programmes. Although the specific nature of these areas will differ from school to school, there would be commonalities in each school situation. For this reason it is essential that each of these common areas be reviewed.

Such is the nature of this subject, to examine these common areas so that the effectiveness of their planning and presentation may be maximised.

TEXTBOOK
No prescribed textbook.

AECS302 THE SCIENCES IN EDUCATION V: NATURAL SCIENCE SPECIALISATION

Session One; 3 credit points (3 hours per week)

Pre-Requisite: AECS201 or AECS202
Co-Requisite: AECS201

The main aim of this subject is to give students with a special interest in the teaching of the natural sciences an opportunity to extend their competence.

In the first segment, there will be an examination of science curriculum documents, commercial materials, and resources for environmental education.

Fitting science into school-based curricula and programming considerations will be followed by student seminars on integrated science units.

TEXTBOOK
No prescribed textbook.

AECS303 THE SCIENCES IN EDUCATION V: SCIENCE OF HUMAN MOVEMENT SPECIALISATION

Session One; 3 credit points (3 hours per week)

Pre-Requisite: AECS201 or AECS202
Co-Requisite: AECS201

Students will have the opportunity to further study the major components of physical education in the primary school. Emphasis will focus on the develop-
ment of school based curricula in dance, games and gymnastics. To this purpose a thorough examination of the N.S.W. physical education curriculum and various alternative curricula will be undertaken. Further emphasis will be placed upon the development of recreational aspects of the physical education programme.

**TEXTBOOK**

No prescribed textbook.

**AECS304 THE SCIENCES IN EDUCATION V:**

**SOCIAL SCIENCE SPECIALISATION**

*Session One; 3 credit points (3 hours per week)*

**Pre-Requisite:** AECS201 or AECS202  
**Co-Requisite:** AECS201

Social studies is a multidisciplinary study which derives its content and methodology from the social science disciplines. The fundamental ideas of several of these disciplines will be examined, and the programme 'Man: A course of Study' will be used to illustrate how these ideas can be implemented in the primary school. The special problems of developing curricula suitable for small schools will be considered, and a practical exercise involving a visit to small schools in the Mudgee district will be undertaken.

**TEXTBOOK**

To be advised.

**AECS311 THE SCIENCES IN EDUCATION VI:**

**INTEGRATING THE SCIENCES**

*Session Two; 3 credit points (3 hours per week)*

**Pre-Requisite:** AECS201, AECS202  
**Co-Requisite:** AEED300

This subject represents an attempt to synthesise the understandings students have gained in earlier subjects. Students should come to realise that the various branches of science can all provide insights which can be applied to personal, social and environmental problems. In this subject, a major concept will be selected, and students will be required to develop a multi-disciplinary unit based on this concept. The unit should be designed to suit the needs of the class to which the student is assigned for the Teaching Theory and Practice programme.  
Data relating to the concept will be provided by lecturers in social science, science, health and physical education. In workshop sessions, and in the schools, lecturers and teachers will assist students to develop their programmes.

In the second part of this subject, students will develop a unit based more specifically on one of the branches of science. This will be a teaching unit, which will distinguish it from the resource units written in earlier subjects in Education in the Sciences.

**TEXTBOOK**

No prescribed textbook.
AECS501 ADVANCED CURRICULUM STUDIES: PHYSICAL EDUCATION I

Session One; 6 credit points (External)

Pre-Requisite: Nil
Co-Requisite: AEED401

This subject has been designed to develop an understanding of curriculum development in the field of physical education. The nature of physical education will be examined in reference to an understanding of a need for a K to 6 programme. The major area of study will include determining a philosophy of physical education, setting of behavioural objectives, developing a K to 6 scope and sequence schedule and determining methods of evaluation.

TEXTBOOK

No prescribed textbook.

AECS502 ADVANCED CURRICULUM STUDIES: PHYSICAL EDUCATION II

Session Two; 6 credit points (External)

Pre-Requisite: Nil
Co-Requisite: AEED401

This subject will investigate the nature of skilled performance, and theories of motor behaviour in skill acquisition. This investigation of the psychomotor domain will include motor learning (acquisition of skill), physical fitness development, and the effects of physical activity and the effective domain.

TEXTBOOK

No prescribed textbook.

AECS503 ADVANCED CURRICULUM STUDIES: IMPLEMENTATION AND EVALUATION PROCESSES IN HEALTH EDUCATION

Session One; 6 credit points (External)

The curriculum process in health education is dependent upon thorough planning, efficient implementation and constructive evaluation. This subject is designed to acquaint the student with the knowledge and skills necessary to perform the implementation and evaluation tasks with competence. The subject will comprise a theoretical and practical component highlighting concepts such as implementation policies and procedures; resource unit construction; evaluation foundations, strategies, instruments and procedures; decision making processes and administration considerations.

TEXTBOOK

To be advised.
AECS504 ADVANCED CURRICULUM STUDIES:
CURRICULUM PLANNING IN HEALTH EDUCATION FOR K – 6

Session Two; 6 credit points (External)

The promotion of health education in the infants/primary school situation requires the integration of content and methodology into a cohesive functional curriculum. Curriculum development is an essential component of effective health education. This subject is designed to assist the student in developing the knowledge and in demonstrating the skills necessary for K-6 curriculum planning in health education.

Subject content will include departmental policy, current status and trends, philosophical viewpoints, curriculum examples and also concepts relating to needs and interests analysis, determination of scope and sequence patterns, criteria for selection of content/learning experiences and administration considerations. The subject will comprise a theoretical and a practical component.

TEXTBOOK
To be advised.

AECS505 ADVANCED CURRICULUM STUDIES:
SCIENCE K – 6 – SKILLS DEVELOPMENT

Session One; 6 credit points (External)

Co-Requisite: AEED401

The current primary school science policy statement is strongly oriented towards skill development. Primary school teachers should be able to incorporate skill development in their science programmes.

This subject examines in detail the current primary science policy statement and support documents, and considers skills development in the context of both commercial and unpublished programmes. To promote the necessary changes in teaching behaviour the students will be required to conduct skills diagnosis, development and evaluation exercises.

TEXTBOOK
No prescribed textbook.

AECS506 ADVANCED CURRICULUM STUDIES:
CONTEMPORARY ISSUES IN SOCIAL STUDIES

Session One; 6 credit points (External)

Co-Requisite: AEED401

This subject focuses on professional issues which are of continuing concern to teachers. These areas of concern include the development of school-based curricula, values education and teaching controversial issues. Students are required to undertake several individual research projects.

TEXTBOOK
No prescribed textbook.
AECS507 ADVANCED CURRICULUM STUDIES: THE AUSTRALIAN HERITAGE

Session Two; 6 credit points (External)

Co-Requisite: AEED401

This subject has its origin in the strongly emerging public awareness of Australia's heritage, and concern for the preservation of the National Estate. Three strands make up the subject. The first strand is concerned with developing knowledge of the nature of "heritage", and with the study of specific examples of Australia's heritage. In the second strand knowledge of Australia's heritage is related to curriculum aims, appropriate teaching procedures are identified, and available resources explored. The concern of the final strand is blending the previous two elements into a teaching/learning unit.

TEXTBOOK

No prescribed textbook.

PRELIMINARY READING

The range of reading suitable for preparation for this unit is vast, and students are encouraged to sample it liberally. The following works are examples.

Australian Council of National Trusts.
Historic Houses of Australia. Stanmore (N.S.W.), Cassell, 1975.
Historic Public Buildings of Australia, Stanmore (N.S.W.), Cassell, 1975.

AECS605 ADVANCED CURRICULUM STUDIES: SCIENCE K – 6 – SKILLS DEVELOPMENT

Session Two; 6 credit points (External)

Pre-Requisite: AECS505

This subject builds upon the student's understanding and practical teaching expertise in the development of basic skills in primary school science gained in the subject AECS505.

Emphasis will be placed upon the more complex skills and upon the planning of skills based learning programmes.

To augment the continued expansion of teaching expertise in skill development, students will be required to conduct and report upon practical classroom tasks.

TEXTBOOK

No prescribed textbook.

AEED101 LEARNING AND THE LEARNER

Session One; 4 credit points (3 hours per week)

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
In order to present a very broad view of the nature of learning, and learners the topic will be viewed in turn from the point of view of the psychologist, the philosopher, the sociologist, the anthropologist and the historian, each of whom will bring to bear insights derived from these various disciplines.

**TEXTBOOK**

To be advised.

**AEED102 THE LEARNER: EDUCATION AND INSTITUTIONS**

*Session Two; 4 credit points (3 hours per week)*

**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.

**TEXTBOOK**

To be advised.

**AEED103 TEACHING THEORY AND PRACTICE I: BASIC SKILLS**

*Session One; 2 credit points (2 hours per week)*

**Pre-Requisite:** Nil

The focus of this subject 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.

**TEXTBOOK**

To be advised.

**AEED104 TEACHING THEORY AND PRACTICE II: TEACHER-CENTRED STRATEGIES**

*Session Two; 2 credit points (2 hours per week)*

**Pre-Requisite:** Nil

In this subject 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 subject, from teacher-centred to more interactive teaching situations.

**TEXTBOOK**

To be advised.
AEED108 INTERSESSION TEACHING PRACTICE I

Three weeks duration; Nil credit points

Pre-Requisite: Nil

The block practice, at this time, provides a type of learning experience which is a culmination of the preceding work, but in a new situation. The controlled micro teaching situation used to develop competency in basic skills, will be gradually relaxed in the first block practice teaching experience, where the transition to whole class teaching is attempted.

AEED201 LEARNING TO THINK: COGNITIVE DEVELOPMENT IN THE LEARNER

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AEED101 or AEED102
Co-Requisite: AEED101

Cognitive goals are widely accepted as having an important place in schooling. In this subject there will be an examination of a number of approaches to understanding how cognitive processes function in the learner, including cognitive systems and development, the relationship between language and thinking, and concepts involving measurement and test intelligence.

TEXTBOOK

No prescribed textbook.

AEED202 LEARNERS AND LEARNING IN THE PERSPECTIVE OF SCHOOL AND SOCIETY

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AEED101 or AEED102
Co-Requisite: AEED102

Following the general introduction to education studies in sessions one and two, and the emphasis on individual cognitive development in session three, this subject focuses on sociological and socio-psychological aspects of education and the school. The subject 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.

TEXTBOOK

No prescribed textbook.

AEED203 TEACHING THEORY AND PRACTICE III: PUPIL CENTRED STRATEGIES

Session One; 2 credit points (2 hours per week)

Pre-Requisite: AEED108, AEED103 or AEED104
Co-Requisite: AEED103

This subject seeks to expand the students' teaching competence through an exploration of pupil-centred teaching procedures, situations and experiences. Emphasis will be placed upon group and individual enquiry and creativity.
**TEXTBOOK**

No prescribed textbook.

**AEED204 TEACHING THEORY AND PRACTICE IV: ORGANISATION STRATEGIES**

*Session Two; 2 credit points (2 hours per week)*

*Pre-Requisite:* AEED105, AEED103 or AEED104  
*Co-Requisite:* AEED104

The intention is this subject is to build on the experience of small group work and simply structured whole class activities, so that the students' experiences now become more complex, particularly in organisation.

Emphasis will be placed upon thematic work and outdoor activities.

**TEXTBOOK**

No prescribed textbook.

**AEED208 INTERSESSION TEACHING PRACTICE 2**

*Nil credit points; 3 weeks duration*

*Pre-Requisite:* AEED108

The second block practice provides an experience for the students to practise and further develop the strategies studied in Teaching Theory and Practice II and Teaching Theory and Practice III. The ongoing daily contact with children and teachers provides a setting which encourages conceptualisation of a blend of curriculum studies, selection of strategies, and individual teaching style.

**AEED300 INTERNSHIP TEACHING PRACTICE**

*Session Two; 6 credit points*

*Pre-Requisite:* AEED108 and AEED208

This final practice session is designed as an internship that approximates the work of a full-time teacher. Implicit in this final practice experience are these features:

(i) It is an extended period of placement in the school with student responsibility for the teaching of the children, but with a lesser contact time with the children than that of a qualified teacher. Support for that responsibility is provided.

(ii) It provides regular contact with the Institute where all curriculum strands complement and service the internship.

**AEED301 LEARNERS WITH EXCEPTIONAL NEEDS**

*Session Two; 4 credit points (3 hours per week)*

*Pre-Requisite:* AEED201 or AEED202  
*Co-Requisite:* AEED202

An examination of children and adolescents with special needs especially the mildly handicapped being integrated into regular schools and classrooms.
TEXTBOOK


AEED302 DESIGNS FOR LEARNING:
INTRODUCTION TO CURRICULUM

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AEED201 or AEED202
Co-Requisite: AEED201

The progressive transfer of curriculum decision making from central bodies to regions and schools has required school personnel to interpret, plan, implement and evaluate curricula in the distinctive environment of each school. This subject will introduce students to the field of curriculum and the various educational antecedents which relate to curriculum design. The basic tasks of curriculum development and evaluation will be examined and implemented through a school-based curriculum project.

TEXTBOOK


AEED303 TEACHING THEORY AND PRACTICE V:
SUPPORT SKILLS

Session One; 2 credit points (2 hours per week)

Pre-Requisite: AEED203 or AEED204 and AEED208
Co-Requisite: AEED203

The focus for this subject is on a study of complex planning procedures and decision making directly applied to programming, instructional materials, classroom technology, class and school organisation, and evaluation.

TEXTBOOK

To be prescribed.

AEED304 TEACHING THEORY AND PRACTICE VI:
PROFESSIONAL AND ETHICAL CONSIDERATIONS

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: AEED203 or AEED204 and AEED208
Co-Requisite: AEED204

This subject complements the continuous practice students experience in the sixth session of their course. The major professional and ethical considerations include: the teacher in government and private schools; the law and the teacher; the teacher and his profession; the teacher and the community.

TEXTBOOK

To be prescribed.
AEED401 DESIGNS FOR LEARNING:
ADVANCED CURRICULUM

Sessions One and Two; 6 credit points (External)

Pre-Requisite: Nil

This subject will explore the political, sociological, psychological and philosophical assumptions which underpin curricula design, implementation and evaluation. Conceptual frameworks which guide the development of learning experiences at the school level will be examined. Curriculum change and innovation will be discussed as well as the related leadership roles and tasks required for the development and evaluation of curriculum.

TEXTBOOKS


PRELIMINARY READING


AEED402 ISSUES IN EDUCATION

Sessions One and Two; 6 credit points (External)

Pre-Requisite: Nil

A critical examination of selected current issues in Australian education especially those issues reflecting change within the society.

TEXTBOOK


AEED501 HISTORY OF AUSTRALIAN EDUCATION I

Session One; 6 credit points (External)

Pre-Requisite: AEED401 or AEED402

It is important for teachers to realise that there is much to be gained from a study of the past. Through this subject, students will: examine the establishment and development of state education in Australia and the changing roles of Church and State; examine the traditions, character, purposes, problems and extent of the educational effort of the non-government schools; gain an appreciation of the scope and purposes of adult education in Australia; review teaching as an occupation; utilise the understandings gained in the research project selected for study in History of Australian Education II, AEED501.

TEXTBOOK

To be advised.
AEED503 RESEARCH IN CLASSROOMS I

Session One; 6 credit points (External)

Pre-Requisite: AEED401 or AEED402

The recent upsurge in classroom-based research has provided valuable insights for education, a wealth of information about functioning school situations and a variety of tools for describing, analysing and modifying teacher behaviour. This subject seeks to familiarise students with a wide cross-section of classroom research.

TEXTBOOKS


AEED505 LEARNING DISABILITIES I

Session One; 6 credit points (External)

Pre-Requisite: AEED401 or AEED402

A critical evaluation of the problems related to the identification, assessment and teaching of children and adolescents with learning disabilities.

TEXTBOOK

Pasanella, A. and Volkmor, C. Teaching Handicapped Students in the Mainstream, 2nd ed., Charles E. Merrill, Columbus, Ohio, 1981.

AEED508 COMPUTER ASSISTED INSTRUCTION I

Session One; 6 credit points (External)

Pre-Requisite: AEED401 or AEED402

This subject is designed to introduce students to the nature and background of computer assisted instruction. Students will learn how to design, test and evaluate educational courseware and will develop skills in designing computer assisted instruction lessons. Experience will be gained in evaluating the increasing range of educational computer technology.

TEXTBOOK

To be advised.

AEED509 THE PSYCHOLOGY AND PEDAGOGY OF READING AND WRITING I

Session One; 6 credit points (External)

A comprehensive look at recent developments in the teaching of reading, writing, and the accoutrements of literacy. Students will examine recent developments in:

(i) teaching reading/writing, K-12
(ii) diagnosing problems in reading/writing, K-12
(iii) developing and implementing remediation programmes, K-12
History attests to long-standing disadvantages suffered by Aborigines within the Australian school system. Dominated by teachers mainly of European decent, all levels of public schooling have failed to meet the needs of the majority of Aboriginal students.

Recent initiatives in Aboriginal education at both State and Federal levels, have sought to enhance learning and development opportunities for Aboriginal children. Further, with a view to fostering broad and more productive bases for intercultural understanding, positive attempts have been made to raise levels of awareness in school and, as well, appreciation among all Australians of Aborigines and their cultural heritage.

Prominent Aboriginal leaders have cited appropriate, meaningful education as a prime means for nurturing a fragile re-emergence of their people from the turmoil of cultural transition.

At an introductory level, this subject aims to familiarise students with concepts, ideas and processes underlying these subtle nuances of change.

During this session, students will be involved in a study of the principles and practices of historiography and their application to a topic of their choice. The actual area to be researched will emerge from consultations between each individual student and the lecturer. Through this subject, students will: develop skills of independent historical research; further their knowledge of a selected aspect of Australian history; make an original contribution to knowledge in their selected field through an investigation of primary and secondary source materials; accept a high level of responsibility for their own independent learning.

This subject involves the student in independent reading research. It grows out of the theoretical overview presented in Research in Classrooms I. Each student will elect an area of classroom research, make an in-depth, critical appraisal of the research reports available in that area, and present findings in the form of an extensive review of the literature.
No prescribed textbook.

**AEED605 LEARNING DISABILITIES II**

*Session Two; 6 credit points (External)*

**Pre-Requisite:** AEED505

A theoretical examination and action research study of one selected aspect of learning disabilities.

No prescribed textbook but students will be expected to read widely, especially journal articles.

