Handbook of Courses 1982

College Address:
221 Burwood Highway, Burwood, Victoria, Australia, 3125
Telephone: 285 0444

ISBN 0156-0921
HOW TO USE THIS HANDBOOK

The Handbook is divided into four main sections:

Administration
Undergraduate-Graduate courses
Post-Graduate courses
Special Education courses

The Administration section covers a variety of matters concerning the organization of the college, general information for students, college facilities and services, information on Education Department matters and Student Council information.

The Undergraduate-Graduate courses section outlines the course structures and regulations for the Bachelor of Education and Diploma of Teaching courses, followed by the subjects and sequences offered by Departments. Except for the lists of elective studies in the Department of Education Studies, and the units of the Graduate Diploma in Educational Studies, course components appear in numerical order within the respective level of the courses.

An index of units appears at the rear of the handbook, followed by a general index of contents. Copies of the handbook are available at a cost of $5.00 (plus postage of $0.80 if applicable). The contents of this handbook are correct at time of printing, November 1981. The information given in this publication is intended as a guide to the courses offered by the College and shall not be deemed to constitute a contract or the terms thereof between Burwood State College and a student or any third party. The college reserves the right to cancel, suspend or modify in any way the information contained in this publication.

Enquiries on Teacher Education courses should be directed to:
The Admissions Officer,
Burwood State College
221 Burwood Highway
BURWOOD, VICTORIA, AUSTRALIA, 3125. Telephone: 285 0264

Enquiries on Special Education courses should be directed to:
The Administrative Officer,
Institute of Special Education
Burwood State College
221 Burwood Highway
BURWOOD, VICTORIA, AUSTRALIA, 3125. Telephone: 285 0333

Enquiries on General College matters should be directed to:
The Academic Registrar,
Burwood State College
221 Burwood Highway
BURWOOD, VICTORIA, AUSTRALIA, 3125. Telephone: 285 0444
# TABLE OF CONTENTS

How to use this Handbook ................................................................. 2
Academic Calendar .............................................................................. 6
Significant Dates in 1982 ...................................................................... 8
1982 Year Calendar ............................................................................. 9

## ADMINISTRATION

Council and Staff
- The Council .................................................................................. 13
- Staff .............................................................................................. 14

The College
- History .......................................................................................... 21
- Board of Studies ........................................................................... 25
- Members of the Board of Studies .................................................. 28
- Standing Committees of the Board ................................................ 29
- Election Regulations ...................................................................... 37

Student Information
- Discipline Regulations .................................................................... 41
- Student Appeals on Academic Matters ........................................... 43
- Assessment ..................................................................................... 44
- Attendance Requirements ............................................................... 48
- Variation of Enrolment .................................................................. 50
- Withdrawal of Enrolment ............................................................... 50
- Intermission ................................................................................... 50
- Complementary Studies ................................................................ 50
- Single Unit Enrolment ................................................................... 50
- Special Consideration .................................................................... 51
- Schools Associated with the College ............................................. 52
- Victorian Education Department .................................................... 53

Facilities and Services
- Education Resource Centre ........................................................... 53
- Burwood Regional Community Education Centre ....................... 54
- The Child Study Centre .................................................................. 55
- Student Welfare Services ............................................................... 56
- Leisure Exchange ............................................................................ 57
- Cafeteria ......................................................................................... 58
- College Bookstore .......................................................................... 59
**Student Activities**

Student Council Office bearers .................................................. 60
Student facilities ........................................................................ 61

**UNDERGRADUATE-GRADUATE COURSES**

**Undergraduate Studies**

Bachelor of Education (Primary) Degree
(Including the Diploma of Teaching) .................................................. 65
Bachelor of Education (Art) ............................................................... 67
Bachelor of Education (Music) ............................................................ 68
Bachelor of Education (Physical Education) ........................................ 68
Regulations ......................................................................................... 81

**Graduate Studies**

Diploma of Teaching (Primary) .......................................................... 71
Bachelor of Education (Primary) Degree .............................................. 72
Bachelor of Education (Secondary) ....................................................... 79
Regulations ......................................................................................... 81

Departmental Subjects

Applied Education ............................................................................... 87
Art ..................................................................................................... 103
Education Studies ............................................................................. 119
English, Language and Literature ....................................................... 134
Health, Physical Education and Recreation ......................................... 145
Mathematics and Computing .............................................................. 162
Music ................................................................................................. 167
Primary Orientation ............................................................................ 180
Teaching and Curriculum Studies ...................................................... 187
Science .............................................................................................. 199
Social Sciences .................................................................................. 204
Special Education ............................................................................ 210

**POST-GRADUATE COURSES**

Graduate Diploma in Educational Studies ........................................... 225
Graduate Diploma in Health Education .............................................. 239
Graduate Diploma in Physical Education and Recreation for the Disabled .................................................. 244
Graduate Diploma in Special Education ............................................ 249
Master of Education (Special Education) ........................................... 268
SPECIAL EDUCATION COURSES

Bachelor of Education (Special Education) ........................................... 271
Certificate in Aural Rehabilitation .................................................. 271
Certificate in Further Education and Employment of the Handicapped ........................................... 275
Graduate Diploma in Special Education ............................................ 279
Master of Education (Special Education) ........................................... 279

Index of Units

Index of Units .............................................................................. 280-295

General Index

A full index for all Sections appears on pages ................................. 296-298

Maps

Main Buildings, Burwood State College ........................................... 299
Locality Map ................................................................................... Inside Back Cover
## ACADEMIC CALENDAR 1982

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>CUMULATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIP. T.</td>
<td>B. ED.</td>
<td>DIP. T.</td>
<td>B. ED.</td>
<td>DIP. T.</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>No.</td>
<td>1-12</td>
<td>1-12</td>
<td>1-12</td>
<td>1-12</td>
</tr>
<tr>
<td>15-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun. 1</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jul. 1</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 1</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27-31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 1</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 1</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27-31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 1</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 1</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EASTER BREAK
Thursday 8 April to Wednesday 14 April.

### STUDY BREAK
Corresponding with State School Vacation.

### Major Studies Week

### CUMULATIVE

### STUDY BREAK
Corresponding with State School Vacation.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>C.A.R.</th>
<th>C.F.E.E.H.</th>
<th>G.O.B.E.</th>
<th>SPECIAL DATES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td><strong>STUDY BREAK</strong></td>
<td><strong>EASTER BREAK</strong> THURSDAY 3 APRIL TO MONDAY 14 APRIL</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>17</td>
<td>24</td>
<td><strong>STUDY BREAK</strong></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>22</td>
<td>29</td>
<td></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>27</td>
<td>34</td>
<td></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>17</td>
<td>24</td>
<td></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>22</td>
<td>29</td>
<td></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>27</td>
<td>34</td>
<td></td>
<td><strong>STUDY BREAK</strong> CORRESPONDING WITH STATE SCHOOL VACATION</td>
</tr>
</tbody>
</table>

1. **GENERAL**
   - Public Holidays: The College observes the usual Public Holidays, including Easter (in 1982), May Day, and Bank Holiday. Special dates and breaks are indicated.

2. **STUDENT BREAKS**
   - **EASTER BREAK** from Thursday 3 April to Monday 14 April.
   - **STUDY BREAKS** corresponding with state school vacation.

3. **SPECIAL DATES**
   - **BREAKS** indicated in the table.

4. **NOTES**
   - Detailed information on study breaks and special dates can be found in the accompanying notes or guidelines.
**SIGNIFICANT DATES 1982**

| JANUARY | M    | 4 | COLLEGE REOPENS                   |
|         | F    | 29 | Re-enrolment for balance of returning students |
| FEBRUARY | M   | 1 | Australia Day — College closed |
|         | W   | 3 | Enrolment Graduate Diplomas |
|         | M   | 8 | Enrolments Diploma Teaching (First Round) |
|         | F   | 19 | Enrolments Diploma Teaching (Second Round) |
|         | W   | 24 | Orientation Day (Lectures cancelled) |
| MARCH   | M   | 8 | Labour Day Lectures as Usual |
| APRIL   | Th  | 8 | Easter Break (one week) — College closed |
|         | W   | 14 | (Incl.) |
|         | S   | 24 | Graduation Ceremonies 2.00 p.m. and 8.00 p.m. Robert Blackwood Hall |
| MAY     | M   | 10 | Study Break corresponding with State School vacation |
|         | F   | 24 | (Incl.) |
| JUNE    | M   | 14 | Queens Birthday — Holiday |
| JULY    | M   | 28 | MAJOR STUDIES WEEK |
|         | F   | 2 | |
|         | S   | 25 | OPEN DAY |
| AUGUST  | M   | 23 | STUDY BREAK Corresponding with State School vacation |
| SEPTEMBER | F | 3 | (Incl.) |
| SEPTEMBER | Th | 23 | Show Day — Lectures as Usual |
| NOVEMBER | T   | 2 | Cup Day — College closed |
| DECEMBER | F   | 24 | Christmas/New Year — College closed |
| JANUARY | M   | 3 | (Incl.) |
## Calendar 1982