**AEED608 COMPUTER ASSISTED INSTRUCTION II**

*Session Two; 6 credit points (External)*

**Pre-Requisite:** AEED508

During this subject students will be involved in a computer assisted instruction project in their own special area of interest. It is expected that the topics will be related to the primary school curriculum. Practical work will include writing and testing an instructional program.

No prescribed textbook.

**AEED609 THE PSYCHOLOGY AND PEDAGOGY OF READING AND WRITING II**

*Session Two; 6 credit points (External)*

An independent study in the area. Students will select an area of interest in a relevant area and conduct a minor action-research project on it.

To be advised.

**AEED610 ABORIGINAL EDUCATION AND STUDIES III**

*Session Two; 6 credit points (External)*

**Pre-Requisite:** AEED510

Building upon basic understandings of the aims, principles and current points of focus in Aboriginal education and studies, this subject will invite students to actively participate in a small-scale, informal piece of research involving close examination of an aspect of the field which is of interest and relevance to them.

The preferred mode for such investigation will be field-based descriptive research but, where this is not possible, historical, analytical or other literary/reading-oriented inquiry methods will be appropriate.

Relevant strategies for field-based research, including approaches to ethnographic and participant-observation methods will, at an introductory level of specificity, form part of the directed reading for this subject.

To be prescribed.
AEGS111 LITERATURE AND SOCIETY I:
THE ISSUES AND GROWING UP, PART I:
THE FAMILY

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject will begin by providing students with an overview of the issues to be explored in later subjects 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.

TEXTBOOK
No prescribed textbook.

AEGS112 LITERATURE AND SOCIETY II:
GROWING UP, PART II:
CHILDHOOD AND SCHOOLING IN LITERATURE

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: Nil

Our concepts of childhood and schooling are comparatively recent formulations. They are very much taken for granted as part of daily life, although their development only 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 discuss why and how change occurs and how individuals and society adjust to change.

TEXTBOOK
No prescribed textbook.

PRELIMINARY READING

AEGS121 MATHEMATICS IN SOCIETY I:
MATHEMATICS AND THE INDIVIDUAL

Session One; 6 credit points (3 hours per week)

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 subject 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.

**TEXTBOOK**


**AEGS122 MATHEMATICS IN SOCIETY II: COMPUTERS AND SOCIETY**

*Session Two; 6 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject will extend the work in BASIC programming commenced in AEGS121. The social implications of computers, both positive and negative, will be analysed.

**TEXTBOOK**


**AEGS141 ENVIRONMENTAL STUDIES I: HUMANS AND NATURE: AN OVERVIEW**

*Session One; 6 credit points (3 hours per week)*

*Pre-Requisite: Nil*

In this subject 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.

**TEXTBOOK**


**AEGS142 ENVIRONMENTAL STUDIES II: ECOLOGY AND RESOURCES**

*Session Two; 6 credit points (3 hours per week)*

*Pre-Requisite: Nil*

This subject 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.

**TEXTBOOK**


**AEGS151 HUMAN MOVEMENT STUDIES I**

*Session One; 6 credit points (3 hours per week)*

*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 subject 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.

TEXTBOOK


AEGS161 ASIAN STUDIES I:
ASIAN PERSPECTIVES

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

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

TEXTBOOK

No prescribed textbook.

PRELIMINARY READING


AEGS162 ASIAN STUDIES II:
VILLAGE ASIA

Session Two; 6 credit points (3 hours per week)

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 subject, 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.

TEXTBOOK

No prescribed textbook.

AEGS211 LITERATURE AND SOCIETY III:
FAITH AND BELIEF

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil
Co-Requisite: AEGS111

It is important for students to gain knowledge of the nature and origins of the different attitudes and beliefs found in our society.
In this subject students will be asked to give critical consideration to the attitudes to life presented in selected films and works of literature. Such activity should help them better understand their own beliefs and those of others.

**TEXTBOOK**

No prescribed textbook.

**AEGS212 LITERATURE AND SOCIETY IV: DISCRIMINATION**

*Session Two; 6 credit points (3 hours per week)*

**Pre-Requisite:** AEGS111  
**Co-Requisite:** AEGS112

This subject deals with the topic of Discrimination, one very much to the fore in contemporary society. Recent legislation in Australia, such as the N.S.W. Anti-Discrimination Act of 1977, has been framed to eliminate discrimination in such matters as race, religion, sex and age. Since it is assumed that community attitudes towards discrimination can be modified through education, it is appropriate that a course for student teachers should include a General Studies subject which focuses on this issue. A wide range of literature has been written about various forms of discrimination. Through a study of some of this material it is hoped that students will gain useful personal and professional insights.

**TEXTBOOK**

No prescribed textbook.

**AEGS221 MATHEMATICS IN SOCIETY III: MATHEMATICS AND POPULATIONS**

*Session One; 6 credit points (3 hours per week)*

**Pre-Requisite:** AEGS121 or AEGS122  
**Co-Requisite:** AEGS121

This subject 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.

**TEXTBOOK**

No prescribed textbook.

**AEGS222 MATHEMATICS IN SOCIETY IV: MATHEMATICS AND DECISION MAKING**

*Session Two; 6 credit points (3 hours per week)*

**Pre-Requisite:** AEGS121  
**Co-Requisite:** AEGS122

Decision making is an important aspect of the functioning of industry and commerce. Mathematics enables man to develop strategies for making decisions of this type. The aim of this subject is to introduce the student, through a selection of typical problems, to the mathematical techniques associated with decision making.
TEXTBOOK

No prescribed textbook.

AEGS241 ENVIRONMENTAL STUDIES III:
RESOURCES AND ENVIRONMENTAL MANAGEMENT I

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AEGS141 or AEGS142
Co-Requisite: AEGS141

Throughout history, man has sought to use the living organisms and non-living materials of the earth to satisfy his varied needs and wants. In recent decades, with the rapid growth in population and resource consumption, his demands have resulted in increasingly numerous, large-scale and often vexing ecological, political, economic and social changes and conflicts. Selected topics will be studied to develop an understanding of man’s impact on the biosphere and to allow for an objective analysis of the conflicts implicit in resource and environmental management.

TEXTBOOKS


AEGS242 ENVIRONMENTAL STUDIES IV
RESOURCES AND ENVIRONMENTAL MANAGEMENT II

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEGS142 or AEGS241
Co-Requisite: AEGS142

The purpose of this subject is similar to AEGS241; Resources and Environmental Management I. Additional topics will be studied to extend the students’ knowledge and understanding of concepts and practices in resource and environmental management.

TEXTBOOK

As for AEGS241 Environmental Studies III.

AEGS251 HUMAN MOVEMENT STUDIES II

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEGS151

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.

TEXTBOOK

No prescribed textbook.
AEGS261 ASIAN STUDIES III: 
THE FIGHT AGAINST POVERTY: 
THE DYNAMICS OF UNDERDEVELOPMENT

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AEGS161, AEGS162

In this subject the cultural, economic and social problems facing Asian nations seeking rapid development are examined. The effects of change on both agricultural and industrial sectors of Asian economies are considered, and particular attention is focussed on development planning undertaken by Malaysia and Singapore.

TEXTBOOK
No prescribed textbook.

AEGS262 ASIAN STUDIES IV: 
CONTEMPORARY INDONESIA

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEGS161
Co-Requisite: AEGS162

As political activity is often the outward manifestation of the social, religious and economic concerns of a developing state, this subject aims to provide some understanding of the political developments in Indonesia since the beginning of the twentieth century. Initially the emergence of Indonesia as a nation-state will be reviewed with special emphasis on the main nationalist movements in Indonesia before World War II. The course will then concentrate on developing insights into the methods of political control employed by the governments of President Sukarno and President Suharto. Finally some controversial issues in contemporary Indonesian society will be examined and evaluated.

TEXTBOOK
No prescribed textbook.

AEGS311 LITERATURE AND SOCIETY V: 
THE WORLD OF BUSINESS, AND SPECIAL STUDY

Session One; 12 credit points (4 hours per week)

Pre-Requisite: AEGS111 and AEGS112
Co-Requisite: AEGS211

In this subject students will undertake a study of one final topic, The World of Business, and then, in the second half of the session, go on to undertake an individual Special Study on an approved topic drawn from any of the areas considered in the Literature and Society subjects. The Special Study will provide a culmination to the work done in previous subjects.

TEXTBOOK
No prescribed textbook.
AEGS321 MATHEMATICS IN SOCIETY V: MATHEMATICAL THOUGHT

Session One; 12 credit points (4 hours per week)

Pre-Requisite: AEGS122 and AEGS221 or AEGS222
Co-Requisite: AEGS221

A study of the development of mathematical thought should take into account the constraints imposed on it by sociological factors, contributions of individual mathematicians in response to the needs of their day, and the famous problems of mathematics which have often motivated both the pure and applied aspects of what is now termed modern mathematics. The aim of this subject is to provide an overview of the development of mathematical thought which integrates these three important aspects.

TEXTBOOK


AEGS341 ENVIRONMENTAL STUDIES V: SOCIAL AND PHILOSOPHICAL FOUNDATIONS

Session One; 12 credit points (4 hours per week)

In this subject 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.

In this subject students will also be required to conduct and prepare a substantial report upon an individual investigation into a topic in accord with their interests, relating to resource and environmental management.

In this way, this subject will allow students to demonstrate the integration of the knowledge, concepts and attitudes developed in the other strands of the course and the ability to apply these competencies to the assessment of a specific situation, problem or issue.

TEXTBOOK

As for AEGS241

AEGS351 HUMAN MOVEMENT STUDIES III

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AEGS251

This subject begins the study of the application of the principles involved in human movement which have been identified and examined in the laboratory situation and introduces the statistical procedures used in studies of movement. Students will experience a variety of ranges of activity intensity, and examine the immediate effects of these; undertake learning experiences in motor skills development in both laboratory and real-life situations; and gain an understanding of the use of basic statistics.
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TEXTBOOK

No prescribed textbook.

AEGS361 ASIAN STUDIES V: ASIA AND AUSTRALIA

Session One; 12 credit points (4 hours per week)

Pre-Requisite: AEGS261 or AEGS262

Australians have always been acutely aware of Asia, though early attitudes were often characterised by fear and suspicion. The Australian outlook has changed considerably since the Pacific war. This subject is intended to examine the evolution from distrust to a more diverse and positive relationship.

The “Asia and Australia” unit concludes the Asian Studies course. It is consequently designed to complement previous work by considering the relations between Australia and various Asian nations and by allowing each student to undertake a study-in-depth of a topic chosen in consultation with supervising staff for its interest and relevance. The subject comprises an intensive examination of regional affairs in conjunction with a separate methodological project, thus drawing strands of the subject together while providing experience of two complementary types of advanced study.

PRELIMINARY READING


AEGS451 HUMAN MOVEMENT STUDIES IV

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEGS351

This subject extends the depth of study in exercise physiology previously undertaken, giving emphasis to principles of prevention and care of injury, and looks at the influence of group membership upon movement practices and prepares the student to undertake minor research in the final subject. Students will further apply the principles of exercise physiology, examine some of the common sports injury situations together with typical prevention and treatment measures, examine the role of group dynamics in the activity situation and gain an understanding of appropriate research procedures.

TEXTBOOK

No prescribed textbook.

AEGS551 HUMAN MOVEMENT STUDIES V

Session One; 12 credit points (4 hours per week)

Pre-Requisite: AEGS451

The effects of movement on the body as a lifelong experience need to be understood in order to gain the optimum results. Thus, an examination of movement activities appropriate to whole of life situations should lead to an improvement in the quality of life.
In this subject students will compare various activity patterns with “fitness” levels and develop possible personal programmes in physical activity appropriate to their lifestyles and design and undertake a research project in a movement topic to be nominated by the student in discussion with the lecturer.

Topics to be treated will include a critical analysis of various physical activities and their contribution to fitness, development of a fitness programme, the concept of movement and its contribution to the quality of life, and research methods related to the development of a research proposal related to this field. Students will also be given laboratory experience in the use of clinical and telemetric apparatus, and practical experience in a range of fitness and recreational activities.

TEXTBOOK

BACHELOR OF EDUCATION BRIDGING COURSE

This external studies course will be offered in each session in 1984.

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.

Subject to appropriate teaching experience a successful student is qualified to apply for admission to the Bachelor of Education (Primary) degree course.
## BACHELOR OF EDUCATION (PRIMARY) BRIDGING COURSE

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<td>Exceptionality: Approaches and Trends</td>
<td>AEED107</td>
<td>6 (3)</td>
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</table>

Each session of part-time study carries the equivalent of twelve credit points.
BACHELOR OF EDUCATION (PRIMARY)
BRIDGING COURSE

CONTENT OF SUBJECTS

AECC101 APPLIED CURRICULUM STUDIES

Sessions One and Two; 6 credit points (External)

Pre-Requisite: Diploma in Teaching (Primary)

This subject emphasises the unitary philosophy underpinning Primary Education, but acknowledges the greater similarities that exist between some school subjects than others.

Students will be able to show understanding of the contribution of the several curriculum areas to the general aim of primary education, and either demonstrate familiarity with recent research into aspects of language literacy and to critically evaluate a range of approaches to teaching literacy or to demonstrate an understanding of the role of guided discovery in the teaching of mathematics or to examine current trends in educational theory as applied to the arts and to appreciate the nature of integration in learning experiences in the arts or to demonstrate an understanding of (i) the inquiry approach and the structure of the sciences, and (ii) the way in which sciences can be integrated.

PRELIMINARY READING

Department of Education, N.S.W.:

AEED107 EXCEPTIONALITY: APPROACHES AND TRENDS

Sessions One and Two; 6 credit points (External)

Pre-Requisite: Diploma in Teaching (Primary)

An examination of selected critical issues relating to the psychology and education of exceptional children and youth especially the mildly handicapped being integrated into regular schools and classrooms.

TEXTBOOK

To be advised.
DIPLOMA IN TEACHING (PRIMARY) – 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 to 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 sessions.

Successful completion of the course and the equivalent of a year of full-time teaching will qualify students to apply for admission to the final year of the Bachelor of Education (Primary) course.
# DIPLOMA IN TEACHING (PRIMARY)
## Conversion Course
### Normal Pattern Progression

<table>
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Each session of part-time study carries the equivalent of twelve credit points.
## DIPLOMA IN TEACHING (PRIMARY)
Conversion Course

### GENERAL STUDIES

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<tr>
<th>SUBJECT</th>
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<td>AAGS104</td>
<td>AAGS203</td>
<td>AAGS204</td>
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</table>

*Not offered in 1984.*
DIPLOMA IN TEACHING (PRIMARY) – CONVERSION COURSE

CONTENT OF SUBJECTS

AAGS103 VISUAL ARTS I

Session One; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 “creative process”, basic aesthetics and design, and related practical experiences.

TEXTBOOK

To be advised.

AAGS104 VISUAL ARTS II

Session Two; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 session 2 1984 will be painting or sculpture AND textiles or woodcraft.

TEXTBOOK

To be advised.

AAGS133 MUSIC STUDIES I

Session One; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 Europe music will be the focus of the first major study. The elements of rhythm, melody and texture will be considered through their historical development.

TEXTBOOKS


AAGS134 MUSIC STUDIES II

Session Two; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 subject 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 ethnomusical topic.

TEXTBOOK
As for AAGS133.

AAGS203 VISUAL ARTS III

Session One; 4 credit points (External)

Pre-Requisite: AAGS103 or AAGS104
Co-Requisite: AAGS103

Students will begin the development of a personal area of study conducted both theoretically and practically at an intensive level. The area will be one of the two studied in Visual Arts II.

TEXTBOOK
To be advised.

AAGS204 VISUAL ARTS IV

Session Two; 4 credit points (External)

Pre-Requisite: AAGS103 & AAGS104 or AAGS203
Co-Requisite: AAGS104

This subject will extend the aesthetic appreciation, design skills and theoretical knowledge of each student within the area of study chosen in Visual Arts III.

TEXTBOOK
To be advised.

AAGS233 MUSIC STUDIES III

Session One; 4 credit points (External)

Pre-Requisite: AAGS134 or AAGS133
Co-Requisite: AAGS133

This subject is one of an ongoing series designed to give the student further opportunity to develop techniques of musicological research, historical perspectives and fundamental musical concepts and skills.

Through this subject students will study: the emergence and development of the forms of opera and concerto; the fundamental concepts and skills necessary...
to transpose melodies, harmonise melodies using tonic, subdominant and dominant chords, write two and three part songs, use the eighthnote as a unit of beat in compound and mixed metres; complete the final draft of the second musicological essay, and prepare a pilot study for the third essay on an aspect of nineteenth or twentieth century music.

**TEXTBOOK**

As for AAGS133

**AAGS234 MUSIC STUDIES IV**

*Session Two; 4 credit points (External)*

**Pre-Requisite:** AAGS133 or AAGS134  
**Co-Requisite:** AAGS134

This subject is the last of an ongoing series designed to give the student further opportunity to develop techniques of musicological research, historical perspectives and fundamental musical concepts and skills.

Through this subject students will study: the emergence and development of the forms of song and programme music; the fundamental concepts and skills necessary to use the various forms of the minor scale, musiconic and subdominant chords, hemiola, the chromatic scale the dominant seventh chord in minor keys, add-ethnimal chords used in Blues form; and complete the final draft of the third essay on an aspect of nineteenth or twentieth century music.

**TEXTBOOK**

As for AAGS133.

**AECA103 ARTS IN EDUCATION**

*Sessions One and Two; 4 credit points (External)*

**Pre-Requisite:** Nil

This subject 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 subject 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.

**TEXTBOOK**

To be advised.

**AECL103 LANGUAGE EDUCATION**

*Sessions One and Two; 4 credit points (External)*

**Pre-Requisite:** Nil

This subject will discuss the development of literacy as a whole language, comprehension-centred process. It will begin with a consideration of the pre-school child's awareness of the print environment, and will proceed to an examination of the nature of language comprehension, and the development of the skills of literacy in the school setting.
AECM103 MATHEMATICS EDUCATION C

Sessions One and Two; 4 credit points (External)

Pre-Requisite: Nil

This subject 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.

TEXTBOOK


AECS103 SCIENCES IN EDUCATION I

Sessions One and Two; 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 subject will be on skills in the ways of knowing, and curriculum theory, construction and design.

TEXTBOOK

To be advised.