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>3 10 17 24 31</td>
<td>7 14 21 28</td>
</tr>
<tr>
<td>Monday</td>
<td>4 11 18 25 ....</td>
<td>1 8 15 22 ....</td>
</tr>
<tr>
<td>Tuesday</td>
<td>5 12 19 26 ....</td>
<td>2 9 16 23 ....</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6 13 20 27 ....</td>
<td>3 10 17 24 ....</td>
</tr>
<tr>
<td>Thursday</td>
<td>7 14 21 28 ....</td>
<td>4 11 18 25 ....</td>
</tr>
<tr>
<td>Friday</td>
<td>1 8 15 22 29 ....</td>
<td>5 12 19 26 ....</td>
</tr>
<tr>
<td>Saturday</td>
<td>2 9 16 23 30 ....</td>
<td>6 13 20 27 ....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>4 11 18 25</td>
<td>2 9 16 23 30</td>
</tr>
<tr>
<td>Monday</td>
<td>5 12 19 26</td>
<td>3 10 17 24 31</td>
</tr>
<tr>
<td>Tuesday</td>
<td>6 13 20 27</td>
<td>4 11 18 25 ....</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7 14 21 28</td>
<td>5 12 19 26 ....</td>
</tr>
<tr>
<td>Thursday</td>
<td>1 8 15 22 29</td>
<td>6 13 20 27 ....</td>
</tr>
<tr>
<td>Friday</td>
<td>2 9 16 23 30</td>
<td>7 14 21 28 ....</td>
</tr>
<tr>
<td>Saturday</td>
<td>3 10 17 24 ....</td>
<td>1 8 15 22 29 ....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>4 11 18 25</td>
<td>1 8 15 22 29</td>
</tr>
<tr>
<td>Monday</td>
<td>5 12 19 26</td>
<td>2 9 16 23 30</td>
</tr>
<tr>
<td>Tuesday</td>
<td>6 13 20 27</td>
<td>3 10 17 24 31</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7 14 21 28</td>
<td>4 11 18 25 ....</td>
</tr>
<tr>
<td>Thursday</td>
<td>1 8 15 22 29</td>
<td>5 12 19 26 ....</td>
</tr>
<tr>
<td>Friday</td>
<td>2 9 16 23 30</td>
<td>6 13 20 27 ....</td>
</tr>
<tr>
<td>Saturday</td>
<td>3 10 17 24 31</td>
<td>7 14 21 28 ....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>3 10 17 24 31</td>
<td>7 14 21 28</td>
</tr>
<tr>
<td>Monday</td>
<td>4 11 18 25 ....</td>
<td>1 8 15 22 29</td>
</tr>
<tr>
<td>Tuesday</td>
<td>5 12 19 26 ....</td>
<td>2 9 16 23 30</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6 13 20 27 ....</td>
<td>3 10 17 24 ....</td>
</tr>
<tr>
<td>Thursday</td>
<td>7 14 21 28 ....</td>
<td>4 11 18 25 ....</td>
</tr>
<tr>
<td>Friday</td>
<td>1 8 15 22 29 ....</td>
<td>5 12 19 26 ....</td>
</tr>
<tr>
<td>Saturday</td>
<td>2 9 16 23 30 ....</td>
<td>6 13 20 27 ....</td>
</tr>
</tbody>
</table>
# Table of Contents

Membership of Council .......................................................... 13
Staff ......................................................................................... 14
College History ........................................................................ 21
Board of Studies ....................................................................... 25
Members of the Board of Studies ............................................... 28
Standing Committees of the Board of Studies .......................... 29
Election Regulations .................................................................. 37
Discipline Regulations .............................................................. 41
Student Appeals ......................................................................... 43
Assessment ............................................................................... 44
Attendance Requirements .......................................................... 48
Variation of Enrolment .............................................................. 50
Complementary Studies ............................................................... 50
Single Unit Enrolment ............................................................... 50
Victorian Education Department .................................................. 53
Education Resource Centre ........................................................ 53
Burwood Regional Community ..................................................... 54
Education Centre ......................................................................... 55
Child Study Centre ..................................................................... 55
Student Welfare Services ............................................................ 56
Leisure Exchange ........................................................................ 57
Student Council ......................................................................... 60
THE COUNCIL

Chairman of the Council: HUGH T. ROGERS
Principal of the College: A. J. PETER NATTRASS
Secretary to Council, The Academic Registrar: IAN DUNLOP

MEMBERS OF THE COUNCIL

Appointed by Governor-in-Council under Clause 2 (I) (a):

- G. S. DYER, AASA, ACIS.
- Joan M. MONTGOMERY, OBE, BA, BEd, FACE
- Professor P. W. MUSGRAVE, MA(Cantab), PhD(London), CertEd(Cantab), FASSA
- H. T. ROGERS, JP, BCom, FIPM, AFAIM.

Appointed by the Minister of Education under Clause 2 (I) (b):

- J. F. WILSON, BA, DipEd, TPTC.

The Principal of the College Ex-Officio under Clause 2 (I) (c):

- A. J. P. NATTRASS, BCom, BEd, MA(Hons)(Melb), TPTC, MACE.

Elected by the Board of Studies under Clause 2 (I) (d):

- E. L. UNTHANK, BSc, BEd, PhD(Melb), MACE, MAMS.

Elected by Academic Staff of the College under Clause 2 (I) (e):

- DAVID A. JULER, BA, BEd (Melb), TPTC.

Elected by Students of the College under Clause 2 (I) (f):

- GREG WHARTON.

Co-opted by the Council under Clause 2 (I) (g):

- DENISE J. KING, LLB.
- J. A. McINTOSH, DipMechE, DipEE, DipAppSci, FIE(Aust), FInstD, FAIM.
- D. E. MEIKLEJOHN, BCom, FASA, AAUQ, DipEd.
- L. J. PRYOR, MA, MEd(Melb), FACE.

STANDING COMMITTEES OF COUNCIL

The principal is an ex-officio member of all committees within the College. The Academic Registrar is secretary to all boards and committees within the College although he may delegate secretarial responsibilities.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chairman</th>
<th>Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>D. E. Meiklejohn</td>
<td>R. H. Riehm</td>
</tr>
<tr>
<td>Planning and Development</td>
<td>P. W. Musgrave</td>
<td>Valda Cook</td>
</tr>
<tr>
<td>Staffing</td>
<td>Denise J. King</td>
<td>P. J. Abbott</td>
</tr>
<tr>
<td>Statutes and Regulations</td>
<td>Denise J. King</td>
<td>A. I. Dunlop</td>
</tr>
<tr>
<td>Board of Studies</td>
<td>A. J. P. Nattrass</td>
<td>Valda Cook</td>
</tr>
</tbody>
</table>
ACADEMIC STAFF

Principal: A. J. PETER NATTRAJS, BCom, BEd, MA(Hons)(Melb), TPTC, MACE

Dean Planning and Development: RONALD T. FITZGERALD, PhD(Le Trobe), MA, DipEd(Melb), TPTC, MACE

Dean Teacher Education: JOHN R. LAWRY, BA(Hons)(Melb), DipEd(Melb), BEd(Melb), MACE, PhD(Monash)

Dean Asst to the Principal: ERIC L. UNTHANK, BSc, BEd, PhD(Melb), TPTC, MACE, MAMS

DEPARTMENT OF APPLIED EDUCATION

BERTRAM I. ROLLINS, BCom, BEd(Melb), TACTC, TPTC
Elaine P. Atkinson, BSc, BEd(Melb), PhD(Monash)
Edith H. Beaman, MA, DipSocStudies, DipEd
David Burns, BA, DipEd(Melb), MEd(Monash), TPTC
D. L. Thomas Cameron, BA(Monash), CertB TPTC(Bendigo TC)
Wilma Carter, TPTC, IITC(Melb), KTC(IIECD), Certificate A (Education Dept)
Murray Evans, BCom(Meib), Med(Wath), TSTC
Trevor F. Hutchins, BSc(Hons), Med(Monash), MA(London), TPTC, MACE, MAPaS
Richard Johnson, B.Com(Calcutta), B.Teaching(Calcutta), B.Ed(Le Trobe)
David W. Pettitt, MA, DipEd, Med
Suzanne H. Prowse, BA(Newcastle), DipEd(Newcastle)
Bryan W. Smith, BA, DipEd(WA), BEd(Monash), ME(Melb)
Kathryn M. Thanai, BA(Hons)(Melb), MA(Hons)(Melb), DipEd(Melb), BEd(Monash), PhD(McMaster)
PETER G. Waterworth, BA, BEd(Monash), TPTC
John H. Wise, BA, DipEd(Melb), Associate Diploma (Librarianship)(RMIT), TLLC, TPTC
Harry Zable, BA(Hons)(Melb), TSTC

DEPARTMENT OF ART

IVAN M. DUNDAS, FRMIT, SATC, TACTC(Primary), TPTC, MACE
Maxwell R. Davis, ARMIT, DTSC, TPTC
*Marsha Eaves, BFineArts(Colorado TC)
W. Ian Edwards, FRMIT, BA, SATC, TPTC, MACE
*John W. Forrest, DipFineArt, TSTC
Robert Freeman, BEd(Burwood SC)
Esther Holland, BEd(Burwood SC), TSTC(AVC)
John B. Howard, BEd(Burwood SC), FRMIT, SATC, TPTC
Colin R. Johnson, DipArt, SATC, TPTC, CCSSW
Roy J. Latham, BEd(Burwood SC), Cert of Art, TPTC
Barry M. Preston, BEd(Le Trobe), DipArt, SATC, TPTC
D. Anne Richards, FRMIT, SATC, TSTC(AVC)
Judith R. Sullivan, TSTC
Graeme T. Wheeler, DipArt, SATC, TPTC
Technical Staff N. Duff

DEPARTMENT OF EDUCATION STUDIES

KEITH G. FRAMPTON, BCom, BEd(Melb), MED(Monash), TPTC(Melb TC)
David J. Beattine, BSc, DipPsych(Melb), MED(Manitoba), TPTC(Melb TC), MAPSS
Martin H. CAMERON, BA(Monash), MED(Monash), LACST(£incoln Institute), TPTC(Frankston), CCSSW(Melb)
* Part time
Academic Staff