AEED105 LEARNERS AND LEARNING IN THE PERSPECTIVE OF SCHOOL AND SOCIETY

Session One; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 studies of exceptionality and curriculum.

TEXTBOOK

To be advised.
AEED106 DEVELOPMENTAL DIFFERENCES:
AN INTRODUCTION TO EXCEPTIONAL CHILDREN

Session Two: 4 credit points (External)

Pre-Requisite: Nil

An introduction to the problems of educating exceptional children especially those mildly handicapped children being integrated into our regular schools and classrooms.

TEXTBOOK

To be advised.

AEED205 INNOVATIONS IN EDUCATION

Session One: 4 credit points (External)

Pre-Requisite: AEED105 or AEED106
Co-Requisite: AEED105

Innovation within school systems, schools and classrooms is the response to changing needs and new approaches to ongoing educational concerns. This subject will explore the nature of innovation as it relates to the roles and responsibilities of teachers and the process of schooling within its wider social and economic context. The introduction of computer technology into the school environment will be a major focus of the subject as it reflects one of the most recent and pervasive areas of concern in public education. The final section of the subject will require you to identify and describe a particular innovation in an educational setting.

TEXTBOOK


AEED206 DESIGNS FOR LEARNING:
INTRODUCTION TO CURRICULUM

Session Two: 4 credit points (External)

Pre-Requisite: AEED105
Co-Requisite: AEED106

The progressive transfer of curriculum decision making from central bodies to regions and schools has required school personnel to interpret, plan, implement and evaluate curricula in the distinctive environment of each school. This subject will introduce students to the field of curriculum and the various educational antecedents which relate to curriculum design. The basic tasks of curriculum development and evaluation will be examined and implemented through a school-based curriculum project.

TEXTBOOK

AEGS113 LITERARY STUDIES I

Session One; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 intended that students should try to read the set works objectively and clearly, identifying the issues and being aware of their development and resolution. Critical skills should thus be fostered.

TEXTBOOKS


AEGS114 LITERARY STUDIES II

Session Two; 4 credit points (External)

Pre-Requisite: Nil

This subject 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.

TEXTBOOK


AEGS123 COMPUTER STUDIES I

Session One; 4 credit points (External)

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 subject will examine the historical background of computational devices and ways of processing information.

On completion of this subject 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.

TEXTBOOK

To be advised.
**AEGS124 COMPUTER STUDIES II**

*Session Two; 4 credit points (External)*

*Pre-Requisite: Nil*

This subject 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 subject students will understand the nature of computers and programming, and be aware of the positive and negative impact of computers on society.

**TEXTBOOK**


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**AEGS143 ENVIRONMENTAL GEOLOGY I**

*Session One; 4 credit points (External)*

*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 subject will assist in satisfying this stated need.

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

**TEXTBOOK**


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**AEGS144 ENVIRONMENTAL GEOLOGY II**

*Session Two; 4 credit points (External)*

*Pre-Requisite: Nil*

Students taking this subject will gain an understanding of those natural processes which make a dramatic impact on the environment. Through this subject students will demonstrate: a knowledge of those earth processes which result in natural disasters and an understanding of the limited nature of water resources and their management.

**TEXTBOOK**

AEGS152 HUMAN MOVEMENT STUDIES I

Session One; 4 credit points (External)

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 subject 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.

TEXTBOOK


PRELIMINARY READINGS


AEGS163 INTRODUCTION TO ASIA

Session One; 4 credit points (External)

Pre-Requisite: Nil

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

TEXTBOOK

No prescribed text.

PRELIMINARY READING


AEGS164 ASIA’S GREAT RELIGIONS

Session Two; 4 credit points (External)

Pre-Requisite: Nil

This subject 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 their doctrines and literature.

TEXTBOOK

No prescribed text.

PRELIMINARY READINGS


AEGS171 RELIGIOUS ENQUIRY

Session One; 4 credit points (External)

Pre-Requisite: Nil

Religion raises many intriguing questions and the purpose of this subject is to examine some of them. The subject therefore looks at how different people view religion, what concepts there are of God, the question of life after death, the plausibility of creation and the role of prophecy. The emphasis is not on undermining someone’s beliefs but on expanding people’s knowledge so that their beliefs may be set in a more informed framework.

AEGS172 THE BIBLE AND ITS TEACHING

Session Two; 4 credit points (External)

Pre-Requisite: Nil

The Bible is the book upon which the Christian faith rests and it is therefore a book that is always in the forefront of religious discussion. This subject examines the Bible from an historical point of view, it looks at what the Bible says about the nature of God and in particular Jesus Christ, and it looks at how different people respond to the words it contains. Overall this subject examines and explains the fundamentals of Christian belief at a reasonably deep level so that the depth of knowledge and understanding within the Bible may be better appreciated.

AEGS173 PRIMITIVE RELIGIONS AND MODERN CULTS

Session One; 4 credit points (External)

Pre-Requisite: Nil

The basic emphasis of this subject is on examining the nature of evil. Evil will be looked at from a philosophical point of view and also from the viewpoint of those who practise it in various forms of mysticism. More subtle forms of evil in the guise of rebellion will also be considered and this will entail an examination of the background of many of the modern religious cults.
AEGS174 MAJOR WORLD RELIGIONS

Session Two; 4 credit points (External)

Pre-Requisite: Nil

This subject is designed to introduce students to some of the major non-Christian religions, as a basis for understanding their influence on the lives and attitudes of people of different countries. To this end emphasis will be given to the structural and doctrinal aspects which most influence the lives of adherents. The subject focuses upon four major religious traditions: Hinduism, Buddhism, Islam and Judaism.

TEXTBOOK

No prescribed text.

PRELIMINARY READING


AEGS213 LITERARY STUDIES III

Session One; 4 credit points (External)

Pre-Requisite: Nil

This subject concentrates on a study of traditional literature and modern fantasy for their importance in developing the imagination and giving the child insights into the world of reality. Psychologists study folk tales and myths to discover something of the motivation and inner feelings of man and our speech and vocabulary reflect many contributions from traditional literature. Recurring patterns appear in traditional literature which lay the groundwork for understanding all literature.

Fantasy is as relevant today as it has been in the past for the insights it reveals into behaviours. Many stories prove to be a quest for identity and self-knowledge. Fantasy continually asks questions concerning good and evil and the humanity of man.

TEXTBOOK


AEGS214 LITERARY STUDIES IV

Session Two; 4 credit points (External)

Pre-Requisite: AEGS113

Books which honestly portray the realities of life may help children toward a fuller understanding of human problems and human relationships and thus a fuller understanding of themselves and their own potential. The same understanding of oneself and the world can be gained through a study of historical fiction.

TEXTBOOK

AEGS223 COMPUTER STUDIES III

Session One; 4 credit points (External)

Pre-Requisite: AEGS123 or AEGS124
Co-Requisite: AEGS123

This subject will provide students with the basic knowledge and skill necessary to programme a microcomputer in a popular higher level language. They will also become aware of the diverse applications of programmes available for micro-computers.

TEXTBOOK
To be advised.

AEGS224 COMPUTER STUDIES IV

Session Two; 4 credit points (External)

Pre-Requisite: AEGS123
Co-Requisite: AEGS124

This subject, while extending the students knowledge and skill in computing, will emphasise the applications of computers to education.

TEXTBOOK
To be advised.

AEGS243 ENVIRONMENTAL GEOLOGY III

Session One; 4 credit points (External)

Pre-Requisite: Nil

In this subject students will study the geology and exploitation of mineral and energy reserves and the environmental impact of the exploitation of these reserves. Consideration will also be given to the problems of waste disposal and environmental health.

TEXTBOOK

AEGS244 ENVIRONMENTAL GEOLOGY IV

Session Two; 4 credit points (External)

Pre-Requisite: Nil

This subject centres around land use and decision making. Students will study the economic, political and philosophical considerations involved in decision making; evaluating and selecting sites for development projects; planning authorities and environmental impact statements and environmental legislation.

TEXTBOOK
AEGS252 HUMAN MOVEMENT STUDIES II

Session Two; 4 credit points (External)

Pre-Requisite. AEGS152

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 and 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.

TEXTBOOKS


AEGS263 ASIAN STUDIES III: MODERN JAPAN

Session One; 4 credit points (External)

The Modern Japan subject is intended as a practical examination of concepts already introduced in earlier work. In particular, this subject provides an insight into the influences of a variety of forces - some traditional, some innovative - upon the formation of postwar Japan. Students will be encouraged to integrate their general knowledge of Asian societies into a multidisciplinary appraisal of Japanese development. The subject will include topics such as the clash of old and new; industrialization in postwar Japan; Japanese society today and Japan as a leader in the East Asian region.

TEXTBOOK

To be advised.

AEGS267 ASIAN STUDIES IV: ASIA & AUSTRALIA

Session Two; 4 credit points (External)

Over recent years Australians have shown an increasing interest in their nation's past, present and future role in international affairs. This changing attitude has been particularly reflected in concern about Australia's relations with the countries of Asia. Various economic, historic, geographic, politico-strategic, educational and cultural issues have made the Australian community more aware of the significance of the region and this subject as the culmination of the Asian Studies course looks critically at some of these controversial questions.

TEXTBOOK

To be advised.

PRELIMINARY READING

AEGS352 HUMAN MOVEMENT III

Session One; 4 credit points (External)

Pre-Requisite: AEGS252

This subject begins the study of the application of those principles involved in human movement which have been identified and examined in previous subjects. In this subject the student will examine the range of activity intensities and the immediate effects occurring; undertake basic experiences in motor skill development; and examine some common sports injury situations, treatment and preventative measures.

TEXTBOOKS


AEGS452 HUMAN MOVEMENT IV

Session Two; 4 credit points (External)

Pre-Requisite: AEGS352

In this subject the student will study the effects of movement in the body as a lifelong experience, and compares various activity patterns with fitness levels for the different stages of life. Possible personal programmes in physical activity, suitable to one’s own lifestyle will be developed.

TEXTBOOK

BACHELOR OF EDUCATION (SECONDARY)

This course, offered by the School of Education is designed to give a sound academic and professional training for teachers who wish to be employed in secondary schools as teachers of either English and History or Mathematics.

The course normally extends over a minimum period of four years and requires the aggregation of 192 credit points. 48 credit points are normally undertaken in each year of full time study. Students may choose to extend the course over a longer period but should be aware of the general rules concerning minimum rates of progress.

The course contains core subjects, the study of which is mandatory and elective subjects which allow for a considerable element of choice.

Subjects required for the course are taken from the Schedules of Subjects of the School of Education and the various Subject Departments of the University.

There are four strands in the course: Foundation Studies in Education, Curriculum Studies, Discipline Studies and Field Experience.

It should be noted that:

1. In each of the four years a period of mandatory practical experience in schools is required.

2. Attendance is mandatory at lectures, tutorials, laboratory classes and excursions unless specific exemption has been given by the Head of School.

The general patterns of subjects in the B.Ed.(Secondary) are displayed in the tables below.
# Bachelor of Education (Secondary)  
## English/History Specialisation

### Strand Component

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</table>

### Field Experience

- AEED108
- AEED208

**Notes:**
- "English*" or "History*" indicates a subject taken from the schedule of the appropriate Department of English or History. See University of Wollongong Calendar Vol. II
- **In Stages 5 and 6 students elect two subjects from the following:** AECM142, AECP103, AEED210
- ***In Stages 6 and 7 students may elect to undertake a discipline study in a field other than English or History.**

**Note:** Stages 7 and 8 will not be offered in 1984
### BACHELOR OF EDUCATION (SECONDARY)
#### ENGLISH/HISTORY SPECIALISATION

#### STAGE

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**Elective**

### Subject Notes:

- *English* or *History* indicates a subject taken from the schedule of the appropriate Department of English or History. See University of Wollongong Calendar Vol. II.
- In Stages 5 and 6 students elect two subjects from the following: AECE201, AECE301, AECE401, AECH301, AECH402.
- In Stages 6 and 7 students may elect to undertake a discipline study in a field other than English or History.

**Note:** Stages 7 and 8 will not be offered in 1984.
### BACHELOR OF EDUCATION (SECONDARY)
#### MATHEMATICS EDUCATION SPECIALISATION

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**Notes:**
- *Mathematics* indicates a subject taken from the schedule of the Department of Mathematics.
- **In Stages 5 and 6 students elect two subjects from the following AECE102, AECE103, AECP103, AEED210.
- ***In Stages 5, 6 and 7 students elect to undertake discipline studies in a field other than Mathematics.
- **** 1984 Only.
- ***** 1985 Only.

**Note:** Stages 7 and 8 will not be offered in 1984.
**BACHELOR OF EDUCATION (SECONDARY)  
MATHEMATICS EDUCATION SPECIALISATION**

**STAGE**

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BACHELOR OF EDUCATION (SECONDARY)

SUBJECTS OFFERED BY THE SCHOOL OF EDUCATION

PRESCRIBED SUBJECTS FOR ALL B.ED (SECONDARY) CANDIDATES

AEED101 LEARNING AND THE LEARNER
AEED102 THE LEARNER: EDUCATION AND INSTITUTIONS
AEED103 TEACHING THEORY AND PRACTICE I: BASIC SKILLS
AEED108 INTERSESSION TEACHING PRACTICE I
AEED201 LEARNING TO THINK: COGNITIVE DEVELOPMENT IN THE LEARNER
AEED202 LEARNERS AND LEARNING IN THE PERSPECTIVE OF SCHOOL AND SOCIETY
AEED207 EVALUATION AND MEASUREMENT IN EDUCATION
AEED208 INTERSESSION TEACHING PRACTICE II
AEED210 RESEARCH METHODS IN EDUCATION
AEED301 LEARNERS WITH EXCEPTIONAL NEEDS
AEED302 DESIGNS FOR LEARNING: INTRODUCTION TO CURRICULUM
AEED308 INTERSESSION TEACHING PRACTICE III
AEED401 DESIGNS FOR LEARNING: ADVANCED CURRICULUM
AEED402 ISSUES IN EDUCATION
AEED408 INTERSESSION TEACHING PRACTICE IV

APPROVED SPECIALISATIONS:
ENGLISH/HISTORY (with a major study in English)
MATHEMATICS

FURTHER SUBJECTS REQUIRED FOR THE SPECIALISATION IN ENGLISH/HISTORY

AECE101 ENGLISH METHOD I

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

It is important that aspiring teachers of English in secondary schools become aware early in their pre-service education of the nature of their subject, what is to be aimed at in the teaching of it, the diversity of current practice in that teaching, and some of the historical background to the current state of affairs. Without an understanding of the ‘what’ and ‘why’ of English teaching, the teacher
will be insecure with the 'how to's'.

Students will develop:

An understanding of the aims and scope of English as a school subject;
A basic understanding of the findings of modern language research;
A critical awareness of the principles behind the teaching of speaking, listening, writing and reading in schools.

TEXTBOOK


**AECE201 ENGLISH METHOD II**

_SESSION ONE: 3 CREDIT POINTS (2 HOURS PER WEEK)_

**Assessment:** By assignment

**Pre-Requisite:** AECE101

This subject is designed to prepare students to teach English in secondary schools by building on knowledge and experience gained in English Method I and Common Studies in Curriculum. Specific areas for consideration are reading, literature, drama, and the planning and organisation of English subjects.

TEXTBOOK


**AECE301 ENGLISH METHOD III**

_SESSION TWO: 3 CREDIT POINTS (2 HOURS PER WEEK)_

**Assessment:** By assignment

**Pre-Requisite:** AECE101

**Co-Requisite:** AEED207

While this subject will stress the integration of the various facets of English, specific areas for consideration will be language development, writing, speaking and listening. There will be discussion of relevant sections of the NSW Syllabus in English, Years 7 - 10 (1972), which aims "to develop in pupils the utmost personal competence in using the language." Since increasing competence develops when children are talking, listening, reading and writing about subjects that are of real concern to them, appropriate language activities for the classroom will be discussed and workshop sessions held.

TEXTBOOKS


AECE401 ENGLISH METHOD IV

Session One; 3 credit points (2 hours per week)
Assessment: Assignments and class exercises

Pre-Requisite: AECE201 or AECE301
Co-Requisite: AECE201

Work in this subject will be concentrated on two inter-related topics: teaching English in a multicultural society, and English for the underachieving child. Frequently underachieving pupils are regarded as having deficits in their language which the English teacher needs to make good. The inadequacies of this model will be examined, and students in the course will also examine ways of restructuring classroom activities to focus on what the student can do, and will aim at developing the children’s competence through their strengths and their interests.

TEXTBOOK

No prescribed text.

AECE402 ENGLISH METHOD V

Session Two; 6 credit points (4 hours per week)
Assessment: Assignments and class exercises

Pre-Requisite: AECE201
Co-Requisite: AECE301

The work in this subject is directed towards the teaching of English to students in Years 11 and 12. To some extent, this will involve an extension of methodology developed earlier for teaching language and literature to Years 7 to 10.

There are significant differences in methodology for senior students, however, which intending teachers need to be aware of; and it is essential that such intending teachers become familiar with a significant number of Higher School Certificate Texts. They need to develop the ability to convey their own understanding of the language of the texts to their students, and to develop in them the ability to unlock such texts independently.

This will necessarily involve students of this subject in developing and deepening their own understanding of what language is and how it works in a wide range of situations, and how it can be used to serve a wide range of purposes. It will also involve them in developing an understanding of some modern approaches to literary criticism.

TEXTBOOK


AECH101 TEACHING HISTORY I

Session One; 2 credit points (2 hours per week)

This subject is designed to prepare students to teach the modern history syllabus in the secondary school. It will also emphasise the skills of acquiring, evaluating and using historical information.

TEXTBOOK

AECH201 TEACHING HISTORY II

Session One; 3 credit points (2 hours per week)

Pre-Requisite: AECH101

This subject extends the work begun in Teaching History I. The various skills of history teaching are examined, emphasis being placed upon the ability of the teacher to assess pupil needs. History and the slow learner will be considered, for example, as well as the role of history in the multicultural classroom.

TEXTBOOK
No prescribed text.

AECH301 TEACHING HISTORY III

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: AECH201

This subject continues the examination of the variety of techniques available for the teaching of history. Attention is given especially to the senior history curriculum and the needs of the older adolescent.

TEXTBOOK
No prescribed text.