Leo J. Canning, BCom, BEd(Melb), MEd(Monash)
(Joost) J. J. P. Cote, BA, BEd(Melb), MEd(Monash), TPTC, MACE
Marion J. Cummins, BSc(Hons)(Sheffield), DipPsych(Qld)
Frank Ford, BA, BEd(Melb), TPTC
Terry B. Godfrey, BA, DipEd(NSW), MA(Monash)
John Gough, BSc(Hons), MSC, DipEd(Monash), MED S(Monash)
Kenneth A. Hopkins, BA(Melb), MA(London), BEd, MEd(Monash) TPTC
*Ruth Lacy, BA(Hons)(Monash), BEd, TPTC(Frankston SC)
John R. Leach, BA, BEd(Melb), MEd(Monash), TPTC, MACE
Eric R. Little, BCom(Melb), BEd, MEd(Monash), TPTC
Craig McLennan, BA(Hons)(La Trobe), TPTC(Coburg)
Kenneth J. Mackie, MA(NZ), BEd(La Trobe)
*Joan B. Segrave, BSc(Hons)(Melb), BEd(Melb), MEd(Melb), DipT
Des E. Shinkfield, BA(Melb), BEd(Monash), DipEd(Syd), TSTC(NSW) DipEd of Counselling (RMIT)

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

David A. Juler, BA, BEd(Melb), TPTC
Colin P. Bowden, BA(Melb), BEd(Melb), MEd(Monash)
Winsome De Posamentier, TITC, MACE
John J. Horgan, BA, BEd(Melb), TPTC
Shirley L. Lacy, BA(Burwood SC), DipT(Burwood SC), TPTC(NSW)
Robert V. McPhee, BA(Melb), BEd(Monash), MEd(Monash), TPTC
Jane A. Morton, Cert of Education(Wales)
Bernard J. Ryan, BA, BEd(Melb), TPTC
John W. Sjodin, BA, BEd(Melb), TPTC
Peter L. Sommerville, DipArt(RMIT), TACTC(Prim), TPTC
Lynette J. Thomas, TPTC

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

ELIZABETH O. WALPOLE, DipPE(Melb), BA(Melb), MEd(Monash), TPTC(Melb TC)
John G. Birchall, DipPE(Melb), BEd(WA), TSTC(Melb STC), Mountain Leadership Award (National Fitness)
Alan J. Clarke, DipPE(Melb), BEd(WA), TPTC(Burwood TC), Non-Certificated Courses in Health Education and Human Sexuality (S.B.R.C.)
Penelope J. Cashman, DipPE(Otago), TPTC(NZ), MSc(Otago)
Charles C. Dart, DipPE(Melb), BA(Monash), TPTC
Ian Gillam, DipPE(Melb), BSc(Hons)(Melb), MSc(Melb)
John C. Harmer, DipPE(Melb), BEd(WA), HDT(Sec)
David A. Heale, BA(Hons)(Monash), BEd(Monash), Victorian Bushwalking and Mountaineer's Certificate
Geoff Hosford, DipPE(Loughborough), BEd(WA)
John T. Kilpatrick, DipPE(Melb), BA(Monash), MS(San Jose), TPTC(Toorak SC)
William J. McLauglin, DipPE(Melb), BA(Monash), MS(Illinois), TPTC
Gavin J. Mooney, DipPE(Melb), BA(Monash), BEd(Monash), TSTC(Melb TC)
Sheila Morphy, MB(St Andrew's), ChB(St Andrew's)
David A. Parkin, DipPE(Melb), BPE(WA), TPTC(Toorak TC)
Peter Schokman, DipPE(Melb), BA(Monash), BEd(WA), TSTC
Valerie J. Wallace, DipPE(Melb), BA(Melb), BEd(Monash), TPTC(Burwood)
Lesley White, DipPE(Melb), BA(Melb), BEd(La Trobe), MA(Leeds)
Moira Yuill, DipPE(Scotland), BEd(Burwood)

*Part time
Academic Staff

DEPARTMENT OF MATHEMATICS AND COMPUTING

MICHAEL J. BROWN, BA(N.E), MA(Macq), TC(Sydney TC), MACE
Terry J. Beeby, BSc, DipEd(Melb), MPhil(Notm)
Robert N. Cocking, BA(Melb), BEd(Monash), MACE
Peter J. Grover, BSc(Melb), BEd(La Trobe), MEd St(Monash), TSTC
Susan C. Groves, MSc, DipEd(Melb), PhD(AU)
Margaret A. Jackson, BA, BEd(Monash), TPTC
Howard E. Schlieger, BSc, MEd(Melb)
Kate C. Stacey, BSc(Hons)(UNSW), MSc, DPhil(Oxon), DipEd(Monash)

DEPARTMENT OF MUSIC

BARRY PURCELL, BMus, BEd(Melb), TPTC, STPC
Brian Boadle, MED(Melb), BMusEd(Melb), TPTC, STPC
Belle Harper, MusBac, BEd(Melb), TPTC, Cert of Speech Comp, STPC, MACE
Noelia Hogg, BMus(Melb), MMus(Melb), BEd(La Trobe)
Ursula Politz, MusBac(Melb), TTC, STPC, LRSM, Cert Speech Comp
Betty Scarlett, MusBac, BEd(Melb)
Milton M. Thrift, MED(Monash), BA(N.Z.), BMus, BEd(Melb), TDip(NSW), TPTC(WA), MIMT, MACE
Graeme J. Webster, BMus(Melb), BEd(Melb), TPTC, STPC, AMusA

DEPARTMENT OF SCIENCE

WALTER C. MELLOW, BSc, DipEd(Melb), TPTC
Graeme M. Balding, BSc, DipEd(Melb), BEd(Monash)
Ian P. Farnsworth, BSc, BEd(Melb), MED(Monash)
David N. Hodges, BSc, DipEd(Monash), MEnvSci(Monash)
Alan L. Keeble, BSc(Melb), BEd(Monash), MEnvSci(Monash), TPTC
Rosemary J. Perry, BSc(Hons)(Monash), BEd(Monash), TPTC
Kenneth N. Simpson, MSc(Honoris Causa)(Monash)
George T. Warren, BSc(Melb), BEd(Monash), TPTC

Technical Staff

Peter J. Wright
Eugene Pichura

DEPARTMENT OF SOCIAL SCIENCES

STUART W. ROBINSON, BA(Hons)(Monash), TPTC(Melb SC)
Cliff N. Daly, BEcon(Monash), TPTC(Toorak SC)
Gavin W. Fainchney, BEd, BA(Hons)(Monash), MED(Monash), TPTC(Burwood SC)
Betty M. Feith, BA(Hons)(Melb), DipEd(Melb), BEd(Monash)
Margaret M. Pawsey, BA(Hons)(Monash), DipEd(Monash), PhD(Monash)
John B. Shepherdson, BA, DipEd, BEd(Monash), TPTC(Toorak TC)

INSTITUTE OF SPECIAL EDUCATION

DEAN INSTITUTE OF SPECIAL EDUCATION:

SIMON H. HASKELL, MA, PhD(Lond), FBPsS
Heather A. Bancroft, BA(Macquarie), DipAppPsychol
Christine Baxter, BA(Hons)(Lat), MHTC, TRDC
Neil Douglas Brewer, BA(Hons)(Adel), PhD(Adel)
Robert A. Cummings, BSc(Qld), DipPsychol(Qld), MSc(Qld), PhD(Qld), MAPsS
J. C. Paul Duerdoth, BA, BEd(Monash), TPTC, TTCTD, MACE
Raymond C. Jeanes, BA, BEd(Monash), TPTC, TTCTD, MACE
Patricia O'Brien, BA(Monash), MEd(Oregon), TPTC, TSpTC
Academic Staff

Desmond M. Pickering, BCom(Melb), MA(Melb), TPTC, CCSSW, MAPsS
Hugh S. Taylor, BA(Hons), BPhil(Birm)
Jean Vant, MA(Cantab), DipEdPsych(Lond)
Lachlan Wishart, TPTC, CCSCW, TSpTC, BSpEd(Monaah)
Margaret A. Young, LACST, BAppSc(Speech Path), DipEd
EDUCATION RESOURCE CENTRE STAFF

CHIEF LIBRARIAN

GEZA A. KOSA, BA(Melb), MS(Illinois), PhD(Indiana), DiplLib(Hungary), DiplLib(NSW), ALAA

LIBRARY

Esme Bastiansz
Mary P. Carrick, BA(Monash), ALAA
Leanne Fitzgerald
Anne D. Foster, ALAA
Heather M. Garioch, BA, DiplLib
Ibrahim Hamoui
*Anne Hensen, LibTechCert
Shelia Hellis
Leanne Howard, DiplFineArt
*Moira C. Ogilvie, BA(Melb), ARMIT, ALAA
Suzanne Osborne, TPTC
Marie Ponomaranko, BA(Melb), GradDiplLib(RMIT), ALAA
Robert Scott, BA(Qld), DipEd(SCV Hawthorn), DiplLib(NSW), ALAA
Maureen Spelman, LibTechCert
Margaret A. Waller, BA, BEd(Monash), ARMIT, ALAA
Gregory D. Worrell, ALAA

SECRETARIAL SERVICES

*Florence Crichton

AUDIO VISUAL SERVICES

Cheryl A. Bertrand, LibTechCert
Neil J. Daly, TPTC, AV, TechCertDipSM & M
Alan J. Foley, Audio Engineer (Grade A), TV OPS
Brian W. Gilbaut, TV TechCert

*Part time
ADMINISTRATIVE STAFF

ACADEMIC REGISTRAR
A. Ian Dunlop, BA(NE), AAIM

ASSISTANT ACADEMIC REGISTRAR
John S. Reed, BCom(Melb), DipEd(Melb), TPTC(Bendigo TC)

ACADEMIC OFFICER (Admissions)
Valda D. Cook, BA(Hons)(Monash)

CENTRAL SERVICES MANAGER
Vacant

BUSINESS MANAGER
Raymond H. Riehm, AASA, ACIS

STAFF OFFICER
Patrick J. Abbott

WORKS OFFICER
Don Eager

ADMINISTRATIVE STAFF
Keith Edge
Cathy Elvins
Judith C. Hamilton, BA(W.A.I.T.)
Ray Jarvis
John King
Wilma Kinna
Guenther Klahn, DipAC(CES)
Judy E. Liptak
Robyn McAleer, BEcon(Monash)
Pamela Paterson
Elaine Russell
Jean E. Schwab
*Margaret Standfield
David A. Wilson

LOCATED IN DEPARTMENTS
Joan A. Clifford
Jean F. Thornton, BA(Hons)(La Trobe)

SECRETARIAL SERVICES
Valerie J. Blick
Marlene Fisher
Kathleen Goodluck
Valerie J. Hamilton
Margaret Nelson
Sue O'Hara
Barbara Smith
Mary Stone
Lois Tibballs

Located in Departments
June Ellis
Lorraine Patience
Gail Schumann

Part Time
Joan Baumgartner

* Part time
Administrative Staff
Ann Evans
Betty Hart
Marjorie Hoffman
Colleen Huckvale
Noelle Lawlor
Heather Nankervis
Felecia Senior
Lynne Schickert
Yvonne Tait
Joan Tempany

MAINTENANCE AND GROUNDS STAFF
Eric Aldred
Nancy Barnett
John Blain
John Bond
Peter Cakuls
Tom Ellis
Betty Hughes
Ron Hughes
Joan Lee
Donald Nicol
Ted O'Toole
Marjorie Raymond
Michael Rogers
George Samios
Bill Sledge
Aub Woodhead
The rapid development of Victoria during the late 40's and early 50's of this century, with attendant population growth foreshadowed a tremendous increase in the school population and a clear indication of a critical teacher shortage facing the State. The establishment of another college in the metropolitan area became an urgent necessity.

In 1952, when the Director of Education was Major-General A. H. Ramsay, CB, CBE, DSO, ED, BSc, thirty-five acres of land were acquired overlooking the Kooyongkoot Creek.

During 1953, the general planning and the equipping of the buildings were organized, and staffing requirements were estimated on a student population of 300. A staff of twenty was ultimately appointed, the Principal being Mr. D. M. Waller.

But in mid-January, 1954, the Principal had to find temporary accommodation for the College, in a group of halls belonging to the Box Hill Methodist Church, Oxford Street, Box Hill.

FOUNDER YEAR 1954

Principal and staff officially commenced duty on 2 February, 1954, the meeting taking place at State School No. 1895, Cambridge Street, Collingwood. The changed accommodation situation resulted in a considerable reduction in the student intake, and the students who arrived on 16 February, 1954, numbered 79 (57 women and 22 men). On that day the first College assembly was held in Oxford Hall, Box Hill, and these 79 became the foundation students of the Burwood Teachers' College. So began the work of this College.

The College diary printed in the first issue of "Parabo" illustrates how full of interest and experiences these months were — the first visit to Ballarat Teachers' College, the visit from Bendigo, the first camps at Bright — the entry to College at the end of June of that famous group Z1 — all girls — the first College play — The Paragon.

On Monday, 11 October, 1954, the College moved into some of the new buildings. Two days later, 13 October, the J. W. Elijah memorial section of the library was handed over in an impressive ceremony, which, by its nature, was almost a dedication of the new College.

OFFICIAL OPENING, 1955

It was not until the last day of Term 1, 13 May, 1955, that the official opening ceremony occurred. The Minister of Public Works (the Hon. S. Merrifield, MLA) handed over the buildings to the Minister of Education (the Hon. A. E. Shepherd, MLA) who, declaring the College open, handed it over to the Director of Education (Major-General A. H. Ramsay) as the first teachers' college built in Victoria this century.

1955 saw also the commencement at Burwood of the course of training for TITC, thus enabling the retention for three years at their home college of the students undertaking this course.

Higher student intake in 1956 made necessary the construction of a new lecture block, and a residential hall in Paterson Street, Hawthorn, was opened. Later, halls to accommodate 80 women students and 40 men were commenced on the Burwood site.

Subsequent years have brought a steady increase in the numbers both of staff and students and in the number of training schools associated with the College.

A feature of students' teaching practice is that in their third year, students specializing in Senior Primary Education have experience in country schools, while students specializing in Junior Primary Education have experience in Kindergartens in the metropolitan area.
COLLEGE AWARD — THE J. W. ELIJAH PRIZE

Mr. J. W. Elijah, MA, MEd, entered the Education Department as a junior teacher in 1907 and became successively a classified teacher, a lecturer at Melbourne Teachers' College, and a District Inspector. One of Victoria's most distinguished educationists, he also exerted a considerable influence on education in the rest of Australia and New Zealand.

In March 1954, Mr. Elijah retired from the Education Department because of ill-health. He died in May of the same year. It was decided by his wife that a sum of money, which had been subscribed for the purpose of making a presentation to Mr. Elijah, should be used to establish a memorial section in the Burwood Teachers' College library. On October 13, 1954, the memorial library was officially presented to the College by the Chairman of the organizing committee of the J. W. Elijah Memorial Fund, and Mrs. Elijah, in expressing her thanks, announced that she wished to present an annual Elijah Prize to the College.

The Elijah Prize has been awarded to the outstanding primary graduand each year until Mrs. Elijah's death early in 1980.

RETIREMENT OF FIRST PRINCIPAL, 1961

April 26, 1961, Mr. D. M. Waller retired from the Education Department and the College whose growth he had directed during the first seven years of its existence. Dr. L. W. Shears, the Survey and Planning Officer of the Education Department, who, during the latter part of 1950 and 1960 was studying teacher education in the U.S.A., Canada, and the United Kingdom, returned to take up his appointment as Principal.

During the sixties, the existing three year TITC course was further developed as a course for women specializing in infant education. The general three year course for the Diploma of Teaching (Primary) was inaugurated in 1966, and for this course all students must have matriculated.

In addition to the introduction of the new Diploma course, plans were completed during 1968 for a new building of four storeys including a theatre, two gymnasias, cafeteria, library, S.R.C. rooms, a medical practitioner's suite, theatrette, closed circuit television, language and science laboratories and a variety of lecture rooms.

MR HILL APPOINTED PRINCIPAL, 1970

In September, 1969, Dr. Shears was promoted Assistant Director-General of Education and left almost immediately, to take up that senior administrative position. The Principal, Mr. J. M. Hill, took up duties at Burwood in January, 1970. He was previously Principal of the Bendigo Teachers' College for a number of years.

On July 1, 1973, the College became an autonomous institution, and Mr. J. M. Hill became the first Principal of the State College of Victoria at Burwood, a College not only tertiary in character, but also at the same time, maintaining its own special characteristics as a College for the preparation of teachers. Mr. Hill, at the invitation of the Senate of the State College of Victoria accepted the position of the Vice-Presidency of the SCV for 1977 before retiring on December 31, 1977. He was succeeded as Principal of the College by Mr. A. J. P. Nattrass whose appointment was confirmed on October 12, 1977.

From 1975 and until the commencement of 1978 the College had an academic organization of three schools — General Studies, Teacher Education and Special Education. The schools were then disbanded and the responsibility for courses was placed under the control of the Dean of Teacher Education and the Dean of the Institute of Special Education respectively. A third Dean was appointed at that time to undertake the planning and development of new courses.
EDUCATION OF THE HANDICAPPED

Since 1954 Victoria has had its own Centre for the training of teachers of the deaf. The Training Centre for Teachers of the Deaf has run a one-year, full-time post-graduate course, recognized internationally as equal to any in the world; a course sought not only by Victorians, but by teachers from all Australian States and Territories, and many South-East Asian countries.

For 20 years the Centre was situated at the Glendonald School for Deaf Children, Kew, and during that period there were more than 500 graduates from the Centre. In 1973, the Centre joined the State College of Victoria under the council of State College of Victoria at Rusden. In 1974 the Centre moved to premises in West Melbourne and in that year opened its Research Department.

In 1974 the Training Centre also ran a large part of the course for teachers in day-training centres. The Mental Health Authority and the Centre worked together in this program which has since expanded under the Institute of Special Education.

In 1974, as a result of the recommendations of the Interim Report of the Ministerial Inquiry into Special Education in Victoria, the founder and Director of the Training Centre, Dr. L. J. Murphy, was asked by the Minister of Education, Hon. L. H. S. Thompson, in consultation with the State College of Victoria, to open an Institute of Special Education under the Council of the State College of Victoria at Burwood. The Training Centre for Teachers of the Deaf became the nucleus of the Institute of Special Education and moved to the campus of the State College of Victoria at Burwood in 1975.

The Institute of Special Education now offers the following courses for the training of teachers and other personnel dealing with the severely handicapped:

- Certificate in Aural Rehabilitation;
- Certificate in Further Education and Employment of the Handicapped;
- Certificate in Orientation and Mobility (This course is currently conducted in conjunction with the Orientation and Mobility School of the National Guide Dog and Mobility Training Centre, Chandler Road, Kew. All enquiries on this course should be directed to the Centre, telephone 860 4444);
- Certificate courses are of one year's duration and require a background of suitable experience;
- Graduate Diploma in Special Education — a post-graduate one year full-time course for those with approved teaching qualifications;
- Bachelor of Education in Special Education;
- Graduate Diploma in Physical Education and Recreation for the Disabled;
- Master of Education (subject to accreditation).

For details of the above courses, see the courses section of this handbook.
The logotype of Burwood State College is a capital 'B' into which a stylized version of the Tree of Knowledge is incorporated.