AECH402 TEACHING HISTORY IV: AN APPROACH TO LOCAL HISTORY

Session One; 3 credit points (2 hours per week)
Assessment: Assignments and written examination

Pre-Requisite: AEHI101

This subject examines the special contribution of local history to the overall history curriculum, and the ways in which it can be built into the broader programmes. Sources of data for local history, and teaching strategies applicable to those data, are considered with particular attention being given to the study of history in the field.

TEXTBOOK
No prescribed text.

AECM142 NUMERACY

Session One or Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

It is important that all teachers be aware of issues related to the numeracy of school leavers and the social effects of innumeracy. This subject is designed to acquaint students with these issues and to develop their own numeracy in the area of environmental arithmetic.

TEXTBOOK
No prescribed text.
AECP103 HEALTH AND PHYSICAL EDUCATION

Session One or Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

This elective is offered to students of English and History or Mathematics who express an interest in improving their knowledge and skills in the physical and health education discipline area with particular emphasis on the school sports program.

Through selected games and activities students will examine the sports programme from the teaching, coaching and officiating perspective. Attention will be focussed on the skills necessary to participate effectively in running a sports afternoon and assisting in the carnival programme offered by the school. First aid procedures necessary as a safeguard for these activities will be highlighted.

TEXTBOOK

No prescribed text.

AEEN101 LANGUAGE DEVELOPMENT I

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject begins with an examination of the nature of language, proceeds to a consideration of the system of a language and of English in particular, and concludes with a study of the process of language acquisition and development in children from pre-school to Year 12.

AEEN102 CREATIVE WRITING I

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: Nil

The short story: unity, point of view, structure.

Verse: short forms, rhyming and free verse.

Drama: short radio play form.

TEXTBOOK


AEHI101 AUSTRALIAN DEVELOPMENT 1788-1945

Session One; 6 credit points (3 hours per week)

Pre-Requisite: HIST105

Teaching about the past has been one of the constant elements in the education of all societies. In East or West, in ancient or modern times, in religious or secular societies, the principles in which it has been proposed to educate youth have always been checked, reinforced and exemplified by reference to the past (Teaching History: Ministry of Education Pamphlet No. 23). It is essential, therefore, that Australian trainee teachers be well-grounded in the history of their country.
AEHI201 AMERICAN HISTORY: THE UNITED STATES

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: HIST105

The fact that the U.S.A. has developed into one of the world’s super-powers makes it well worth studying; but the growing influence of America upon our cultural and economic life, and the value placed by Australian governments on the U.S. alliance make it even more important that the history teacher in Australia has a sound knowledge of the history of the U.S.A.

TEXTBOOK

No prescribed text.

AEHI301 ANCIENT HISTORY

Session One; 6 credit points (3 hours per week)

Assessment: 1 essay of 3000 words; 2 tutorial papers, each of 1500 words; participation in tutorials.

Pre-Requisites: HIST102 or HIST105
Co-Requisites: HIST233 or HIST236

This subject is designed to provide students with an outline of Ancient History from pre-classical times to the fall of the Roman Empire. Particular attention will be paid to Athenian History in the fifth century B.C. and to Roman History from 78 B.C. to A.D. 68.

TEXTBOOKS

To be advised.

FURTHER SUBJECTS REQUIRED FOR THE SPECIALISATION IN MATHEMATICS

AECE102 COMMUNICATION

Session One and Session Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

This subject will be concerned to assist students to develop their skills in speaking, listening, writing and reading. Non-verbal factors in communication will also be considered, as will ways of helping children to become better communicators.

TEXTBOOK


AECE103 TEACHING STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH

Session One; 2 credit points (2 hours per week)

Assessment: Assignments and class exercises

Pre-Requisite: Nil

This subject is based on the recognition that in our schools there are many students from non-English-speaking backgrounds whose command of English is not completely fluent or assured, and whose work in all subjects is therefore hampered.
Often these children are seen, wrongly, as being of less than normal intelligence. Most will be Phase 3 or late Phase 2 English learners. There is a need for all teachers with whom they come in contact to be aware of the difficulties they face, and of ways of assisting them to a better understanding both of lesson content and the English language.

**TEXTBOOK**

No prescribed text.

**AECM141 SECONDARY MATHEMATICS EDUCATION I**

*Session Two; 2 credit points (2 hours per week)*

**Pre-Requisite:** Nil

Through this subject students will:

- Develop an understanding of the nature of mathematics and the objectives in teaching it;
- Investigate and observe the way in which modern learning theories may be applied to the learning and teaching of mathematics; and
- Become familiar with the selection of educational objectives and the planning of a mathematics lesson and observe on a regular basis such planning put into practice.

**AECM241 SECONDARY MATHEMATICS EDUCATION II**

*Session One; 2 credit points (2 hours per week)*

**Pre-Requisite:** AEED103 or AECM141  
**Co-Requisite:** AEED103

This subject examines the teaching of mathematics in year 7 of the high school. It considers the background of students progressing from primary education and in particular their background in mathematics. The content of year 7 mathematics programs is used to illustrate general principles and theories which are part of the study of the developing area of mathematics education. The subject culminates in a three week block practice in a secondary school.

**AECM341 SECONDARY MATHEMATICS EDUCATION III**

*Session One; 6 credit points (3 hours per week)*

**Pre-Requisite:** AECM241 or AEED207  
**Co-Requisite:** AECM241

This subject is designed to extend the student's knowledge of the teaching of mathematics in the secondary school. The emphasis on the development of an educationally sound model of mathematics teaching will be supplemented by practical teaching involving a consideration of topics dealt with in the junior secondary school.

**AECM342 SECONDARY MATHEMATICS EDUCATION IV**

*Session Two; 6 credit points (3 hours per week)*

**Pre-Requisite:** AECM241  
**Co-Requisite:** AEED207

In this subject the process dimension of mathematics teaching involving planning, teaching and evaluation will be emphasised along with the need for diagnosis of individual difference. The need for enrichment and remedial teaching will be considered.
AECM441 SECONDARY MATHEMATICS EDUCATION V

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AECM341 or AECM342
Co-Requisite: AECM341

This subject is designed to enable students to experience the planning and the actual teaching of material suitable for pupils in the senior grades of the secondary school.

AECM442 SECONDARY MATHEMATICS EDUCATION VI

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AECM341
Co-Requisite: AECM342

This subject is designed to enable students to prepare material for extension, elective and specialist areas in the teaching of mathematics. This culminating subject will also enable the student to review the teaching of mathematics at all levels.

AECP103 HEALTH AND PHYSICAL EDUCATION

Session One or Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

This elective is offered to students of English and History or Mathematics who express an interest in improving their knowledge and skills in the physical and health education discipline area with particular emphasis on the school sports program.

Through selected games and activities students will examine the sports programme from the teaching, coaching and officiating perspective. Attention will be focussed on the skills necessary to participate effectively in running a sports afternoon and assisting in the carnival programme offered by the school. First aid procedures necessary as a safeguard for these activities will be highlighted.

TEXTBOOK

No prescribed text.

AEMA104 COMPUTING I

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject introduces students to fundamental computer concepts. Programming is considered and implemented using a popular high level language BASIC. An understanding of these fundamental ideas is enriched by consideration of the historical development of the computer.

AEMA204 COMPUTING II

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEMA104

This subject is designed to develop problem-solving skills involving an extensive application of fundamental programming concepts and constructs.
AEMA242 MICROCOMPUTERS

Session One; 6 credit points (3 hours per week)

This subject deals with the use of microcomputers with particular emphasis on aspects relevant to teaching. Students will become familiar with available software and have an understanding of the social implications of computer technology.

AEMA243 GEOMETRY I

Session Two; 6 credit points (3 hours per week)

Co-Requisite: MATH101

This subject is designed to give a sound background in the important and recently neglected area of Euclidean geometry, together with more advanced work in the area of analytical geometry in two and three dimensional space. Problem solving skills in geometry will be developed.

TEXTBOOK


AEMA341 THE HISTORY OF MATHEMATICAL THOUGHT

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil
Co-Requisite: MATH201

This study of the development of mathematical thought takes into account the constraints imposed on it by sociological factors, contributions of individual mathematicians and the famous problems of mathematics.

AEMA342 CLASSICAL APPLIED MATHEMATICS

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: Nil
Co-Requisite: MATH201

The subject of mechanics constitutes one of applications of mathematical thought and techniques. The aim of this subject is to introduce students to some of the methods and principles of mechanics so that a sound understanding of its techniques is obtained.

AEMA343 LINEAR ALGEBRA

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil
Co-Requisite: MATH201

Linear algebra may be studied as an area of mathematics, interesting in its own right or as part of a basic foundation common to all areas of mathematics. This subject aims to make the student aware of this dual role.
AEMA344 MATHEMATICAL STATISTICS

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AEMA144

This subject presents a mathematical basis for the understanding of statistical theory.

AEMA345 MODERN APPLIED MATHEMATICS

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEMA244

This subject is designed to introduce students to branches of modern applied mathematics. It provides the opportunity to draw together the mathematical skills and concepts introduced in preceding subjects.
BACHELOR OF EDUCATION (SECONDARY)
(ENGLISH/HISTORY EDUCATION)
– CONVERSION COURSE

Students undertaking this course will be teachers with Diploma in Teaching qualifications, or their equivalent in English and History (Discipline and Curriculum Studies). Because of limited resources, only an English major/History minor combination is available.

The subject offered will require students to re-examine the bases for their own classroom practice and, at the same time, enter new and relevant fields of study. The language subjects offered are intended to provide deeper insights into linguistic study than those at diploma level and give students an awareness of current research findings. The literature subjects are in the field of Children’s and Adolescents’ Literature, a new and developing area of study in this country and one which should meet teachers’ expressed needs. In Curriculum English the emphasis will be on current (and often controversial) issues so that students will be called upon to look afresh at the principles governing their teaching. In History, the discipline studies subject has been designed to address the issues of the Cold War and Australia’s involvement in post-war international affairs while the curriculum studies subject will give students the opportunity to increase their knowledge and improve their skills with respect to issues in local history.
## Course Subjects, Credit Points and Pre-Requisites/Co-Requisites for the Conversion to the Bachelor of Education (Secondary)

(English/History Education)

(Subject to approval)

<table>
<thead>
<tr>
<th>Normal Pattern Stages</th>
<th>Course Subject No.</th>
<th>Credit Points (Hrs/Wk)</th>
<th>Title</th>
<th>Pre-Req.</th>
<th>Co-Req.</th>
</tr>
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<tbody>
<tr>
<td>AEED107</td>
<td>6 (3)</td>
<td>Education: Exceptionality - Approaches and Trends</td>
<td>AEED107</td>
<td>--</td>
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</tr>
<tr>
<td>1</td>
<td>AEEN401</td>
<td>6 (3) The Development of Language I</td>
<td>Nil</td>
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<tr>
<td>AEED401</td>
<td>6 (3) Education: Designs for Learning - Advanced Curriculum</td>
<td>AEED107</td>
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<tr>
<td>2</td>
<td>AEEN402</td>
<td>6 (3) The Development of Language II</td>
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<tr>
<td>AEED402</td>
<td>6 (3) Education: Issues in Education</td>
<td>AEED107</td>
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<tr>
<td>3</td>
<td>AEEN403</td>
<td>6 (3) Literature for Young Readers I</td>
<td>Nil</td>
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<tr>
<td>AECH401</td>
<td>6 (3) Curriculum Studies: An Approach to Local History</td>
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<tr>
<td>4</td>
<td>AEEN404</td>
<td>6 (3) Literature for Young Readers II</td>
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<td>AECE601</td>
<td>6 (3) Curriculum Studies: English Method</td>
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<td>AEEN501</td>
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<tr>
<td>5</td>
<td>AEHI401</td>
<td>6 (3) Australia and the Cold War*</td>
<td>Nil</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

* The History subject may be offered in an earlier stage.
BACHELOR OF EDUCATION
SECONDARY ENGLISH/HISTORY EDUCATION
– CONVERSION COURSE

CONTENT OF SUBJECTS

AECE601 CURRICULUM STUDIES ENGLISH:
ENGLISH METHOD

Session One; 6 credit points (External)

Pre-Requisite: AEEN401

It is assumed that students undertaking the conversion course are teachers who have had considerable exposure to the methodology of English in their Diploma courses, and some experience in teaching since completing those courses.

This subject aims, therefore, to do two things: to reconsider English methodology in the light of the teaching experience of the students, and to raise for examination recent, and frequently contentious, issues in the teaching of English.

TEXTBOOK

PRELIMINARY READING

AECH401 CURRICULUM STUDIES:
AN APPROACH TO LOCAL HISTORY

Session Two; 6 credit points (External)

Pre-Requisite: Nil

This subject examines the special contribution of local history to the overall history curriculum, and the ways in which it can be built into the broader programmes. Sources of data for local history, and teaching strategies applicable to those data, are considered, with particular attention being given to the study of history in the field. Students will be required to compile a unit of study in the history of the area in which they are teaching. Students may be required to attend a one-day school.

TEXTBOOK

No prescribed textbook.

AEED107 EXCEPTIONALITY APPROACHES & TRENDS

For details see Subject Index.

AEED401 DESIGNS FOR LEARNING:
ADVANCED CURRICULUM

For details see Subject Index.
AEED402 ISSUES IN EDUCATION

For details see Bachelor of Education (Primary)

AEEN401 THE DEVELOPMENT OF LANGUAGE I

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject begins with a consideration of the nature of language, proceeds to an examination of the systems of a language, and of English in particular, and concludes with a study of language development in adolescents. In the process, consideration will be given to the question of what aspects of language ought to be taught in the secondary English classroom.

TEXTBOOK


PRELIMINARY READING


AEEN402 THE DEVELOPMENT OF LANGUAGE II

Session Two; 6 credit points (External)

Pre-Requisite: Nil

This subject follows on from work done in the Development of Language I. In it, students will be introduced to the basic concepts of sociolinguistics and will examine the relevance of those concepts for the teacher of English. The main focus for the subject will be on the concept of language deficit as a reason for educational failure associated with the work of Basic Bernstein.

TEXTBOOK


PRELIMINARY READING


AEEN403 LITERATURE FOR YOUNG READERS I

Session One; 6 credit points (External)

Pre-Requisite: Nil
Co-Requisite: AEEN401

This subject introduces students to a study of traditional literature and the importance of story-telling in the oral tradition. It then concentrates on a study of modern fantasy literature. All these areas are important for developing the imagination and thinking of the child and the young adult and for the insights they give into human behaviour. The stories often prove to be a quest for identity and self-knowledge, and questions are asked about good and evil and about the purpose and quality of life.

The stories also reveal the efforts of people to explain phenomena they do not understand and shows the moves and cultural patterns of the society from which
they stem. Many show the universality of such emotions as joy, grief, fear, jealousy and wonder. Because of this similarity of experiences in stories from different countries, useful insights are given to people living in a multi-cultural society. Also a knowledge of the themes and patterns of traditional literature heightens the pleasure of reading modern literature for here many of the themes reappear in a new guise.

TEXTBOOK
To be prescribed.

PRELIMINARY READING

**AEEN404 LITERATURE FOR YOUNG READERS II**

Session Two; 6 credit points (External)

Pre-Requisite: AEEN401
Co-Requisite: AEEN402

This subject concentrates on a study of fiction for adolescents which has a realistic or historical background. Books which honestly portray the realities of life past and present may help adolescents towards a fuller understanding of human problems and human relationships and thus a fuller understanding of themselves and their own potential.

TEXTBOOK
To be prescribed.

PRELIMINARY READING

**AEHI401 AUSTRALIA AND THE COLD WAR**

Session One; 6 credit points (External)

This subject is designed to make more comprehensible the Cold War and Australia's involvement in postwar international affairs. The subject will examine the historical developments which comprise the Cold War in Asia from its emergence after the Pacific war through its apparent demise during "detente" to the awkward stalemate of today. In particular, attention will be given to the specific problems of Australia as a medium-sized nation trying to cope with the global competition of the superpowers.

TEXTBOOK
To be prescribed.

PRELIMINARY READING
BACHELOR OF EDUCATION (SECONDARY)  
MATHEMATICS EDUCATION  
— CONVERSION COURSE

The Institute offers an external conversion course to enable holders of a three year Diploma in Teaching (Secondary) in the field of mathematics to upgrade their qualification to a Bachelor of Education (Secondary) degree with specialisation in Mathematics Education.
<table>
<thead>
<tr>
<th>Normal Pattern Stages</th>
<th>Subject No.</th>
<th>Subject Title</th>
<th>Pre-Req.</th>
<th>Co-Req</th>
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<tbody>
<tr>
<td></td>
<td>AEED107*</td>
<td>Education: Exceptionality Approaches and Trends</td>
<td>AEED107</td>
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</tr>
<tr>
<td>1</td>
<td>AEMA462*</td>
<td>Advanced Calculus</td>
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<td>AEED401*</td>
<td>Education: Designs for Learning Advanced Curriculum</td>
<td>AEED107</td>
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<tr>
<td>2</td>
<td>AEMA463*</td>
<td>Complex Variables</td>
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<td>AEED402*</td>
<td>Issues in Education</td>
<td>AEED107</td>
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<tr>
<td>3</td>
<td>AEMA465</td>
<td>Mathematical Statistics</td>
<td>Nil</td>
<td>Nil</td>
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<td></td>
<td>AECM501*</td>
<td>Mathematics and Exceptional Children</td>
<td>AEED107</td>
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<td>4</td>
<td>AEMA464</td>
<td>Geometry</td>
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<td></td>
<td>AECM503</td>
<td>An Investigation in Mathematics Education</td>
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<tr>
<td>5</td>
<td>AEMA461</td>
<td>Microcomputers</td>
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<td>Nil</td>
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</table>

*These will be the only subjects offered in 1984.*
BACHELOR OF EDUCATION (SECONDARY)  
MATHEMATICS EDUCATION  
– CONVERSION COURSE

CONTENT OF SUBJECTS

AECM 501 MATHEMATICS AND  
EXCEPTIONAL CHILDREN

For details see Subject Index

AECM503 AN INVESTIGATION IN  
MATHEMATICS EDUCATION

Session One; 6 credit points (External)

Pre-Requisite: AEED401

Practitioners in all fields should be able to initiate and carry out an investigation. This subject develops the skills and concepts necessary for this task. A small-scale investigation will be carried out by students utilising the content of preceding curriculum subjects.