The Tree of Knowledge was part of the emblem adopted in 1954 when the College was established. This emblem contained the College colours — tan, lemon and light green; the College motto 'Animum Cultum Parabo' (meaning 'I shall lay the foundations of a well-trained mind'); a tree — symbolising a growing thing, 'growing to maturity'; a sun — represented by an aboriginal symbol, signifying illumination or enlightenment; and the inaugural year of the College, 1954.

Adoption of the new logotype reflects the changing role of Burwood State College at a time when increasing attention is being paid in Australia to education as a lifelong process. The concept behind the motto is that of an inspiration to 'lay the foundations of a well-trained mind'. Thus equipped the teacher respects wisdom and knowledge and is better able to serve the children whom he teaches and the wider community of which he is a part.
THE BOARD OF STUDIES

1. COMPOSITION

1.1 Ex-officio members
   Principal
   Deputy Principal
   Deans
   Heads of Department
   Academic Registrar
   Chief Librarian

1.2 Elected members
   Members of staff. Six to be elected by members of staff.
   Students. Two to be elected by and from students enrolled in courses at
   Burwood State College.

1.3 The Principal shall be Chairman. The Deputy Chairman shall be the
   Deputy Principal, or in the event of that position being vacant, a Dean
   selected by the Deans' Committee.

1.4 A secretary shall be appointed on the recommendation of the Academic
   Registrar.

2. ELECTIONS

2.1 Elections of staff members shall take place in July each year. Newly
   elected staff members shall take office at the August meeting of that year.

2.2 Election of members shall be for a term of two years, excepting student
   members who shall be elected annually.

2.3 Elected members shall not be eligible for election for more than two con-
  secutive terms.

2.4 All full-time members of the academic staff of the College shall be entitled
   to vote in elections to the Board of Studies. The term “Academic Staff” is
   defined in the Staffing Manual.

2.5 The assistant Academic Registrar, the Admissions Officer and all full-time
   library staff specified in Schedule 2 (Part B) of the Terms and Conditions
   of Employment of Administrative, Technical, Resource Centre and Other
   Staff in Constituent Colleges dated 16 December 1975 shall be entitled to
   vote in elections to the Board of Studies.

2.6 All full-time members of the academic staff of the College shall be eligible
   for nomination as candidates in elections to the Board of Studies, except
   those persons whose terms of office within the College have been deter-
   mined by the Council prior to their appointment as being for a fixed term of
   less than three years.

2.7 The Assistant Academic Registrar, the Admissions Officer and all full-time
   library staff specified in Schedule 2 (Part B) of the Terms and Conditions
   of Employment of Administrative, Technical, Resource Centre and Other
   Staff in Constituent Colleges dated 16 December 1975 shall be eligible
   for nomination as candidates in elections to the Board of Studies, except
   those persons whose term of office within the College have been deter-
   mined by the Council prior to their appointment as being for a fixed term of
   less than three years.

2.8 Where a casual vacancy occurs in an office of an elected member the
   vacancy shall be filled by an election by members of staff or students as
   the case may be if the remaining term of office is greater than three
   months or by co-option by the Board if less than three months. Any elec-
The Board of Studies

... tion should commence within one month of the vacancy being officially declared.

3. FUNCTIONS

The Board of Studies shall be responsible to Council for the academic life of the College and in particular for:

3.1 The structure and content of courses. Proposals for new courses and termination of existing courses. Negotiating arrangements with other institutions for the accreditation of courses.

3.2 The conducting of approved courses, including provisions of part-time and external studies, in-service courses, and arrangements for teaching practice.

3.3 Regulations governing the admission of students to courses and subjects, and their progress through courses including their possible suspension.

3.4 Assessment of students. The awarding of diplomas and certificates and recommendations as to the awarding of degrees.

3.5 Keeping under review methods of teaching, and evaluating the effectiveness of courses that are conducted.

3.6 Planning procedures to ensure that buildings and physical resources are consistent with the successful mounting of new and existing courses.

3.7 Regulations governing research undertaken within the College.

3.8 The staffing of College departments to meet the requirements of College courses.

3.9 The allocation of finance required for the operation of College programs.

3.10 The development and effective use of library facilities and other educational resources.

3.11 The preparation of budgets and staffing proposals for future commitments.

3.12 Recommendations regarding staff promotion and study leave.

3.13 Ensuring the effective use of College resources.

3.14 Any other matters that may be referred to it from time to time by the College Council.

The Board of Studies shall make such recommendations to the Council as appear necessary for the efficient discharge of the above responsibilities.

4. PROCEDURES

4.1 QUORUM. Fourteen members of the Board shall constitute a quorum at any meeting.

4.1 ORDINARY MEETINGS. The Board shall meet at least once in each quarter. The date and time of each ordinary meeting shall be set before or at the preceding ordinary meeting. Notice, by agenda, shall normally be distributed at least one week in advance.

4.3 EXTRAORDINARY MEETINGS. These may be called by the Chairman or at the request of any six members of the Board.

Notice of such meetings shall be given at least two clear working days before the meeting.

4.4 COMMITTEES. The Board shall have the power to set up committees, membership of which shall not necessarily be confined to members of the Board. Committees shall have the power to co-opt additional members, informing the Board of their actions.
(a) Where a Committee is designated as a Standing Committee its composition and functions shall be published annually. Such committees shall report to the Board.

(b) When it is considered appropriate to set up an ad hoc committee, its membership, functions and reporting requirements shall be determined by the Board. Whenever possible proposals for the same will be presented with the agenda papers for the Board's consideration.

4.5 ATTENDANCE AT MEETINGS. Any member of the Board who is absent from any three successive ordinary meetings of the Board without excuse acceptable to the Board, may, after consideration of the case by the Board, have his membership terminated. Such a decision by the Board shall result in the creation of a casual vacancy.

4.6 MINUTES. Copies of the minutes of all meetings of the Board with the exception of matters of a personal or confidential nature shall be accessible to members of staff and students. The proceedings of any meeting of the Board of Studies shall be submitted to Council.

4.7 REPRESENTATIONS
(a) The agenda of meetings of the Board and its committees shall be open to interested parties who may apply to make representations either in person or in writing.

(b) The Board shall have the right to invite individuals or groups to make such submissions.

(c) Notwithstanding the access which individuals or groups have to the Board of Studies (4.7(b)) and the Board's authority to convene Staff Meetings (4.10), any Staff Meeting of which the Principal or his nominee is Chairman may forward recommendations of advice to the Board of Studies. In conveying such recommendations to the Board the Principal will indicate the attendance at the meeting and the voting for and against the recommendation.

4.8 DOCUMENTS. All documents for consideration by the Board at ordinary meetings shall be submitted through the Academic Registrar, and shall normally be in the hands of members at least one week before such meetings.

4.9 AGENDA. No matter of substance shall be decided by the Board unless it has appeared either on the agenda, or as a notice of motion from a previous meeting.

4.10 STAFF MEETINGS. The Board of Studies may convene general meetings of the teaching and academic staff, in which case the Board shall appoint a chairman to conduct the meetings.

4.11 A statement of the membership, functions and procedures of the Board shall be published annually.

5. PREROGATIVE OF THE COUNCIL
The Council may at any time review any decision of the Board of Studies.
MEMBERS OF BOARD OF STUDIES

1. EX-OFFICIO MEMBERS
   - Principal
   - Deputy Principal
   - Deans
   - Heads of Department
   - Academic Registrar
   - Chief Librarian

2. ELECTED MEMBERS:
   - Staff
     - For two years to August 1982: C. N. Daly; Rosemary Perry; B. Smith
     - For two years to August 1983: T. Beeby; J. C. P. Duerdoth; B. Ryan

3. STUDENTS:
   - Two to be elected for one year
   - Secretary: Mrs. Valda Cook

STANDING COMMITTEES OF THE BOARD

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Planning</td>
<td>E. L. Unthank</td>
</tr>
<tr>
<td>Admissions Policy</td>
<td>B. Purcell</td>
</tr>
<tr>
<td>Computing</td>
<td>M. J. Brown</td>
</tr>
<tr>
<td>Course Approval</td>
<td>J. R. Lawry</td>
</tr>
<tr>
<td>Education Resource Centre</td>
<td>R. T. Fitzgerald</td>
</tr>
<tr>
<td>Field Experience</td>
<td>B. I. Rollins</td>
</tr>
<tr>
<td>Higher Degrees</td>
<td>S. H. Haskell</td>
</tr>
<tr>
<td>Research Projects</td>
<td>R. T. Fitzgerald</td>
</tr>
<tr>
<td>Student Services</td>
<td>B. Smith</td>
</tr>
</tbody>
</table>

Course Committee for:
- Bachelor of Education: J. R. Lawry
- Grad. Dip. in Educational Studies: J. R. Lawry
- Grad. Dip. in Special Education: R. A. Cummins
- Special Education Certificates: C. Baxter
- Graduate Diploma in Health Education for the Disabled: S. Morphy
- Graduate Diploma in Physical Education and Recreation: W. McLaughlin
STANDING COMMITTEES OF THE BOARD OF STUDIES

Standing Committees, except Course Committees, shall submit recommendations on membership to each August Meeting of the Board for decision at the September Meeting.

In making such decisions the Board will give due consideration to:

(i) continuity of membership
(ii) a membership which reflects appropriate areas of study within the College
(iii) need for infusion of new ideas and fresh initiatives
(iv) possibility of a member completing a term of appointment even though membership of the Board might cease during such term.
(v) appropriate utilization of members of SCV Committees.

1. ACADEMIC PLANNING COMMITTEE

1.1 COMPOSITION
(a) The Chairman shall be the Principal or his nominee.
(b) Four members appointed by and from the Board.
(c) Two members, not members of the Board, but appointed by the Board.