AEED107 EXCEPTIONALITY APPROACHES AND TRENDS

For details see Subject Index

AEED401 DESIGNS FOR LEARNING: ADVANCED CURRICULUM

For details see Subject Index

AEED402 ISSUES IN EDUCATION

For details see Subject Index

AEMA 461 MICROCOMPUTERS C

Session One; 6 credit points (External)

Topics to be covered in this subject include fundamentals of microcomputing, basic commands, functions and subroutines, matrix manipulation, string manipulation, file handling, searching and sorting, an introduction to computer graphics and C.A.I.

AEMA462 ADVANCED CALCULUS C

Session One; 6 credit points (External)

In this subject the student’s ability and knowledge of calculus is extended. New concepts are introduced and new techniques are explored. The basic aim, however, is to use these to increase the student’s flexibility of approach and to develop some understanding of the difficulties faced.

TEXTBOOKS

AEMA463 COMPLEX VARIABLES C

Session Two; 6 credit points (External)

This subject aims at showing how the topic of complex numbers can be extended to complex functions and complex analysis so that students can appreciate the breadth and depth of this very powerful branch of mathematics.

TEXTBOOK
To be advised.

AEMA464 GEOMETRY C

Session Two; 6 credit points (External)

Pre-Requisite: Nil

This subject is designed to give students background knowledge in both classical and modern geometrics. It will also provide the opportunity for students to apply previously learned knowledge of algebras to geometry.

AEMA465 MATHEMATICAL STATISTICS C

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject provides a rigorous mathematical development of the basic concepts of statistics and provides mathematical insights into the correct use of statistics as a tool in problem solving.
BACHELOR OF EDUCATION
(PHYSICAL AND HEALTH EDUCATION)

This course, offered by the School of Education, is intended to give a sound academic and professional training for teachers who wish to be employed in the area of physical and/or health education.

The course normally extends over a minimum period of four years, and offers 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 experience.

The course requires the aggregation of 192 credit points with 48 credit points normally being undertaken in each year of full time study.

The course contains core subjects, the study of which is mandatory, and elective subjects which allow a considerable element of choice for the student.

The general pattern of subjects is displayed in the tables below.

It should be noted that:

1. In each of the four years a period of mandatory practical experience in schools is required

2. Attendance is mandatory at lectures, tutorials, laboratory classes and excursions unless given specific exemption by the Head of School.
# BACHELOR OF EDUCATION: PHYSICAL AND HEALTH EDUCATION

<table>
<thead>
<tr>
<th>Strand</th>
<th>Component</th>
<th>Stage</th>
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<td><strong>Health Edn.</strong></td>
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<td><strong>Field</strong></td>
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<td><strong>Experiences</strong></td>
<td><strong>Teaching</strong></td>
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<table>
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<tr>
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<th>Hrs (Pts)</th>
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<tr>
<td>AEED101</td>
<td>3</td>
<td>(4)</td>
<td>AEED102</td>
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<td>AEED201</td>
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<td>AEED301</td>
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*In stages 5 and 6 students elect curriculum studies units from: AECE102, AECE103, AECM142, AEED210, AEED306*
## DISCIPLINE STUDIES IN STAGES 6, 7, 8

<table>
<thead>
<tr>
<th>Area</th>
<th>Stage</th>
<th>6</th>
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<tr>
<td>Major Studies in Health</td>
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<td>AEPH331 6 (6)</td>
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<td>AEPH334 3 (6)</td>
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<td>AEPH431 3 (6)</td>
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<td>Three 6 credit point subjects with at least one from the following:</td>
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<td>AEPH332 3 (6)</td>
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<tr>
<td>AEPH333 3 (6)</td>
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<tr>
<td>AEPH335 3 (6)</td>
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<tr>
<td>AEPH336 3 (6)</td>
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<tr>
<td>Major Studies in Human Movement</td>
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<td>AEPH327 3 (6)</td>
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<td>AEPH328 3 (6)</td>
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<td>Four 6 credit point subjects with at least one sequence of two subjects from:</td>
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<td>AEPH351 4 (6)</td>
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<td>AEPH421 4 (6)</td>
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<td>AEPH353 4 (6)</td>
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<tr>
<td>AEPH423 4 (6)</td>
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<tr>
<td>*Electives</td>
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<tr>
<td>Students who undertake less than six subjects in their major study area may elect up to two subjects from the following table of electives or from other discipline subjects as approved by the Council.</td>
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</tbody>
</table>

Note: Students who commenced the course in 1981 undertake the following subjects in their final year - viz. 1984.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEPH334</td>
<td>AEPH649</td>
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<tr>
<td>AEPH442</td>
<td>AEPH443</td>
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<td>AEPH561</td>
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</table>

together with 5 electives taken from either the table above or the following table of electives.
## ELECTIVES

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<tr>
<th>SUBJECT</th>
<th>SUBJ No</th>
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<tbody>
<tr>
<td><strong>APPLIED SPORT SCIENCE</strong></td>
<td>AEPH645</td>
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<tr>
<td><strong>BASIC ISSUES IN HEALTH</strong></td>
<td>AEPH552</td>
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<tr>
<td><strong>BIOCHEMISTRY</strong></td>
<td>AENS345</td>
</tr>
<tr>
<td><strong>COMMUNITY EDUCATION PROCESSES</strong></td>
<td>AEED340</td>
</tr>
<tr>
<td><strong>DEVELOPMENTAL PROGRAMMES</strong></td>
<td>AEPH547</td>
</tr>
<tr>
<td><strong>HEALTH IN THE ECOCLOGICAL PERSPECTIVE</strong></td>
<td>AENS446</td>
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<tr>
<td><strong>HISTORICAL &amp; PHILOSOPHICAL ISSUES IN PHYSICAL EDUCATION</strong></td>
<td>AEPH550</td>
</tr>
<tr>
<td><strong>MENTAL HEALTH</strong></td>
<td>AEPH446</td>
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<tr>
<td><strong>PHYSICAL ACTIVITY, LEISURE &amp; SOCIAL CHANGE</strong></td>
<td>AEPH549</td>
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<tr>
<td><strong>PRACTICAL STUDIES IN PHYSICAL EDUCATION</strong> : DANCE I, II</td>
<td>AEPH554  AEPH557</td>
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<tr>
<td><strong>PRACTICAL STUDIES IN PHYSICAL EDUCATION</strong> : GAMES I, II</td>
<td>AEPH555  AEPH558</td>
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<tr>
<td><strong>PRACTICAL STUDIES IN PHYSICAL EDUCATION</strong> : GYMNASTICS I, II</td>
<td>AEPH556  AEPH559</td>
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<tr>
<td><strong>PSYCHOPHARMACOLOGY</strong></td>
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<td><strong>PUBLIC HEALTH</strong></td>
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<tr>
<td><strong>RECREATION</strong></td>
<td>AEPH324  AEPH447</td>
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<tr>
<td><strong>RESEARCH METHODS IN PHYSICAL &amp; HEALTH EDUCATION</strong></td>
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<tr>
<td><strong>SEMINAR IN RESEARCH</strong></td>
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<tr>
<td><strong>SPECIAL PHYSICAL EDUCATION</strong></td>
<td>AEPH325</td>
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</tbody>
</table>
BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)

CONTENT OF SUBJECTS

AECE102 COMMUNICATION

See Secondary Mathematics Specialisation.

AECE103 TEACHING STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH

See Secondary Mathematics Specialisation.

AECM142 NUMERACY

See English/History Specialisation.

AECP101 FOUNDATIONS IN PHYSICAL EDUCATION

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

During this subject the students will have:

- Displayed an understanding of the nature of, and need for physical education in schools;
- Overviewed the syllabi in physical education for primary schools;
- Examined syllabi in physical education for secondary schools;
- Examined the theoretical foundations upon which the above syllabi have been constructed;
- Identified and evaluated specific lesson structures and content for games, dance and gymnastics;
- Identified and evaluated specific teaching methods and strategies appropriate for teaching physical education;
- Discussed the role of the physical educator as a professional member of the school and community.

AECP102 FOUNDATIONS IN HEALTH EDUCATION

Session One; 2 credit points (2 hours per week)

Pre-Requisite: Nil

In this subject 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.
AEC201 PRINCIPLES AND PRACTICES IN PHYSICAL EDUCATION

Session One or Two; 2 credit points (2 hours per week)
Pre-Requisite: AEC101 and either AEPH245 or AEPH246

Through this subject 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;
- measurement, evaluation and the regular lesson;
- remedial and diagnostic teaching;
- audio-visual media in physical education.

AEC202 PRINCIPLES AND PRACTICES IN HEALTH EDUCATION

Session One or Two; 3 credit points (2 hours per week)
Pre-Requisite: AEC102 and either AEPH231 or AEPH232

This subject 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.

TEXTBOOKS


AEC303 EVALUATION IN PHYSICAL AND HEALTH EDUCATION

Session Two; 3 credit points (2 hours per week)
Pre-Requisites: AEED207 and either AEC201 or AEC202

Evaluation of the physical and health education program is an all-encompassing task as its focal elements include an appraisal of program aims/objectives, content, strategies, teaching effectiveness, resources as well as student outcomes. In this subject the student will engage in simulated situations related to the school setting that will provide the basis for an understanding of the procedures, and strategies appropriate for evaluation in health and physical education. Administrative and theoretical issues pertinent to evaluation in the N.S.W. schools will also be examined.

AEC304 INTERPERSONAL EFFECTIVENESS

Session Two; 3 credit points (2 hours per week)
Pre-Requisite: AEED202

This subject is designed to provide students with opportunities to master the skills of effective interpersonal communication. At the conclusion of this subject students will be able to demonstrate some proficiency in these skills and know how to apply them in various roles, especially those of teacher and helper.
AECP305 PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION AND SPORT

Session Two, 3 credit points (2 hours per week)

Pre-Requisite: AEED202

This subject has been designed to provide students with opportunities to examine the function that sport has in society; to identify the factors influencing the participant in the sport environment; and to discuss their own values and behaviour in relation to physical education and sport.

AECP341 PRACTICAL STUDIES IN PHYSICAL EDUCATION V

Session One; 3 credit points (4 hours per week)

Pre-Requisite: AEPH245 or AEPH246

This subject continues the approach of Practical Studies in AEPH245 and AEPH246 with emphasis on modern ballroom dance, Olympic gymnastics, championship swimming, and either cricket or volleyball.

AECP342 PRACTICAL STUDIES IN PHYSICAL EDUCATION VI

Session Two; 3 credit points (4 hours per week)

Pre-Requisite: AEPH245 or AEPH246

This subject concludes the basic practical studies sequence with a study of dance making and choreography, Olympic gymnastics, canoeing and techniques of survival and either volleyball or cricket.

AECP343 PRACTICAL STUDIES IN PHYSICAL EDUCATION VII

Session One; 3 credit points (3 hours per week)

Students will select 3 hours of class work from the available range of practical performance activities and thus extend their own personal standards of performance.

Each student will be required to design and present for approval an individual study programme in the area of teaching/instruction relevant to one of the selected activities. The study programme will then be completed and presented for assessment at the conclusion of the session.

AECP344 PRACTICAL STUDIES IN PHYSICAL EDUCATION VIII

Session Two; 3 credit points (3 hours per week)

Students will select 3 hours of class work from the available range of practical performance activities and thus extend their own personal standards of performance.

Each student will be required to design and present for approval an individual study programme in the area of teaching/instruction relevant to one of the selected activities. The study programme will then be completed and presented for assessment at the conclusion of the session.
AEED101 LEARNING AND THE LEARNER
For details see Subject Index

AEED102 THE LEARNER: EDUCATION AND INSTITUTIONS
For details see Subject Index

AEED103 TEACHING THEORY AND PRACTICE I
For details see Subject Index

AEED108 INTERSESSION TEACHING PRACTICE I
For details see Subject Index

AEED201 LEARNING TO THINK: COGNITIVE DEVELOPMENT IN THE LEARNER
For details see Subject Index

AEED202 LEARNERS AND LEARNING IN THE PERSPECTIVE OF SCHOOL AND SOCIETY
For details see Subject Index

AEED207 EVALUATION AND MEASUREMENT IN EDUCATION
Session Two; 2 credit points (2 hours per week)

Pre-Requisite: AEED101 or AEED102

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 presently used in education. Current developments in measurement will be reviewed and fundamentals of computer usage practised.

AEED208 INTERSESSION TEACHING PRACTICE II
For details see Subject Index

AEED210 RESEARCH METHODS IN EDUCATION
Session One or Two; 2 credit points (2 hours per week)

Pre-Requisite: AEED207

Principles, methods and strategies useful in the planning, design and evaluation of research studies in education will be examined. Students will acquire functional literacy in techniques of statistical analysis applicable to various types of research and data.

AEED301 LEARNERS WITH EXCEPTIONAL NEEDS
For details see Subject Index

AEED302 DESIGN FOR LEARNING: INTRODUCTION TO CURRICULUM
For details see Subject Index
AEED306 ACTION RESEARCH

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: AEED210

This subject will provide practical experience in the conduct of simple experimental research in physical and/or health education. Students will be involved in: the formulation of research problems, identification of appropriate research designs, data collection, statistical analysis, and report writing.

AEED308 INTERSESSION TEACHING PRACTICE III

This third block practice of 15 days aims to extend the student’s competence and confidence working in their specialisation in a secondary school.

AEED340 COMMUNITY EDUCATION PROCESSES

Session One or Two; 6 credit points (3 hours per week)

Pre-Requisite: AEED202 or AEED249

In this subject students will examine practical solutions to the problems outlined in subject AEED202 and relevant to the general community. Topics that will be studied include the community education concept; initiating and developing community education; programme development; staffing for developing community education; and economic considerations in community education.

AEED401 DESIGN FOR LEARNING: ADVANCED CURRICULUM

For details see Subject Index

AEED402 ISSUES IN EDUCATION

For details see Subject Index

AEED408 INTERSESSION TEACHING PRACTICE IV

This fourth block practice of 15 days aims to extend the students’ experience in their specialisation to that approximating the work of a full-time teacher.

AENS345 BIOCHEMISTRY

Session One or Two (3 hours per week)

Pre-Requisite: AEPH112

This subject will deal the 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.
AENS446 HEALTH IN THE ECOLOGICAL PERSPECTIVE

Session One or Two (3 hours per week)

Pre-Requisite: AEPH232

Following general ecological concepts studied in Science and Discipline Studies in Health, students will examine the problems in man's environment which pose a threat to good health. Studies 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.

AEPH111 SCIENCE I

Session One; 5 credit points (4 hours per week)

Pre-Requisite: Nil

This subject will provide students with the basic scientific knowledge introductory to other subjects in the programme. Areas of study will include physics of movement, motion and energy, introductory organic and inorganic chemistry and basic cellular biology.

AEPH112 SCIENCE II

Session Two; 5 credit points (4 hours per week)

Pre-Requisite: AEPH111

This subject will provide students with the basic scientific knowledge introductory to other subjects 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.

AEPH113 ANATOMY AND PHYSIOLOGY I

Session Two; 5 credit points (5 hours per week)

Pre-Requisite: AEPH121

Through this subject student will:

Be able to locate and identify, using appropriate terminology, various organs of the body and will have a detailed knowledge of the structure of these organs and know the positional relationship of the organs to other structures in the body;

Understand the functioning of individual organs and other structures within the body and appreciate the integral contribution of each structure to the function of the entire organism;

Undertake laboratory experiences in observing and recording information concerning the structure and function of various organs and systems of the body.

Attend and complete all requirements for the human performance laboratory.

TEXTBOOK

AEPH121 MAN IN ACTION

Session One; 5 credit points (5 hours per week)

Pre-Requisite: Nil

In this subject student will study: observations of man in action; the factors which motivate man towards physical activity; organisation of play, sport and recreation in our society; individual differences which influence man's physical activity; the identification and application of principles for improving human performance in physical activities; the child behind the action.

With the above in mind students will commence the development of an appropriate personal philosophy relating to physical activity and physical education.

A requirement of this subject is satisfactory participation in the human performance laboratory.

TEXTBOOKS


AEPH131 HEALTH STUDIES I

Session One; 5 credit points (3 hours per week)

Pre-Requisite: Nil

This subject commences a sequence of subjects that examines the major health issues of the individual in society. Students will be able to describe the quality of life in terms of physical, mental and social well-being and regard health as a continuum determined by hereditary, environmental and educational variables.

This initial subject will assist the student in formulating a formal concept of health. Factors influencing health will be identified and the major causes of morbidity and mortality will be discussed. The nature of disease and disease processes will be clarified and the major effects of alcohol and tobacco as risk factors will be analysed.

TEXTBOOKS


AEPH132 HEALTH STUDIES II

Session Two; 5 credit points (3 hours per week)

Pre-Requisite: Nil

This subject is the second in a sequence that examines the factors affecting the quality of life.

Basic concepts and skills relating to nutrition, safety and consumer health will be developed to assist the student in his understanding of the interrelationships and interdependence that exist in health promotion, maintenance and rehabilit-
The role of nutrition in the disease process and in health promotion will be examined and the health risks associated with accidents and mishaps in our society will be analysed with a view toward developing a 'safety aware' attitude.

The consumer's ability to utilise health products, services and information wisely will be developed.

**TEXTBOOKS**


**AEPH141 PRACTICAL STUDIES IN HUMAN MOVEMENT I**

*Session One; 3 credit points (4 hours per week)*

*Pre-Requisite:* Nil

This subject entails a basic study of three aspects of practical physical education with special emphasis on the skill of teaching. In the area of dance a study of basic skills in movement together with appropriate teaching strategies for folk dance will be undertaken. In games a study will be made of swimming including lifesaving, and basketball. For the gymnastics segment emphasis will be placed on gymnastics for the five to twelve-year-old child.

**AEPH142 PRACTICAL STUDIES IN HUMAN MOVEMENT II**

*Session Two; 3 credit points (4 hours per week)*

*Pre-Requisite:* Nil

Continuing the method of presentation for Practical Studies in Human Movement I (AEPH141), the activities studies will include jazz-ballet, hockey and netball or soccer, and elementary tumbling or rhythmic gymnastics.

**AEPH211 ANATOMY AND PHYSIOLOGY II**

*Session One; 5 credit points (4 hours per week)*

*Pre-Requisite:* AEPH113

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

The Circulatory System: Regulation of Circulation.

The Respiratory System: Nature and Structure of the tissues and organs of the respiratory tract; the mechanics of breathing.

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.

Neuro Muscle Physiology: mechanisms of contraction; the motor unit; action potential.