1.2 FUNCTIONS
The Committee shall be responsible to the Board for:
(a) the formulation and review of policies for the development of the College and the relationships between courses and other institutions;
(b) the initiation of investigations into areas of possible development;
(c) the evaluation of submissions for academic development and/or courses;
(d) the preparation of submissions to funding and other appropriate authorities.

2. ADMISSIONS POLICY COMMITTEE

2.1 COMPOSITION
(a) One member appointed by and from the Board, such member to be Chairman.
(b) Academic Registrar.
(c) One representative of each Course Committee.
(d) Two members, not members of the Board, but appointed by the Board.
(e) The Academic Officer (Admissions) shall be a member without voting rights and shall be Secretary to the Committee.

2.2 FUNCTIONS
The Committee shall
(a) be responsible to the Board for the formulation and review of policies and procedures to govern
(i) the admission of students to courses conducted by the College;
(ii) the granting of credits for studies taken in other institutions or between courses within the College;
(b) liaise with other institutions and bodies on policies concerning the admission of students and the granting of credits, by such institutions and bodies, for studies undertaken within this College;
(c) make recommendations to the Board of Studies on matters of student selection.

3. COURSE APPROVAL COMMITTEE

3.1 COMPOSITION
(a) Chairman appointed by the Board from the Board members of the Academic Planning Committee.
Standing Committees of the Board of Studies

(b) Two members appointed by and from the Board.
(c) Co-options from Course Planning Committees as submissions are made.

3.2 FUNCTIONS
The Committee shall
(a) receive for development, proposals for courses approved by the Board following recommendations from the Academic Planning Committee;
(b) be responsible for the recommendation to the Board of the setting up of appropriate Course Planning Committees, except in the case of higher degree proposals which will be forwarded to the Higher Degrees Committee for development;
(c) review submissions from Course Planning Committees and the Higher Degrees Committee and assist the same with such advice as may be appropriate to aid in securing the approval and accreditation of new courses;
(d) report to the Board on the progress made by Course Planning Committees and the Higher Degrees Committee during respective course developments;
(e) present, for approval of the Board, course proposals for approval and course submissions for accreditation, by relevant bodies;
(f) liaise where necessary with the Planning and Development Committee of Council.

4. COMPUTING COMMITTEE

4.1 COMPOSITION
A nominee of each Dean
Head of Department of Mathematics
Academic Registrar or his nominee
Chief Librarian or his nominee
A member of the Research Projects Committee (if not already a member)
Computer Manager (if not already a member).
The Chairman shall be elected by the Committee from members who are also members of the Board.

4.2 FUNCTIONS
(a) To ascertain the computing needs of the College and recommend means of their fulfilment;
(b) to advise on the most useful set of facilities in the light of technological and other developments;
(c) to overview the management of the computer and recommend a total computing budget for the College;
(d) to set computing and scheduling priorities and review computer usage.

5. DEANS COMMITTEE

5.1 COMPOSITION
(a) The Chairman shall be the Principal.
(b) Deputy Principal (when and if appointed).
(c) Deans of the College.
(d) The Academic Registrar shall be the Secretary.

5.2 FUNCTIONS
(a) To seek and receive from the Departments, Administration and the Education Resource Centre Committee submissions stating what
staff, funds and other resources are required in order to supply the
services requested by Course Committees or other legitimate bodies.
(b) To make recommendations to the Board of Studies, based where
appropriate on the above submissions, concerning:
(i) Financial estimates to ensure the proper provision of approved
courses for the next financial year or for such period as is
required.
(ii) The allocation between departments of resources (staff and
funds) available for any given period.
(iii) Policy with regard to staff appointments, development, promo-
tion and study leave.
(c) To formulate and administer (subsequent to approval by the Board of
Studies) such policy as is deemed necessary in relation to acts of
censure.
(d) To deal with such other matters as may be referred to it by the Board
of Studies.

6. EDUCATION RESOURCE CENTRE COMMITTEE

6.1 COMPOSITION
(a) One member, appointed by and from the Board who shall be Chair-
man.
(b) Chief Librarian.
(c) One member appointed by each College department, that member
also to act as liaison between the ERC and the department.
(d) Two students, who may be members of the Board, appointed by the
Student Union.
(e) Four members of staff of the Education Resource Centre appointed by
the Chief Librarian, two of whom shall be appointed from the Main
Library and one each from the Curriculum Materials Library and
Audio-Visual Services.

6.2 FUNCTIONS
To make recommendations to
(a) the Board of Studies on the development of the Education Resource
Centre;
(b) the Board of Studies on methods of achieving the effective use of
educational resources;
(c) the Deans' Committee on the amount and allocation of moneys to be
used for the purchase of educational resources.

7. FIELD EXPERIENCE COMMITTEE

7.1 COMPOSITION
(a) Ex-officio members
   Head of Department of Applied Education
   The Co-ordinator of Primary School Experience
   The Co-ordinator of Secondary School Experience
   The Co-ordinator of Special School Experience
   N.B. all Ex-officio members shall be members of the academic staff of
the college.
(b) Schools representatives
   Two Secondary School Principals or Secondary School Co-ordinators
   of School Experience, one of which shall be from an independent
   school
   One Technical School Principal or a Technical School Co-ordinator of
   School Experience
Standing Committees of the Board of Studies

Four Primary School Principals or Primary School Co-ordinators of School Experience, one of which shall be from an independent school
One Special School Principal or Special School Co-ordinator of School Experience
One Primary School staff member familiar with the senior section of the school
One Primary School staff member familiar with the junior section of the school.

(c) Up to two liaison officers appointed by the Head of Department of Applied Education.

(d) Two staff members nominated by the Board of Studies but not necessarily from the Board of Studies.

(e) Three student representatives appointed by the Student Union at its July meeting; the names of those appointed to be submitted to the Board of Studies at its August meeting. The representatives to be drawn respectively from the primary, secondary and Special Education students.

(f) The Head of the Department of Applied Education shall be Chairman.

(g) Representatives from the schools shall be appointed by the Board of Studies on the recommendation of the Field Experience Committee. Such appointments shall be for a term of one academic year. Recommendations for appointments shall be placed before the Board at its November meeting each year.

7.2 FUNCTIONS
The committee shall be responsible to the Board for

(a) Policy formulation and recommendation to the Board with respect to Field Experience Programmes in all pre-service and graduate courses of Teacher Education offered by the college including responsibility for both long and short term planning and administration.

(b) Monitoring the programme with respect to:

(i) Type and time of placement required
(ii) Nature of workloads
(iii) Assessment procedures
(iv) Supervision requirements including the role of Supervisors/Co-ordinators.

(c) Review of detailed Field Experience Manuals and related materials for use by students, supervising teachers and college staff involved in Field Experience.

(d) Establishment, maintenance and evaluation of the School Experience Programme with particular reference to the quality of experience provided in schools and the quality of supervision and diagnostic support for students.

(e) Liaison with schools and teachers and provision of channels of communication for interchange of information.

(f) Preparation of the Field Experience Scheme together with the associated Budget recommendations.

8. HIGHER DEGREES COMMITTEE

8.1 COMPOSITION

(a) Five members of staff including at least one member of the Board, appointed by the Board from those holding higher degrees and having experience in supervising higher degree candidates or who have had papers accepted for publication in referred journals.
Standing Committees of the Board of Studies

8.2 FUNCTIONS
To be responsible to the Board for:
(a) the development of proposed higher degree courses referred to it by the Course Approval Committee;
(b) the development and review of regulations covering all aspects of higher degrees;
(c) the review of approval and accreditation documents as required from time to time by the Board;
(d) all matters relating to supervisors and external examiners;
(e) ensuring that the standard of work and the requirements of the S.C.V. Academic Board Higher Degrees Standing Committee are reached and maintained.

To advise Council or other committees as required on matters concerning higher degrees in relation to staff development.

9. RESEARCH PROJECTS COMMITTEE

9.1 COMPOSITION
(a) Three members of staff including at least one member of the Board, appointed by the Board.
(b) The Chairman shall be elected by the Committee from members who are also members of the Board.

9.2 FUNCTIONS
(a) To recommend to the Board of Studies on the place of research and research projects in the structure and academic life of the College.
(b) To make recommendations to the Board of Studies on the means of fostering and co-ordinating research in the College.
(c) To maintain a register of, and report annually on, research projects being undertaken in the College.

10. STUDENT SERVICES COMMITTEE

10.1 COMPOSITION
(a) One member appointed by and from the Board who shall be Chairman.
(b) One member conversant with each of the following areas:
   (i) Student Health
   (ii) Personal Counseling
   (iii) Problems resulting from teaching practice
   (iv) Careers, vocational guidance and employment
   (v) Student Administration.
(c) Three members from the Student Council, namely:
   (i) Chairman of the Student Council Student Services Committee
   (ii) Student Council Administrative Officer
   (iii) One other.

10.2 FUNCTIONS
The Committee shall
(a) ascertain the welfare needs of students and recommend to the Board, means of their fulfilment including preparation of a proposed budget;
(b) co-ordinate student services within the College with particular reference to the following areas of concern:
   (i) Student Health
   (ii) Personal Counselling
   (iii) Problems resulting from teaching practice
Standing Committees of the Board of Studies

(iv) Careers, vocational guidance and employment
(v) Student welfare including accommodation, student grants, loans and legal aid.

COURSE COMMITTEES

1. NATURE OF THE COURSE COMMITTEES
   (a) The Course Committees are Standing Committees of the Board of Studies and responsible to it through the appropriate Dean.
   (b) The Board of Studies shall appoint such course committees as are necessary to supervise, co-ordinate, advise and liaise with respect to courses or groups of courses offered by the College.