**TEXTBOOK**

AEPH212 ANATOMY AND PHYSIOLOGY III

Session Two; 5 credit points (4 hours per week)

Pre-Requisite: AEPH113

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 Lymphatic System: lymphatic structures and circulation, immunity.

The Digestive System: organization, organs and exocrine glands, physiology of digestion.

The Urinary System: structures and their functions.

Fluid, Electrolyte and Acid Base Dynamics.

The Endocrine System: glands, hormones and their functions.

The Reproductive System: anatomy and physiology of the male and female reproductive systems; conception, pregnancy, prenatal development.

Integrated Relationships of the Body’s Systems.

TEXTBOOK

AEPH221 BIOMECHANICS I

Session One; 5 credit points (5 hours per week)

Pre-Requisite: AEPH113 and AEPH112

Through this subject 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 patterns of motion; biomechanics of striking activities. Kinematic analysis of human motion.

A requirement of this subject is satisfactory participation in the human performance laboratory.

TEXTBOOK

AEPH222 MOTOR LEARNING I

Session Two; 5 credit points (5 hours per week)

Pre-Requisite: AEPH211

This subject 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 skills necessary
for participation in sports and recreational pursuits. Study will be incorporated in theoretical lectures and laboratory demonstration.

A requirement of this subject is satisfactory participation in the human performance laboratory.

**AEPH223 EXERCISE PHYSIOLOGY I**

**Session One; 6 credit points (5 hours per week)**

**Pre-Requisite:** AEPH112 and either AEPH211 or AEPH212

Through this subject 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; conditioning, ergogenic aids to sport performance; nutrition, obesity and weight control in sport.

A requirement of this subject is satisfactory participation in the human performance laboratory.

**TEXTBOOK**


**AEPH231 HEALTH STUDIES III**

**Session One; 5 credit points (3 hours per week)**

**Pre-Requisite:** AEPH131 or AEPH132

This subject is the third in a sequence that examines the total quality of life. Students will examine those factors that influence emotional well-being and affect the psycho-sexual development of the individual.

The concept of human sexuality will be analysed and students will identify and interpret the mental transactions affecting health within and between people. Students will be involved in learning activities that develop self-awareness and interpersonal effectiveness as they relate to individual sex roles.

**TEXTBOOK**


**AEPH232 HEALTH STUDIES IV**

**Session Two; 5 credit points (3 hours per week)**

**Pre-Requisite:** AEPH131 or AEPH132

This subject concludes the sequence of Health Studies units. Students will define the characteristics and functions of a community and identify problem areas in the promotion of community health. Awareness of appropriate health services and agencies will assist students in analysing methods of maintaining environmental quality and health for community living. The areas of drug use and abuse, and pollution control will be examined as they pertain to the community.

**TEXTBOOK**

AEPH245 PRACTICAL STUDIES IN HUMAN MOVEMENT III

Session One; 3 credit points (4 hours per week)

Pre-Requisite: AEPH141 or AEPH142

Emphasis will be placed on teaching and coaching techniques together with appropriate patterns of organisation. Activities will include Latin and American dance, Square dance, tennis, orienteering, modern educational gymnastics and introductory Olympic gymnastics.

AEPH246 PRACTICAL STUDIES IN HUMAN MOVEMENT IV

Session Two; 3 credit points (4 hours per week)

Pre-Requisite: AEPH141 or AEPH142

As a continuation of work done in AEPH245, Olympic gymnastics, together with the introduction of dance drama, creative dance, softball, rugby football, and track and field athletics will be included in this subject.

AEPH312 SPORTS MEDICINE

Session One (4 hours per week)

Pre-Requisite: AEPH221
Co-Requisite: AEPH223

At the conclusion of this subject students will have explored the following topics: the scope of sports medicine, 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. Exercise as preventative medicine.

AEPH324 RECREATION I

Session One or Two; 6 credit points (3 hours per week)

Pre-Requisite: AEED202

Students will undertake a study of the following topics: concepts in leisure and recreation; the historical development of leisure and recreational patterns; the need for recreation in urban society; attitudes towards work and leisure, the influence of the Protestant Work Ethic on present day attitudes to work and play, the school as a community recreation centre and recreation for special populations.

AEPH325 SPECIAL PHYSICAL EDUCATION

Session One or Two; 6 credit points (3 hours per week)

Pre-Requisite: AECP201 and AEPH221

Through this subject 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.
TEXTBOOK


**AEPH327 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY**

Session One; 6 credit points (3 hours per week)

This subject will explore the relationship between physical activity involvement and the psychological needs of the individual. At the conclusion of this subject students will also have investigated the following factors affecting athlete behaviour: motivation, personality, the coaching role, group dynamics, anxiety and arousal.

TEXTBOOK


**AEPH328 PHYSICAL ACTIVITY, SPORT AND SOCIETY**

Session Two; 6 credit points (3 hours per week)

Major sociological constructs will be applied to an analysis of physical education and sport.

The functions of sport in society will be examined together with major issues in contemporary sport and their implications for practitioners in the area.

**AEPH331 HUMAN RELATIONS**

Session One or Two; 6 credit points (3 hours per week)

**Pre-Requisite:** AEPH231 or AEPH232

This elective 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 subject students will have acquired the skills necessary to plan activities to foster psychological growth through group interactions.

**AEPH332 NUTRITION**

Session One or Two; 6 credit points (3 hours per week)

**Pre-Requisite:** AEPH212 and AEPH132

This elective has been designed to assist the student to investigate the relationship of diet and health. At the conclusion of this subject 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.

TEXTBOOK

AEPH333 EDUCATION FOR SAFE LIVING

Session One or Two; 6 credit points (3 hours per week)

Pre-Requisite: AEPH232

This elective will highlight the relationship between safety education and the leading causes of mortality in the under twenty-five age group. Students will study those factors that influence unsafe behaviour and simulated lecture experiences will allow students to develop experience-based wisdom under increasing-risk situations. Students will practise emergency health procedures and apply knowledge gained in course learning experiences. Emphasis will be placed on safety concepts involved in school, recreation, transport, home and community.

TEXTBOOK


AEPH334 HEALTH IN SOCIETY

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AEED349 or AEPH232

Students should regard this subject as a cumulative experience based on health information gained in other discipline studies and health electives. Students will be able to discuss society’s attitudes to health and health education. At the conclusion of the subject, 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.

AEPH335 CONSUMER HEALTH

Session One or Two; 6 credit points (3 hours per week)

Pre-Requisite: AEPH232

This elective 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 subject 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. Students will appreciate their rights and responsibilities as consumers in the health market place.

AEPH336 EDUCATION FOR HUMAN SEXUALITY

Session One or Two; 6 credit points (3 hours per week)

Pre-Requisite: AEPH231 and AEPH232

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 subject 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 students’ own sexuality.

TEXTBOOKS

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AEPH351 BIOMECHANICS II

Session One or Two; 6 credit points (4 hours per week)

Pre-Requisite: AEPH221 and AEED207

At the conclusion of this subject students will have explored the following topics: Kinetic analysis of human motion, fluid mechanics, biomechanics of swimming, biomechanics of various activities, techniques of biomechanical analysis.

A requirement of this subject is satisfactory participation in the human performance laboratory.

TEXTBOOK


AEPH352 MOTOR LEARNING II

Session One or Two; 6 credit points (4 hours per week)

Pre-Requisite: AEED297 and AEPH222

This subject will be presented in two strands. The first will involve the study of information processing models and goal setting as theoretical bases for skill acquisition. Presentation will be through lectures and tutorials. The second strand will involve the student in a minor investigative procedure in an area selected by the lecturer. The investigation will be designed by the lecturer and subsequent research carried out by the student.

A requirement of this subject is satisfactory participation in the human performance laboratory.

AEPH353 EXERCISE PHYSIOLOGY II

Session One or Two; 6 credit points (4 hours per week)

Pre-Requisite: AEED207 and AEPH223

Through this subject students will gain experience in relating theory to human performance situations. The topics studied will include: circulatory dynamics related to work intensity duration and type in sports and recreation; environmental effects of heat, cold humidity, altitude, water immersion; pre-event and post-event exercise effects on sport performance and recovery; specificity training and conditioning processes in sport; human performance characteristics of major sports; physical fitness assessment.

A requirement of this subject is satisfactory participation in the human performance laboratory.

TEXTBOOK

AEPH421 BIOMECHANICS III

Session One or Two; 6 credit points (4 hours per week)

Pre-Requisite: AEPH351 or AEED210

This subject will extend knowledge of the application of pure and applied research in the field of biomechanics. Topics covered: current trends in biomechanics research; methodology in biomechanical studies; instrumentation for data collection. Students will design and complete an investigation in an appropriate area of biomechanics.

AEPH422 MOTOR LEARNING III

Session One or Two; 6 credit points (4 hours per week)

Pre-Requisite: AEED210 and AEPH352

Through this subject students will examine current trends in motor learning research and will design and complete an investigation into a selected area of skill acquisition. Investigation will involve establishing a satisfactory research design to reach a conclusion and a review of literature in the selected area.

AEPH423 EXERCISE PHYSIOLOGY III

Session One or Two; 6 credit points (4 hours per week)

Pre-Requisite: AEED210 and AEPH353

Students will study a selection of the following topics in depth: work capacity of children; children in sport; women in sport; stress testing; physical fitness and work capacity in adults; hypokinetic diseases; exercise in post coronary rehabilitation; students will design and complete an investigation into an appropriate topic.

AEPH431 PROGRESS AND ISSUES IN HEALTH

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEPH232

Over the last decade man’s knowledge about, attitudes toward, and behaviour concerning health has dramatically altered; and, future decades appear to be equally dynamic with regard to further change. This progress has been determined by political, technological and sociological factors. This progress has laid to rest certain health issues but identified and raised other issues. This subject will seek to identify political, sociological and technological factors associated with past developments, investigate the issues they have raised, but more importantly seek to identify future progress and the issues associated with further health developments.

AEPH442 SOCIAL PSYCHOLOGY OF SPORT

Session One (3 hours per week)

Pre-Requisite: AEED349

This subject has two main areas of study: the first being, the relationship between physical activity involvement and the psychological and social needs of the individual; the second, the factors affecting athlete behaviour. At the conclusion of the subject students will have investigated the following in relation to sport and physical activity: motivation; socialisation; competition; aggression; sport personology; group dynamics; anxiety and arousal.
TEXTBOOKS


AEPH443 SPORT IN SOCIETY

Session Two (3 hours per week)

Pre-Requisite: AEPH442

At the completion of this subject 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 examined 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.

AEPH446 MENTAL HEALTH

Session One or Two; 6 credit points

Pre-Requisite: AEPH232

This elective 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 why individuals may deviate from good health practices.

AEPH447 RECREATION II

Session Two (3 hours per week)

Pre-Requisite: AEPH324

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 implementation; program evaluation skills; leadership responsibilities.

AEPH541 RESEARCH METHODS IN PHYSICAL AND HEALTH EDUCATION

Session One (3 hours per week)

Pre-Requisite: AEPH460

Principles, methods and strategies useful in the planning, design and evaluation of research studies in physical and health education will be examined. Students will acquire functional literacy in techniques of statistical analysis applicable to various types of research and data.

AEPH547 DEVELOPMENTAL PROGRAMMES

Session One or Two (3 hours per week)

Pre-Requisite: Two of AEPH460, AEPH441, AEPH343

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.

**AEPH549 PHYSICAL ACTIVITY, LEISURE AND SOCIAL CHANGE**

*Session One or Two (3 hours per week)*

**Pre-Requisite:** AEED341 and AEPH455

This subject 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 subject students will have investigated changing patterns of work and leisure and the contribution physical activity has to make to the individual and society within the 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.

**AEPH550 HISTORICAL AND PHILOSOPHICAL ISSUES IN PHYSICAL EDUCATION**

*Session One or Two (3 hours per week)*

**Pre-Requisite:** AEPH455, AECP201

This subject 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.

**AEPH551 PSYCHOPHARMACOLOGY**

*Session One or Two (3 hours per week)*

**Pre-Requisite:** AEPH232

This subject will be an introduction to drug education. Students will have the opportunity to develop an awareness and understanding of the problems leading to a drug-oriented society. They will be exposed to a wide range of drug related information concerning drug use and abuse.

Throughout the subject students will be involved in practical situations which will foster the skills necessary for working with pupils in the area of drug education.

**TEXTBOOKS**

AEPH552 BASIC ISSUES IN HEALTH

Session One or Two (3 hours per week)

Pre-Requisite: AENS446 or AEPH232

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.

AEPH553 PUBLIC HEALTH

Session One or Two (3 hours per week)

Pre-Requisite: AEED349 and AECP202 or AEPH232

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; epidemic logical investigation, the government and voluntary organisations in Australia.

Opportunity will exist for students to undertake special study in specific areas of public health such as: the promotion of community health; preventing disorders and disabilities; environmental health; health services.

AEPH554 PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE I: DANCE

Session One or Two (3 hours per week)

Pre-Requisite: AECr201 AEPH244

This subject 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.

AEPH555 PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE I: GAMES

Session One or Two (3 hours per week)

Pre-Requisite: AECP201, AEPH244

This subject 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.
AEPH556 PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE I: GYMNASTICS

Session One or Two (3 hours per week)

Pre-Requisite: AECP201, AEPH244

This subject 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.

AEPH557 PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE II: DANCE

Session Two (3 hours per week)

Pre-Requisite: AECP201, AEPH244

This subject 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.

AEPH558 PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE II: GAMES

Session Two (3 hours per week)

Pre-Requisite: AECP201, AEPH244

This subject 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.

AEPH559 PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE II: GYMNASTICS

Session Two (3 hours per week)

Pre-Requisite: AECP201, AEPH244

This subject 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.
AEPH561 CURRICULUM PROCESSES

Session One (3 hours per week)

Pre-Requisite: ACEP201 and AECP202

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.

AEPH644 SEMINAR IN RESEARCH

Session One or Two (3 hours per week)

Pre-Requisite: AEPH541

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.

AEPH645 APPLIED SPORT SCIENCE

Session One or Two (3 hours per week)

Pre-Requisite: AEPH460 and either AEPH351 or AEPH352 or AEPH353

By the conclusion of this subject 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 sport science to advanced teaching and coaching; preventative sports medicine.

AEPH649 ADVANCED STUDIES IN PHYSICAL AND HEALTH EDUCATION

Session Two (3 hours per week)

Pre-Requisite: AEPH561

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.
BACHELOR OF EDUCATION
(PHYSICAL & HEALTH EDUCATION)
– CONVERSION COURSE

The School of Education will be offering an external conversion course to enable holders of a three year Diploma in Physical Education or its equivalent to upgrade their qualifications to a Bachelor of Education (Physical and Health Education) degree.
### BACHELOR DEGREES PHYSICAL & HEALTH EDUCATION

#### SUBJECTS, CREDIT POINTS & PRE-REQUISITES/CO-REQUISITES FOR THE CONVERSION TO THE BACHELOR OF EDUCATION (PHYSICAL & HEALTH EDUCATION)

<table>
<thead>
<tr>
<th>Normal Pattern Stages</th>
<th>Subject No</th>
<th>Credit Points (Hrs/Wk)</th>
<th>Subject Title</th>
<th>To Be Undertaken By Major</th>
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<tr>
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<tr>
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<td></td>
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<td>Exercise Physiology II</td>
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<td>5</td>
<td>AEPH437</td>
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<td>Health Education IV</td>
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<td>AEPH337</td>
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<td>AEPH424</td>
<td>6 (3)</td>
<td>Applied Sports Studies</td>
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<td>AECP302</td>
<td>6 (3)</td>
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</tbody>
</table>

Y = Compulsory Subjects
* Students majoring in Physical Education are required to undertake two of the three subjects available
** Students majoring in Health Education must undertake one subject in Physical Education from the three nominated
BACHELOR OF EDUCATION
(PHYSICAL AND HEALTH EDUCATION)
- CONVERSION COURSE

CONTENT OF SUBJECTS

AECP301 HEALTH EDUCATION METHOD STUDIES I

Session Two; 6 credit points

Pre-Requisite: AEPH237 or AEPH238

An understanding of the nature of health education, the reasons for its inclusion in the school curriculum, its basic philosophical foundations and aims, and its component parts in the total school health programme are all vital to the development of health education teachers. Once established, these foundations support further investigation of the role of the teacher in the provision of school health education programmes.

TEXTBOOK

To be prescribed.

AECP302 HEALTH EDUCATION METHOD STUDIES II

Session One; 6 credit points

A thorough understanding of classroom communication techniques, their effects on learning and their application is a basic requirement if the health instruction programme is going to be conducive to and contribute to the learners development. This understanding must be integrated into the peculiar needs of health education and the learning strategies available to satisfy these needs. Knowledge of the variety of learning opportunities available, their utilization, their advantages and disadvantages, the criteria for their selection and their contributions to classroom communication is important for the development of the health educator.

TEXTBOOK

To be prescribed.

AEED107 EXCEPTIONALITY APPROACHES AND TRENDS

For details see Subject Index.

AEED401 DESIGNS FOR LEARNING

Pre-Requisite: AEED107

For details see Subject Index.

AEED402 ISSUES IN EDUCATION

For details see Subject Index.

AEPH137 HEALTH EDUCATION I

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject is the first in a sequence of subjects that examines the issues associated with the health of the individual in society. Students in this subject will
examine the concept of health and formulate a philosophy regarding their personal health.

The risk factors associated with the leading causes of death will be analysed in the light of their influence on the quality of life. Clarification of the relationships of disease processes to fitness and the use of alcohol and tobacco will enhance the need for individual responsibility in promotion and maintenance of health.

TEXTBOOKS


AEPH138 HEALTH EDUCATION IA

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject highlights the responsibility of the individual in coping with contemporary health problems.

The physical, social and mental factors that influence individual well-being will be examined with reference to our Australian lifestyle, and those factors which adversely effect this lifestyle will be identified.

Students will be afforded the opportunity, not only to gain knowledge in this area, but also to develop attitudes and skills which will lead to positive decision making.

TEXTBOOKS


AEPH237 HEALTH EDUCATION II

Session Two; 6 credit points (External)

Pre-Requisite: AEPH137 or AEPH138

This subject is the second in a sequence of subjects that examine those factors that significantly influence the physical, mental and social well-being of the individual. Students in this subject will examine the contribution of nutrition and drug interactions to the promotion and maintenance of human growth and development. A comparison of the positive and negative aspects of consumer health education will include analysis of the role education plays in the promotion of products and services. This subject will develop the consumer's ability to utilise a variety of health products, services and information wisely.