2. COMPOSITION
   (a) The Chairman shall be the Dean responsible for the course, or a person nominated by him after consultation with the other Deans of the College.
   (b) Each Course Committee shall consist of
      (i) Ex-officio members, who shall be:
          Dean responsible for the course, and
          Other Deans responsible for courses or a nominee of each, and
          Any person nominated by the Dean responsible for the course to be Chairman, when the Dean exercises his option to nominate a Chairman and such nominee is not already a member of the Committee, provided that
          In the case of the Bachelor of Education Course Committee, further ex-officio members shall be any persons appointed by the Dean of Teacher Education and approved by the Course Committee as Programme Directors, and
          the Administrator of Field Experience.
      (ii) Staff members, who shall be:
          One member of staff appointed by and from the staff of each department involved in the particular course, or, where deemed necessary by the Board, from staff working in each major area of study involved in the course, provided that
          In the case of the Bachelor of Education Course Committee there shall be two members of staff appointed by and from the staff of each department involved in the course.
      (iii) Student members who shall be appointed by the Student council in the following way —
          To the Bachelor of Education Course Committee: four members from students enrolled in the Bachelor of Education (Primary) courses provided that no more than two shall be from any one year of the course; and four members from students enrolled in the Bachelor of Education (Secondary) course provided that no more than two shall be from any one year of the course; and provided that there is at least one representative from each strand of the course (Art/Craft, Music, Physical Education).
          To all other course committees: two members from students enrolled in the course or one member from those enrolled in each major area of study in the course, whichever the Board determines is the more appropriate.
      (iv) Co-opted members
          Representatives of interests outside the College as invited by the respective Course Committees.
3. **FORMATION**

3.1 Members of staff shall be appointed in February each year, to take office from 1 March.

3.2 Student members shall be appointed by 31 March each year.

3.3 Co-opted members may be invited to join the Course Committees as determined from time to time by the members of the respective committees.

3.4 Where a casual vacancy occurs in the case of a member of staff or student, such casual vacancy shall be filled in accordance with Sections 2(b)(ii) and (iii) hereof.

4. **FUNCTIONS**

Course Committees shall not have policy making powers. They shall have supervisory, co-ordinating, advisory and liaison responsibilities and shall have the authority to make decisions on specific matters in accordance with the regulations and rules governing the course and on the basis of policy and guidelines laid down or approved by the Board of Studies.

In particular they shall:

4.1 take appropriate action in respect of such matters as admissions, enrollments, credits and exemptions, course approval, assessment and student progress including recommendations for awards;

4.2 advise Heads of Department of problems associated with the presentation of various units in a course, attempt to negotiate a solution to these problems or if necessary refer the matter to the Board of Studies;

4.3 maintain liaison with the Academic Registrar on matters for which he is responsible;

4.4 furnish the Board with a brief monthly report of proceedings including relevant recommendations;

4.5 together with such additional members as shall be named by the Board, conduct an annual review of each course for which they are responsible. The review shall

   (a) involve a general study of the course as presented in the current year, including any significant problems encountered during the year;

   (b) set out any proposed changes for the following year;

   (c) record the conclusions and proposals in a report to be tabled at the November meeting of the Board;

4.6 Consider and report on any matters referred to them by the Board.

5. **PROCEDURES**

5.1 **QUORUM:** a quorum of a Course Committee shall be one-half of the membership.

5.2 **ORDINARY MEETINGS:** A Course Committee shall meet at least once in each quarter. The date and time of each ordinary meeting shall be set before or at the preceding ordinary meeting. Notice by agenda shall normally be distributed at least one week prior to each ordinary meeting.

5.3 **EXTRAORDINARY MEETINGS:** these may be called by the Chairman at the request of at least one-third of the members of the Course Committee. Notice of such meetings shall be given at least two clear working days before the meeting.

5.4 **EXECUTIVE GROUPS:** a Course Committee shall have the power to set up an executive group from within its members to manage day-to-day affairs in accordance with general policy.

5.5 **ATTENDANCE AT MEETINGS:** any member of a Course Committee who
Standing Committees of the Board of Studies

is absent from three successive ordinary meetings of that Committee without excuse acceptable to the Course Committee, may after consideration of the case by the Committee have his membership terminated. Such a decision by the Course Committee shall result in the creation of a casual vacancy.

5.6 **MINUTES:** copies of the minutes of all meetings of a Course Committee with the exception of matters of a personal or confidential nature shall be accessible to members of staff and students. A copy of the minutes of meetings of a Course Committee shall be submitted to the Board of Studies to be filed.

5.7 **REPRESENTATIONS:** any interested person may make representations either in person or in writing to a Course Committee.

5.8 **DOCUMENTS:** all documents for consideration by a Course Committee at an ordinary meeting shall be submitted through the Committee chairman and copies thereof shall normally be in the hands of members at least one week before such meeting.

5.9 **AGENDA:** no matter of substance shall be decided by a Course Committee unless it has appeared on the agenda, or as a notice of motion from a previous meeting.

5.10 A statement of the composition of membership, functions and procedures of the Course Committees shall be published annually.

**6. PREROGATIVE OF THE BOARD OF STUDIES**

The Board may at any time review any decision of a Course Committee.
ELECTION REGULATIONS

1. These regulations shall apply to all official College elections.

2. The Academic Registrar shall keep a roll of electors showing their names. The roll shall be divided into classes appropriate to the electors' qualifications to vote and the roll for each class shall be in alphabetical order.

3. In all elections the Academic Registrar (or his nominee) shall act as returning officer.

NOTICE OF ELECTION

4. Wherever any election is to be held the returning officer shall by notice on the appropriate notice board at the College publish the fact and call for nominations of candidates to be lodged with him on or before a day not less than fourteen days from the date of such notice.

NOMINATIONS

5. Nominations of qualified persons shall be made by two persons qualified to vote and shall contain the written consent of the candidate to his nomination. Nominations shall specify the class of election for which the candidate is nominated and the qualification of the candidate and of the nominators.

6. If in any case the nominations received do not exceed the number of vacancies the returning officer shall declare the candidate duly elected.

7. In all cases in which the nominations of qualified persons exceed the number of vacancies to be filled votes shall be given by voting papers only.

VOTING PAPERS AND PROCEDURES

8. No voting paper shall be sent or issued to any person except on his application therefor to the returning officer, either verbally or in writing, provided always that in elections by members of the staff of the College the returning officer may send or issue voting papers to all persons entitled to vote without application therefor by such persons.

9. Within seven days after the latest day of nomination the returning officer shall —

(a) fix the date for holding the election at twelve o'clock noon on a day not less than seven days from the date of publication of the hereinafter referred to notice;

(b) cause to be exhibited on the notice board of the College a notice setting out the nature of the election, the names of the candidates who have been nominated for the election and a statement on the availability of voting papers.

10. Except as provided in Section 13 below, with every voting paper there shall be issued a form of declaration and two envelopes, one envelope to be marked "voting paper" and a second addressed to the returning officer.

11. (1) Every voting paper shall contain the names of all duly nominated candidates arranged in alphabetical order of surnames and a rectangle shall be printed opposite and to the left of the name of each candidate. The names of retiring candidates shall be marked with an asterisk. The voting paper shall also specify the method by which voters shall signify their votes.

(2) No voting paper or declaration other than that initially issued shall be accepted provided that when any voting paper or declaration has been lost or destroyed a duplicate shall be supplied on written application to the returning officer.

12. The declaration shall contain the full name of the voter, his signature and such particulars of his eligibility to vote as may be required.
Regulations and Procedures

13. Each voter shall post to or deliver to the office of the returning officer the declaration and the envelope or envelopes containing the voting paper or papers, both or all to be enclosed in an outer envelope addressed to the returning officer, except where a polling booth is provided. In these circumstances the voter may either produce an identity card or complete a declaration form in the presence of the polling clerk, before receiving a voting paper or papers. He will complete each voting paper and place it in the ballot box.

14. The returning officer shall, if satisfied that the declaration be duly signed by a qualified voter, place the accompanying envelope or envelopes containing the voting paper or papers with other similar envelopes remaining unopened. Upon the close of the poll the returning officer shall then open the envelopes containing the voting papers and ascertain the result of the poll.

15. The returning officer shall not in any way whatever directly or indirectly divulge or disclose or aid in divulging or disclosing for what candidate or in what manner any voter has voted in any election.

16. Except as aforesaid no voter shall before or after voting transfer or part with his voting paper or declaration to, or permit it to be used by, any other person.

17. No voting paper shall be taken into account at any election unless it be received by the returning officer not later than the hour fixed for the election.

18. The returning officer shall decide whether any voting paper shall be accepted or rejected.

19. (1) The method of voting shall be as follows:

   every voter shall mark his vote on the voting paper by placing —
   (a) the figure 1 in the rectangle opposite the name of the candidate for whom he votes as his first preference; and
   (b) the figures 2, 3, 4 and so on, as the case requires, in the rectangles opposite the respective names of such of the remaining candidates as he may desire, so as to indicate by such numerical sequence the order of his preference for all or any of such candidates.

   (2) The voting paper shall be rejected at the close of the poll if the voter has not placed the figure 1 against the name of any one candidate.

COUNTING OF VOTES

20. Upon the close of the poll —

   (1) The returning officer shall —

      (a) open the envelopes containing the voting papers and the voting papers shall be arranged by placing in a separate parcel all those on which a first preference is indicated for the same candidate, omitting voting papers which require to be rejected;

      (b) count all first preference votes given for each candidate respectively.

   (2) At an election where only one member is to be elected and there are only two candidates the result of the poll shall be ascertained as follows:

      (a) The candidate who has received the greater number of first preference votes (including the casting vote of the returning officer if necessary, shall, by the returning officer, be declared duly elected;

      (b) if the two candidates have received an equal number of votes the returning officer shall in such case have the casting vote.