TEXTBOOKS

Session Two; 6 credit points (External)

Pre-Requisite: AEPH137 or AEPH138

While the individual can take a larger responsibility for his level of health, this responsibility must be supplemented and complemented by the community in which he lives.

This subject will examine the wide variety of health knowledge, services and products available in the community, and at the same time develop the knowledge and skills necessary for the student to make wise decisions in these areas.

It will seek to increase the students' understanding of the modern concept of health, by examining the interdependence between the individual and community, health promotion and health maintenance.

TEXTBOOK


AEPH321 BIOMECHANICS II (E)

Sessions One and Two; 6 credit points (External)

Pre-Requisite: AEED107 or AEPH137 or AEPH138

This subject is designed to upgrade the student's understanding of the mechanical principles underlying human movement.

The student will be assumed to have a background knowledge in the theoretical and practical aspects of biomechanics and its implications to the teaching of physical education. The emphasis in this subject will be to concentrate on an in-depth theoretical approach to the underlying mechanical principles of biomechanics. The subject will culminate in a theoretical analysis of a chosen sport skill which will incorporate the biomechanical principles covered earlier in the subject.

The subject is designed to increase the ability of the physical educator to analyse the performance of sports techniques and thus result in improved teaching skills.

TEXTBOOK


REFERENCES


AEPH322 MOTOR LEARNING II (E)

Session One and Two; 6 credit points (External)

Pre-Requisite: AEEP137 or AEEP138

In a majority of motor or physical activities in which man participates, some degree of skill is necessary such that satisfaction be derived from participation. For teachers of physical education improving the level of skill is paramount to their function. To this end, an understanding of how this skill is acquired or developed, and a consideration of some of the important variables that operate during this process is necessary.

At the conclusion of this subject the student will be able to: show cognizance of concepts of motor behaviour and skill acquisition; identify some of the important factors which operate in the skill learning process; review the effect of these factors and be able to relate how they may be taken account of in teaching and learning.

TEXTBOOK

To be prescribed

REFERENCES


AEPH323 EXERCISE PHYSIOLOGY II (E)

Session One and Two; 6 credit points (External)

Pre-Requisite: AEEP137 or AEEP138

This subject extends the study of human structure and function into the exercise domain. It is a complementary discipline study to biomechanics, motor learning and sports medicine and as such is a necessary foundation for more advanced studies.

Through this subject students will: understand pre-exercise, exercise and post-exercise responses in man; understand the adaptations induced in man by exercise, training and conditioning processes; appreciate the long-term benefits that accrue from regular exercise in relation to human performance potential and health; extend their foundation for intelligent and informed reading and evaluation of literature in the area of human work physiology.

TEXTBOOK

REFERENCES

AEPH337 HEALTH EDUCATION III

Session One; 6 credit points (External)

Pre-Requisite: AEPH237

This subject is the third in a sequence of subjects that examine the basic concepts of health. Ability to cope with stress and the factors affecting emotional well-being will be studied in this subject. Students will examine the criteria of good mental health and become familiar with certain expressed theories associated with the promotion of sound mental health.

The concept of sexuality will be explored and students will analyse psychosexual aspects of growth and development as they affect the health of the individual. Opportunity to discuss contemporary issues in human sexuality will occur during the vacation school.

TEXTBOOK
OR

AEPH424 APPLIED SPORTS STUDIES

Session One; 6 credit points (External)

Pre-Requisite: AEPH321 or AEPH352 or AEPH353

The aims of this subject are:

To relate the theory of practical and discipline studies in physical education to extend the knowledge of the nature and requirements of major games and recreational activities;

To encourage critical appraisal of existing methods used in coaching and teaching physical education, sport and physical recreation.

AEPH437 HEALTH EDUCATION IV

Session One; 6 credit points (External)

Pre-Requisite: AEPH337

This subject will finalise the sequence of study that deals with the basic concepts of health. Community aspects as they relate to the promotion and maintenance of physical, mental and social well-being will be examined. In particular, factors affecting environmental quality and safe living will be identified. Students will attempt to formulate community action plans that will assist in promotion of community health. Consequently students will evaluate available community health services and agencies.
TEXTBOOK

The Graduate Diploma in Education (Dip.Ed) is available to graduates, and diplomates who hold a diploma outside teacher education (including subjects 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 subjects in education focusing on the theme of learners and learning, with problems of learners with exceptional needs given a special emphasis. As well, the education subjects examine social and school effects on learners and deal with the problems of designing curricula.

The curriculum studies subjects are grouped under the four integrated areas of Language Education, Mathematics Education, Education in the Arts and Education in the Sciences.
### GRADUATE DIPLOMA IN EDUCATION (PRIMARY)
#### Normal Pattern Progression

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners and Learning</td>
<td>AEED131</td>
<td>AEED135</td>
</tr>
<tr>
<td>Teaching Theory &amp; Practice I</td>
<td>AEED130</td>
<td>AEED132</td>
</tr>
<tr>
<td>Language Education I</td>
<td>AECL130</td>
<td>AECL131</td>
</tr>
<tr>
<td>Mathematics Education I</td>
<td>AECM131</td>
<td>AECM130</td>
</tr>
<tr>
<td>Education in the Arts I</td>
<td>AECA131</td>
<td>AECA130</td>
</tr>
<tr>
<td>Education in the Sciences I</td>
<td>AECS131</td>
<td>AECS130</td>
</tr>
<tr>
<td>Practicum</td>
<td>AEED134</td>
<td>AEED136</td>
</tr>
<tr>
<td>Learning in the Perspective of School &amp; Society</td>
<td>AEED135</td>
<td></td>
</tr>
<tr>
<td>Designs for Learning: An Introduction to Curriculum</td>
<td>AEED132</td>
<td></td>
</tr>
<tr>
<td>Teaching Theory &amp; Practice II</td>
<td>AEED133</td>
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<td>Language Education II</td>
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<td>Mathematics Education II</td>
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<td>Education in the Arts II</td>
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<td>Education in the Sciences II</td>
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<tr>
<td>Practicum II</td>
<td>AEED134</td>
<td>AEED136</td>
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</table>

Figures in parentheses indicate subject credit points. Each session of full-time study carries the equivalent of twenty-four credit points.

**Session One** contains 13 weeks excluding 3 weeks of practice teaching.

**Session Two** contains 11 weeks including 3 weeks of practice teaching, hence the credit points have been adjusted accordingly.
GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

CONTENT OF SUBJECTS

**AECA130 EDUCATION IN THE ARTS II**

*Session Two; 3 credit points (4 hours per week)*

*Pre-Requisite: Nil*

The second of a sequence of two subjects presenting a focus upon approaches in the arts in education, this subject continues the development of concepts and skills begun in Education in AECA131.

**AECA131 EDUCATION IN THE ARTS I**

*Session One; 4 credit points (4 hours per week)*

*Pre-Requisite: Nil*

This subject introduces students to the arts through the concept of a unified approach to the arts in education, highlighting integrative possibilities, commonalties and alliances between visual arts, music, dance and drama. Elements of skill, expression and appreciation will be introduced through practical involvement in workshops and in the studio.

**AECL130 LANGUAGE EDUCATION I**

*Session One; 4 credit points (2 hours per week)*

*Pre-Requisite: Nil*

This subject aims at developing in students the knowledge and skills of the effective language teacher. It is hoped that, rather than merely learning a series of specific lesson procedures, students will develop an understanding of language education which will permit them to develop effective language learning programmes for children in the elementary school.

**AECL131 LANGUAGE EDUCATION II**

*Session Two; 3 credit points (2 hours per week)*

*Pre-Requisite: Nil*

This subject is designed to further develop students’ understanding of the nature of literacy so that they may be able to lead their pupils towards independence in reading and writing. The nature of comprehension will be discussed, and the development of reading habits which will assist the child to properly understand what he reads will be examined. A limited study of children’s literature will be undertaken. The practical implications of recent research into the writing process will also be examined.

**AECM130 MATHEMATICS EDUCATION II**

*Session Two; 3 credit points (2 hours per week)*

*Pre-Requisite: Nil*

This subject extends the work commenced in AECM131. The emphasis is placed on programming to cater for individual differences. This involves consideration of diagnosis and evaluation.
AECM131 MATHEMATICS EDUCATION I

Session One; 4 credit points (2 hours per week)

Pre-Requisite: Nil

This subject has been designed to make students thoroughly conversant with the elementary mathematics of the primary school and the basic teaching strategies applicable to its presentation.

AECS130 EDUCATION IN THE SCIENCES II

Session Two; 3 credit points (4 hours per week)

Pre-Requisite: Nil

In this subject students will study:

Values education and attitude development in the sciences; acclimatising, techniques for attitude development in children, the nature of values; major approaches to values education.

The environment as a resource; field experience and data collection; using the environment effectively in physical education. Innovations and trends in the sciences; treatment of controversial issues; dramatic play, dance games and simulation exercises.

Special programmes in each of the sciences.

Developing a school based curriculum in the sciences.

AECS131 EDUCATION IN THE SCIENCES I

Session One; 4 credit points (4 hours per week)

Pre-Requisite: Nil

In this subject students will study:

The nature and structure of the sciences; aims of sciences based on curricula policy statements for primary schools.

Subject planning guidelines; subject components.

Thematic, integrated and content based approaches.

Criteria for content selection.

Subject implementation - the classroom.

AEED130 TEACHING THEORY AND PRACTICE I: BASIC SKILLS

Session One; 2 credit points (2 hours per week)

Pre-Requisite: Nil

In a study of what teachers do in the formal school setting, the planning decisions they have to make and the behaviours they employ, common elements emerge regardless of subject matter being taught.

The focus of this subject is on these basic teacher behaviours which characterise all formal teaching situations, developing for the student knowledge and understanding of, and competence in, basic skills of teaching; skills such as planning, interpersonal communication, group management, questioning, explaining, reinforcing and evaluating.
AEED131 LEARNERS AND LEARNING

Session One; 6 credit points (4 hours per week)

Pre-Requisite: Nil

Since, basically education is about learners and learning, a knowledge of the nature of learners and of how they learn is a necessary foundation for the prospective teacher. Additionally since classroom teachers are responsible for developing the abilities of all children placed in their care, the concept ‘learner’ must be broad enough to include both the ‘normal stream’ and those who experience difficulty in learning, especially those mildly handicapped children placed in regular classrooms. It is the purpose of this subject to examine the nature of learning and the characteristics of learners which affect learning.

AEED132 DESIGN FOR LEARNING: AN INTRODUCTION TO CURRICULUM

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

Classroom teachers are now expected to contribute to decisions about the planning, implementation and evaluation of curriculum at the grade and school level. This subject sets out to develop in students an appreciation and understanding of the field of curriculum and to develop an understanding and skill in planning, implementing and evaluating curriculum experiences and materials.

AEED133 TEACHING THEORY AND PRACTICE II: TEACHING STRATEGIES AND ORGANISATION

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

The basic teaching skills developed in the preceding subjects and in the intersession block practice are now to be used in a variety of combinations aimed at practising particular teaching strategies appropriate to children’s learning along a continuum from reception to discovery learning.

The strategy is seen as a total plan to include support skills: organisation, programming and evaluation procedures.

AEED135 LEARNING IN THE PERSPECTIVE OF SCHOOL AND SOCIETY

Session Two; 2 credit points (2 hours per week)

Pre-Requisite: Nil

This subject moves on from a consideration of the individual learner to our examination of learners and learning in a social and institutionalised setting. Professional educators operate primarily within such settings and this subject seeks to help them to understand the nature, functions and aims of such institutions, how they affect both learners and learning and how they are influenced by the wider society of which they are a part.
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
- COMPUTERS IN EDUCATION

This course is designed to enable teachers holding a Diploma in Teaching to extend their knowledge of the use of computer technology in teaching.

The course consists of eight subjects which will be available by part-time study over a period of two years.
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
COMPUTERS IN EDUCATION
(Normal Pattern Progression)

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<thead>
<tr>
<th>STAGE</th>
<th>SUBJECT</th>
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<td>3</td>
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<td>Social Implications of Computers</td>
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<td>AECM304 6 (3)</td>
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*These subject will be offered in first session only each year. Other subjects will be offered in second session only each year.
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(COMPUTERS IN EDUCATION)

CONTENT OF SUBJECTS

AECM104 INTRODUCTION TO COMPUTERS IN EDUCATION

Session One; 6 credit points (3 hours per week)

This subject identifies a broad spectrum of applications of computers in education across subject boundaries and identifies some specific examples of these applications within particular disciplines. Inappropriate uses of the technology need also to be identified to prevent their propagation with the concomitant "bad press" which such applications tend to engender.

TEXTBOOK

AECM204 COMPUTER RESOURCES IN TEACHING

Session One; 6 credit points (3 hours per week)

Pre-Requisite: AECM104
Co-Requisite: AEED185 and AEED109

In order to employ effectively computer-supported resources in a classroom situation, teachers must develop techniques necessary for the evaluation of these resources. This subject develops such skills and also prepares the student for the planning and implementation of the individual research subject in the following session.

TEXTBOOK
No prescribed textbook.

AECM304 COMPUTER RESOURCES PROJECT

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AECM204
Co-Requisite: AEMA204

The computer as an educational resource has the potential to be useful in a variety of disciplines. This subject will provide students with an opportunity to apply their computing knowledge and research skills to the design, implementation and evaluation of a computer supported teaching unit. Students will be involved in the completion of an individual project.

TEXTBOOK
No prescribed textbook.
AEED109 ADVANCED CURRICULUM THEORY AND PRACTICE

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject is designed to expand the student's understanding, knowledge and skills of curriculum planning. Students will be asked to participate in the critical analysis of curriculum issues through written position papers and seminars. They will also be asked to implement a significant curriculum and evaluation project related to an ongoing professional experience in the application of computers in a learning setting.

TEXTBOOK


AEED185 THEORIES OF LEARNING

Session Two; 6 credit points (3 hours per week)

This is a general subject on the psychology and theories of learning. It is intended as an advanced "foundations" subject to facilitate a complete understanding of traditional and contemporary explanations of learning and related processes.

TEXTBOOK

To be advised.

AEED211 THE SOCIAL IMPLICATION OF COMPUTERS

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AECDM104

This subject aims to develop an awareness of the applications of computers in modern society and the social issues related to this rapidly developing technology.

TEXTBOOK

No prescribed textbook.

AEMA104 COMPUTING I

Session One; 6 credit points (3 hours per week)

This subject introduces students to fundamental computer concepts. Fundamental programming concepts and constructs are considered and implemented using a popular high level language on a microcomputer. The language BASIC is selected because it facilitates the appreciation of fundamental computing structures and is used extensively in existing and developing school systems. An understanding of the development of these fundamental ideas is enriched by the consideration of the historical development of the computer.

TEXTBOOK

AEMA204 COMPUTING II

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: AEMA104

This subject is designed to develop problem solving skills involving an extensive application of fundamental programming concepts and constructs. Students will become aware of the scope and type of problems which can be solved using Pascal and LOGO on a microcomputer.

TEXTBOOK

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 sessions.
## Normal Pattern Progression

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GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (ENVIRONMENTAL EDUCATION)

CONTENT OF SUBJECTS

AENS161 ECOLOGY

Session One; 3 credit points (2 hours per week)

Pre-Requisite: Nil

In this subject 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.

TEXTBOOK
To be advised.

AENS162 EARTH STUDIES

Session One; 5 credit points (3 hours per week)

Pre-Requisite: Nil

The content of this subject 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.

TEXTBOOK
To be advised

AENS260 FIELD STUDIES II

Session Two; 4 credit points (3 hours per week)

Pre-Requisite: AE&E 160
Co-Requisite: AE&E 261, AE&E 260

In this subject 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.

TEXTBOOK
To be advised.
AENS261 BIOLOGICAL MANAGEMENT

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: AENS161

In this subject 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.

TEXTBOOK

To be advised.

AENS360 FIELD STUDIES III

Session One; 4 credit points (3 hours per week)

Pre-Requisite: AENS260

In this subject students will, in consultation with their lecturer, plan, conduct and report upon a substantial individual investigation of an aspect of their environment.

TEXTBOOK

To be advised.

AENS460 FIELD STUDIES IV

Session Two; 5 credit points (3 hours per week)

Pre-Requisite: AENS360

In this subject students will: develop skills and knowledge in the use of audiovisual 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.

TEXTBOOK

To be advised.

AETE160 FIELD STUDIES I

Session One; 4 credit points (3 hours per week)

Pre-Requisite: Nil
Co-Requisite: AENS161, AENS162

In this subject 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.

TEXTBOOK

To be advised.
AETE260 NON-LIVING RESOURCE MANAGEMENT

Session Two; 5 credit points (3 hours per week)

Pre-Requisite: AENS162

This subject 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.

TEXTBOOK
To be advised.

AETE261 LEARNING THEORY AND TEACHING STRATEGIES

Session One; 3 credit points (2 hours per week)

Pre-Requisite: Any two of AENS161, AENS162, AETE160
Co-Requisite: Any two of AENS261, AETE260, AENS260

In this subject students will study relationships between learning theories and teaching strategies; apply teaching strategies to learning situations related to environmental education; and examine the integration of environmental education into the normal school programme.

TEXTBOOK
To be advised.

AETE262 CURRICULUM ORGANISATION AND DEVELOPMENT

Session One; 5 credit points (3 hours per week)

Pre-Requisite: Any two of AENS261, AENS162, AETE160
Co-Requisite: Any two of AENS261, AETE260, AENS260

In this subject students will: 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.

TEXTBOOK
To be advised.

AETE263 SOCIAL AND PHILOSOPHICAL FOUNDATIONS

Session Two; 3 credit points (2 hours per week)

Pre-Requisite: All 160 level and any three 260 level subjects, AENS or AETE

In this subject 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.

**TEXTBOOK**

To be advised.

**AETE264 CURRENT ISSUES**

*Session Two: 4 credit points (3 hours per week)*

*Pre-Requisites:* All 160 level and any three 260 level subject, AENS or AETE

In this subject 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.

**TEXTBOOK**

To be advised.
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 commence in Session One, 1984, and will be conducted over four stages.

The course will provide educators with an opportunity to gain specialist knowledge in the health 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.
### GRADUATE DIPLOMA IN EDUCATIONS STUDIES
(HEALTH EDUCATION)

#### Normal Pattern Progression

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**Note:** The credit points and hours per week are approximate and may vary depending on the institution's requirements.
GRADUATE DIPLOMA IN EDUCATION STUDIES
(HEALTH EDUCATION)

CONTENT OF SUBJECTS

AEPH161 HEALTH: THE INDIVIDUAL AND COMMUNITY

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject will encourage students to examine the quality of life in our society in terms of physical, social and mental well being.

The subject will offer an overview of the areas of nutrition, safety, consumerism, changing patterns of disease, drug use, and human sexuality.

During the subject, students will have the opportunity to acquire the appropriate knowledge, attitudes, and skills, so necessary for positive decision making and personal health promotion.

TEXTBOOK
To be advised.

AEPH162 FOUNDATIONS AND PRINCIPLES OF HEALTH EDUCATION

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject has been designed to consolidate the students' understanding of the fundamental concepts and principles of health education. By the end of the subject, 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 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.

TEXTBOOK
To be advised.

AEPH261 ELECTIVE A: NUTRITION

Session Two; 3 credit points (External)

Pre-Requisite: AEPH161

This subject 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.

TEXTBOOKS

(Continued)
AEPH262 ELECTIVE A: HUMAN RELATIONS

Session Two; 3 credit points (External)

Pre-Requisite: AEPH161

This subject has been designed to assist students to develop, through research and personal exploration, an understanding of the following: psychological growth, the Interpersonal Communication process, relationships and 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.

TEXTBOOK


AEPH263 HEALTH INSTRUCTION AND CLASSROOM COMMUNICATION

Session Two; 6 credit points (External)

Pre-Requisite: AEPH162
Co-Requisite: AEPH161

This subject 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 subject, 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.

TEXTBOOK

To be advised.

AEPH264 ELECTIVE B: CONSUMER HEALTH

Session Two; 3 credit points (External)

Pre-Requisite: AEPH161

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 subject 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.
AEPH265 ELECTIVE B: ENVIRONMENTAL QUALITY

Session Two; 3 credit points (External)

Pre-Requisite: AEPH161

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.

AEPH365 CORE AREAS IN HEALTH EDUCATION PROGRAMS

Session One; 6 credit points (External)

Pre-Requisite: AEPH263

Students having already reviewed curriculum programming approaches available in school health education, will in this subject review that core of topic areas which is deemed essential, regardless of 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.

AEPH363 PHILOSOPHY AND CURRICULUM DESIGN

Session One; 4 credit points (External)

Pre-Requisite: AEPH161, AEPH263

Through this subject 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 subject, the student will have participated in a variety of practical tasks, designed to consolidate fundamental skills in this area.
AEPH364 STUDY PROPOSAL

Session One; 2 credit points (External)

Pre-Requisite: AEPH261, AEPH262, AEPH264, AEPH265

In this subject 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 subject AEPH464. The study will be able to be categorized according to major areas of research.

PRELIMINARY READING


TEXTBOOK


AEPH463 EVALUATION OF THE TOTAL SCHOOL HEALTH EDUCATION PROGRAM

Session Two; 6 credit points (External)

Pre-Requisite: AEPH363

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

TEXTBOOK

To be advised.

AEPH464 INDIVIDUAL STUDY

Session Two; 6 credit points (External)

Pre-Requisite: AEPH364

At the conclusion of this subject the student will have developed expertise for participation in the development, improvement and co-ordination of school and community health education programmes. In this subject students will implement their personal project, enunciated in AEPH364, and present a substantial report.

TEXTBOOK

GRADUATE DIPLOMA IN EDUCATION STUDIES (SCHOOL ADMINISTRATION)

This part time course will be conducted over four stages.

The course has been designed to provide, through a variety of course subjects 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. Particular emphases will be on the supervisory issues of: curriculum leadership, models of teaching; discipline and change in schools.
## GRADUATE DIPLOMA COURSES 834 279

### GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (SCHOOL ADMINISTRATION)

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GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(SCHOOL ADMINISTRATION)

CONTENTS OF SUBJECTS

AIAE161 ORGANIZATIONS: THEORY AND STRUCTURE

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

Through this subject 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.

AIAE162 ADMINISTRATION: HISTORICAL AND PHILOSOPHICAL PERSPECTIVES

Session Two; 6 credit points (3 hours per week)

Pre-Requisite: Nil

Through study in this subject 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.

AIAE163 THE ORGANIZATIONAL ENVIRONMENT: CONTENTS AND CONSTRAINTS

Session One; 6 credit points (2 hours per week)

Pre-Requisite: AIAE161, AIAE162

This subject is designed to provide students with a knowledge and understanding of the external and internal influences acting upon a societal unit such as a school. Consideration will be given to a systems analysis of schools, the external environment of schools, the internal school environment and the single school as system examples.

AIAE261 THE DYNAMICS OF AN ORGANIZATION

Session Two; 4 credit points (2 hours per week)

Pre-Requisite: AIAE161, AIAE162, AIAE163, AIAE262

This subject analyses the characteristics of educational institutions as organisations in action. Consideration will be given to the impact of people on organisations, issues in supervision, the personal dynamics of supervisors, important dynamics in organisations.

AIAE262 COMPARATIVE APPROACHES TO ADMINISTRATION: A CONCEPTUAL OVERVIEW

Session Two; 4 credit points (2 hours per week)

Pre-Requisite: AIAE161, AIAE162
Co-Requisite: AIAE163, AIAE261

Through studies in this area students will acquire an understanding of the admin-
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.

**AIAE263 DYNAMICS OF ADMINISTRATION**

*Session One; 4 credit points (2 hours per week)*

*Pre-Requisite:* All 100 level course units.

This subject examines in depth the options available for working with people to achieve organisational objectives. Issues to be considered include: human relationships in schools, administrative support to the problems of curriculum development and implementation, promoting change in schools, discipline in schools.

**AIAE264 CURRICULUM AND SCHOOL MANAGEMENT**

*Session One; 4 credit points (2 hours per week)*

*Pre-Requisite:* All 100 level subjects

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 subject 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.

**AIAE361 THE MANAGEMENT OF HUMAN RESOURCES**

*Session Two; 4 credit points (2 hours per week)*

*Pre-Requisite:* AIAE261, AIAE263  
*Co-Requisite:* AIAE362

This subject aims to complete a study of the supervisory aspects of school administration by concentrating on more sophisticated aspects of human resources supervision. Aspects to be considered include: human resource supervision, staff development, career stages, job satisfaction, planning effective inservice staff development programs, stress and time management, specific purpose, counselling, confrontation and dispute management.

**AIAE362 THE MANAGEMENT OF PHYSICAL AND FINANCIAL RESOURCES**

*Session Two; 4 credit points (2 hours per week)*

*Pre-Requisite:* AIAE161, AIAE163  
*Co-Requisite:* AIAE361

Through studies in this subject 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.
AIAE363 INDIVIDUAL SPECIAL PROJECT – IMPLEMENTATION

Session Two; 4 credit points (2 hours per week)

Pre-Requisite: All 200 level subjects and AIAE265

Through this subject, students will demonstrate their ability to implement a project significantly related to an aspect of school administration; analyse the results of project within the framework of organizational and administrative theory; and present a substantial written report in which findings are documented.
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(READING/ENGLISH AS A SECOND LANGUAGE EDUCATION)
- PART TIME/EXTERNAL

This course is designed for teachers and others who are concerned either with literacy education (i.e. reading, writing, spelling, oral language) or with teaching English as a second language. The needs of all learners are catered for, from kindergarten to year 12 and beyond.

The course is divided into two sections. Work in the first two stages (first year) looks at the nature of language and at patterns of both oral and written language development for first and second language learners. There is also a subject which looks at the social and cultural contexts of learning. All students in the course take these subjects, which are intended to provide essential background to later, more specialised work.

In stages 3 and 4 (second year) students choose to specialise in either Literacy education for English speakers or in teaching English as a second language. In both strands the themes of literacy education for both English speakers and non-English speakers will be treated, but with different emphases.

In the literacy-education-for-English-speakers-strand students will study topics such as the reading process, the writing process, remediation and diagnosis of reading, writing problems; children’s literature, classroom organisation and strategies for teaching the skills of literacy.

The ESL strand looks at the foundations of ESL education; the assessment of needs; programme design; and approaches, methods and techniques in ESL education.

The course is designed to be practical in its emphasis, building on teachers’ expertise wherever possible, working towards the development of a methodology which is applicable to teachers’ own classrooms.
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**CORE STUDIES**

- **Language Development**: AECL161 6 (3) AECL164 4 (2)
- **The Social & Cultural Context of Learning**: AECL162 6 (3)
- **The Comprehension of Language**: AECL163 4 (2)
- **The Evaluation of Language**: AECL165 4 (2)

**ENGLISH SECOND LANGUAGE EDUCATION**

- **The Foundations of E S O Education**: AECL260 6 (3)
- **The Assessment of Needs of Second Language Learner**: AECL261 4 (2)
- **Study Proposal**: AECL262 2 (1)
- **Program Design & Organisation**: AECL263 4 (2)
- **Approaches, Methods & Techniques**: AECL264 4 (2)
- **Special Project**: AECL361 4 (2)

**LITERACY EDUCATION**

- **The Anatomy of Reading and Writing**: AECL265 6 (3)
- **Measuring, Diagnosing, Evaluating Literacy Development**: AECL266 4 (2)
- **Study Proposal**: AECL262 2 (1)
- **The Literacy Learning Environment Resources**: AECL268 4 (2)
- **The Literacy Learning Environment Organisation**: AECL269 4 (2)
- **Special Project**: AECL361 4 (2)

**Total Credit Points & Hours Per Week**: 12 (6) 12 (6) 12 (6) 12 (6)
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(READING/ENGLISH AS A SECOND LANGUAGE EDUCATION)

CONTENT OF SUBJECTS

AECL161 LANGUAGE DEVELOPMENT I

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

This subject 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 of linguistics will also form part of this subject since an understanding of the systems of language is essential to later subjects in both strands of the course.

TEXTBOOK

To be prescribed.

AECL162 THE SOCIAL AND CULTURAL CONTEXT OF LEARNING

Session One; 6 credit points (3 hours per week)

Pre-Requisite: Nil

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 subject aims at developing these essential attitudes and skills through a study of cultural difference and its educational consequences.

TEXTBOOK

To be prescribed.

PRELIMINARY READING


AECL163 THE COMPREHENSION OF LANGUAGE

Session Two; 4 credit points (2 hours per week)

Pre-Requisite: Nil

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 subject is designed to develop that understanding through a consideration of the relationship between language, experience, memory and learning.
TEXTBOOK


**AECL164 LANGUAGE DEVELOPMENT II**

Session Two; 4 credit points (2 hours per week)

**Pre-Requisite:** Nil

This subject will consider aspects of language development and linguistics which were not discussed in the first session. The particular focus of this subject 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 subjects on the teaching of reading and the teaching of English as a second language.

**TEXTBOOKS**

As for AECL161

**AECL165 THE EVALUATION OF LANGUAGE: ISSUES AND PRINCIPLES**

Session Two; 4 credit points (2 hours per week)

**Pre-Requisite:** Nil

In this subject 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 subject to critical scrutiny.

The concepts developed will be important as background to the subsequent studies undertaken in both the literacy and ESL subjects.

**TEXTBOOKS**

To be prescribed.

**AECL260 FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE EDUCATION**

Session One; 6 credit points (3 hours per week)

**Co-Requisite:** AECL161 and AECL162

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

**TEXTBOOKS**

To be prescribed.
AECL261 ASSESSMENT OF NEEDS OF SECOND LANGUAGE LEARNERS

Session One; 4 credit points (2 hours per week)

Co-Requisite: AECL161 and AECL162

This subject 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.

TEXTBOOK

To be prescribed.

AECL265 THE ANATOMY OF READING AND WRITING

Session One; 6 credit points (3 hours per week)

Co-Requisite: AECL161 and AECL162

This subject is designed to develop a thorough understanding of the reading and writing processes through a detailed analysis of the reading and writing behaviours and processes that learners use together with a critical examination of relevant research into the nature of the reading and writing processes.

TEXTBOOKS

To be prescribed.

AECL266 MEASURING, DIAGNOSING, EVALUATING LITERACY DEVELOPMENT

Session One; 4 credit points (2 hours per week)

Co-Requisite: AECL161 and AECL162

This subject is designed to develop skills in the evaluation of reading and writing 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 subject will be of critical importance in the successful completion of the practical work required in the final session.

TEXTBOOK

To be prescribed.

AECL262 STUDY PROPOSAL

Session One; 2 credit points (1 hour per week)

Pre-Requisite: Any three of AECL161, AECL162, AECL163, AECL164 and AECL165

A mandatory requirement of the course is that all students should undertake an individual study project through which they can demonstrate their theoretical and practical mastery of the subjects studied. This subject is intended to prepare students to undertake such a project.
No prescribed textbook.

**AECL263 PROGRAMME DESIGN AND ORGANISATION IN ENGLISH AS A SECOND LANGUAGE EDUCATION**

*Session Two; 4 credit points (2 hours per week)*

**Pre-Requisite:** AECL161  
**Co-Requisite:** AECL164

This subject will develop an understanding of the relationship between ESL education, the whole school curriculum, the community and the range of organisational models for ESL education as a basis for planning and implementing effective ESL programmes.

**TEXTBOOK**

To be prescribed.

**AECL264 APPROACHES, METHODS AND TECHNIQUES IN ENGLISH AS A SECOND LANGUAGE EDUCATION**

*Session Two; 4 credit points (2 hours per week)*

**Pre-Requisite:** AECL161  
**Co-Requisite:** AECL164

This subject 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 ESL education.

**TEXTBOOK**

To be prescribed.

**AECL268 THE LITERACY LEARNING ENVIRONMENT: RESOURCES**

*Session Two; 4 credit points (2 hours per week)*

**Pre-Requisite:** AECL163  
**Co-Requisite:** AECL164, AECL165

This subject 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.

**TEXTBOOK**

To be prescribed.
AECL269 THE LITERACY LEARNING ENVIRONMENT: ORGANISATIONS AND PRACTICE

Session Two: 4 credit points (2 hours per week)

Pre-Requisite: AECL163
Co-Requisite: AECL164, AECL165

This subject is designed to make students aware of a range of approaches to the teaching of literacy 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.

TEXTBOOK


AECL361 SPECIAL PROJECT

Session Two: 4 credit points

Pre-Requisite: AECL262
Co-Requisite: AECL260 and AECL261 or AECL265 or AECL266

A graduate of this subject must demonstrate the ability to examine a practical problem within the broad context of language education. In the previous session each student was required to develop a proposal designed to investigate such a problem in relation to either Literacy Education for English Speakers education or ESL education. In this subject students will be expected to conduct a study based on their proposal and to analyse the results. A substantial report on this individual project will be required to each student.

TEXTBOOK

No prescribed textbook.
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
-SECONDARY MATHEMATICS EDUCATION

This course has been designed to enable teachers of Secondary Mathematics to upgrade their knowledge of mathematics education and to improve their own mathematical ability.

There are eight subjects which comprise the graduate diploma; three in mathematics education including a research project and five in advanced mathematics.

This course is presented externally over two years. Vacation Schools may be required for some of the subjects.
**STAGE**

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*Subjects AEMA161, AEMA164 and AEMA165 will not be offered in 1984.*
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(SECONDARY MATHEMATICS EDUCATION)

CONTENT OF SUBJECTS

AECM161 MATHEMATICS EDUCATION

Session One: 6 credit points (External)

Pre-Requisite: Diploma in Teaching

This subject will explore the political, sociological, psychological and philosophical assumptions which underpin curricula design, implementation and evaluation. Conceptual frameworks which guide the development of learning experiences in mathematics will be examined. Curriculum change and innovation will be discussed as well as the related leadership roles and tasks required for the development and evaluation of curriculum.

TEXTBOOKS


AECM162 RESEARCH TECHNIQUES

Session One: 6 credit points (External)

Pre-Requisite: Nil

It is important for practitioners in all fields to be able to interpret and implement current research findings and to be able to initiate and carry out an investigation. This subject develops the skills and concepts necessary for these tasks and provides the pre-requisite background for the completion of an individual research project.

TEXTBOOK


AECM262 RESEARCH PROJECT

Session Two: 6 credit points (External)

Pre-Requisite: AECM162

This subject has been designed to enable students to participate in the process of research in mathematics education. Such participation is essential if students are to understand research methods and to read with critical awareness the research of others.

TEXTBOOK

To be advised.
AEMA161 MICROCOMPUTING

Session Two; 6 credit points (External)

Pre-Requisite: Nil

Topics to be covered in this subject include fundamentals of microcomputing, basic commands, functions and subroutines, matrix manipulation, string manipulation; file handling, searching and sorting; an introduction to computer graphics, and CAI; generating pseudo-random numbers, games and simulations; and the use of computer packages.

TEXTBOOK


AEMA162 ADVANCED CALCULUS

Session One; 6 credit points (External)

Pre-Requisite: Nil

The topics to be studied in this subject 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.

TEXTBOOK


AEMA163 COMPLEX VARIABLES

Session Two; 6 credit points (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.

TEXTBOOK

To be advised.

AEMA164 GEOMETRY

Session Two; 6 credit points (External)

Pre-Requisite: Nil

This subject will include a study of Euclidean geometry, vector geometry, applications of matrices, applications of groups, and the geometry of incidence.

TEXTBOOK

AEMA165 MATHEMATICAL STATISTICS

Session One; 6 credit points (External)

Pre-Requisite: Nil

This subject 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.

TEXTBOOK

POSTGRADUATE DIPLOMA IN INDUSTRIAL HEALTH AND HAZARD CONTROL

This course is designed for graduates from any training background who have an interest in or responsibility for industrial health and safety and the reduction of hazards in work environments. The course will involve 1 year full-time or 2 years part-time study, and will be structured around two strands of study.

Strand one: the philosophical, societal and other bases of industrial health and hazard control, together with methodologies for the introduction of greater levels of industrial safety and health into working environments by both passive and active means such as design and operating procedures and training programs.

Strand two: specific studies of current knowledges and skills connected with industrial health and safety and areas such as engineering hazards, biological hazards, chemical hazards and related environmental issues.

The course is planned for introduction in 1985. Further information may be obtained from the School of Industrial and Administrative Studies.