   (3) At an election where only one member is to be elected and there are more than two candidates the result of the poll shall be ascertained as follows:

      (a) The candidate who has received the greatest number of first preference
votes if that number constitutes an absolute majority of votes (including the casting vote of the returning officer if necessary) shall, by the returning officer, be declared duly elected;

(b) If no candidate has an absolute majority of votes (including the casting vote of the returning officer if necessary) the returning officer shall —
   (i) declare the candidate who has received the fewest first preference votes a defeated candidate;
   (ii) distribute the voting papers counted to such defeated candidate amongst the non-defeated candidates next in order of the voter’s preference; and
   (iii) after such distribution again ascertain the total number of votes given to each non-defeated candidate;

(c) The candidate who has then received the greatest number of votes, if such number constitutes an absolute majority of votes (including the casting vote of the returning officer if necessary), shall, by the returning officer, be declared duly elected;

(d) If no candidate then has an absolute majority of votes (including the casting vote of the returning officer if necessary) the process of declaring the candidate who has the fewest votes a defeated candidate and distributing the voting papers counted to such defeated candidate among the non-defeated candidates next in order of the voter’s preference shall be repeated and the votes shall be re-counted after every such re-distribution until one candidate has received an absolute majority of votes (including the casting vote of the returning officer if necessary) and such candidate shall, by the returning officer, be declared duly elected;

(e) If on any count two or more candidates have an equal number of votes and one of them has to be declared a defeated candidate the returning officer shall decide which is to be declared a defeated candidate and if on the final count two candidates have received an equal number of votes the returning officer shall, in such cases, have the casting vote.

(4) At an election where two or more members are to be elected the result of the poll shall be ascertained as follows:

(a) The first vacancy shall be filled in the manner provided in the last preceding sub-section for ascertaining the result of the poll where only one member is to be elected and there are more than two candidates; provided that for the purpose of this sub-section any reference in the last preceding sub-section to a defeated candidate or to a non-defeated candidate shall be read and construed as if such reference were a reference to an excluded candidate or to a continuing candidate respectively;

(b) The second vacancy shall be filled in the following manner:
   (i) The returning officer shall —
       re-arrange all the voting papers other than the voting papers which require to be rejected under the names of the respective candidates in accordance with the first preference indicated thereon except that each voting paper on which a first preference for the elected candidate is indicated shall be placed in the parcel of the candidate next in order of the voter’s preference; and ascertain the total number of votes given to each continuing candidate;
   (ii) The candidate who has received the greatest number of votes, if such number constitutes an absolute majority of votes (including the casting vote of the returning officer if necessary) shall, by the returning officer, be declared duly elected;
(iii) If no candidate has an absolute majority of votes (including the casting vote of the returning officer if necessary) the returning officer shall —
declare the candidate who has received the fewest votes an excluded candidate;
distribute the voting papers counted to such excluded candidate amongst the continuing candidates next in order of the voter's preference; and after such distribution again ascertain the number of votes given to each continuing candidate;

(iv) The candidate who has then received the greatest number of votes, if such number constitutes an absolute majority of votes (including the casting vote of the returning officer if necessary), shall, by the returning officer, be declared duly elected;

(v) If no candidate then has an absolute majority of votes (including the casting vote of the returning officer, if necessary) the process of declaring the candidate who has the fewest votes an excluded candidate and distributing the voting papers counted to such excluded candidate amongst the continuing candidates next in order of the voter's preference shall be repeated and the votes shall be recounted after every such redistribution until one candidate has received an absolute majority of votes (including the casting vote of the returning officer if necessary) and such candidate shall, by the returning officer, be declared duly elected;

(c) The third vacancy shall be filled in the manner provided in the last preceding paragraph for filling the second vacancy provided that every voting paper on which the first preference for any elected candidate is marked shall be placed in the parcel of the continuing candidate next in order of the voter's preference.

(d) If on any count two or more candidates have an equal number of votes and one of them has to be declared an excluded candidate, the returning officer shall decide which is to be declared an excluded candidate and if on the final count for filling any vacancy two candidates have received an equal number of votes, the returning officer shall, in such case, have the casting vote.

(5) In this section —

(a) an absolute majority of votes in any count means a number greater than one-half of the total number of voting papers (excluding voting papers which require to be rejected or are deemed pursuant to paragraph (c) of this sub-section to be exhausted);

(b) a continuing candidate means a candidate not already elected or excluded from the count;

(c) where in any count the voting papers counted to a candidate already elected or excluded have to be distributed amongst the continuing candidates and any such voting paper does not indicate the voter's next succeeding preference for a continuing candidate such voting paper shall be deemed to be exhausted;

(d) next succeeding preference in any count means that preference which is marked on the voting paper and is next in order of the voter's preference after any prior preference or preferences given by him to any already elected or excluded candidate. Provided that where there is any repetition of a figure or any break in the consecutive numbering of the
preferences marked by a voter on his voting paper only the preference or preferences proceeding such repetition or break shall be taken into account.

SCRUTINEERS
21. Each candidate for election shall be entitled to appoint in writing a person (other than the candidate) to act as a scrutineer on his behalf. A scrutineer so appointed may attend the counting of votes to check the accuracy thereof and may inspect each voting paper to verify that it has been validly included in or excluded from the count.

DISCIPLINE REGULATIONS
1. STUDENT CONDUCT
1.1 Students shall conduct themselves with due regard to the rights and welfare of students and staff of the College.
1.2 Students shall not conduct themselves in a manner disruptive to the orderly functioning of the College and its activities.
1.3 Students shall not willfully damage or use without authority or misuse the property of the College.
1.4 Students shall comply with the standing orders or regulations and instructions of other institutions or authorities when attending activities (such as camps, school and field experience) under the control of such institutions or authorities.
1.5 Students shall observe such regulations, rules and procedures pertaining to their conduct as are made from time to time by the College. Such regulations, rules and procedures shall be published.

2. MISCONDUCT AND BREACHES OF GOOD ORDER OR DISCIPLINE
2.1 In these regulations:
(a) Student means a person enrolled in a course, unit or component conducted by the College;
(b) the terms Chairman of Council, Principal, Secretary of Council, Academic Registrar and Chief Librarian shall include persons acting in those positions;
(c) where the context so permits the masculine gender includes the feminine gender and the singular includes the plural;
(d) misconduct or a breach of good order or of discipline in relation to a student shall mean any conduct within or without the premises that is prejudicial to the good order and discipline of the College, or is of such a nature as to render the student unfit for the profession or occupation for which he is preparing, and without prejudice to the foregoing includes:
   (i) Failure to comply with the reasonable or proper instructions of any of the academic, administrative, technical or security staff of the College, given in the performance of their responsibilities and duties, including failure to produce a College-issued identification card
   (ii) Wilful or negligent conduct which injures, endangers or adversely affects the work of any other student or member of staff of the College as such, or impedes the due conduct of the business of the College
Regulations and Procedures

(iii) Conduct within the College or in any other place in which College tuition, teaching practice, field experience or any other official College activity is being carried on, which is disorderly or disrupts the proper functioning of the College

(iv) False representation as to a matter affecting him as a student of the College

(v) The publication in any way whatsoever of confidential information issued by the College and obtained by a student

(vi) Infringement of any examination or test conditions or regulations from time to time in force

(vii) Failure to comply with the provisions of a regulation, rule, or safety instruction made pursuant to a regulation or by an authority, association board or other body relating to the conduct or discipline of persons, or of a particular class of person, in any place in the College

(viii) Entering without prior permission any places of the College other than those to which students normally have right of access

(ix) wilful or negligent damage to, or loss of, or removal of or other wrongful interference or wrong dealing with any property of the College.

2.2 Any member of staff or student of the College may report a student to the Academic Registrar for misconduct or a breach of discipline. Such a report shall be in writing.

2.3 Upon receipt of a written report of an alleged act of misconduct or a breach of discipline the Academic Registrar may request the student in writing to present for an interview to discuss the allegation. Following the interview (or after a further three days if the student fails to appear) the Academic Registrar may decide that no further action will be taken or that the matter will be referred to a Discipline Committee.

3. SUSPENSIONS

3.1 (a) A member of the academic staff may suspend any student from attendance at his classes for misconduct, or a breach of good order or discipline in or with respect to such classes.

(b) A member of academic staff, the Academic Registrar or a member of his staff nominated by him may suspend any student from a particular examination for misconduct during that examination or for a breach of the examination conditions.

(c) The Chief Librarian or a member of his staff nominated by him may suspend any student from admission to and from the use of the Education Resource Centre for misconduct in the Education Resource Centre or for a breach of the rules or procedures published by the Education Resource Centre.

3.2 When a student is suspended under 3.1 (a) (b) or (c) the member of staff shall on the same day report his actions to the Academic Registrar pursuant to 2.2, who will arrange for the Principal to set up a Discipline Committee to which the report will be referred.

3.3 Pending or during disciplinary proceedings the Principal may for the purpose of maintaining good order exclude any student from the use of the College grounds and facilities and/or suspend him from a course.

42
4. DISCIPLINE COMMITTEE

4.1 When and as required but not later than two weeks from receipt of a report pursuant to 3.2 or a determination by the Academic Registrar pursuant to 2.3 there shall be a Discipline Committee, appointed by the Principal after consultation with the Deans Committee, and comprising:

- A Dean or Principal Lecturer (Chairman)
- A member of the academic staff
- A student member nominated by the Student Council.

The nomination shall be received by the Principal within six days of the Principal requesting it, failing which the nomination shall be made by the Executive or the President of the Student Council after consultation with the Principal.

The Academic Registrar or his nominee shall be Secretary to the Committee.

4.2 Members of a Discipline Committee shall be independent of the alleged misconduct, breach of good order or discipline and will normally hold office until completion of the Committee's proceedings.

4.3 The quorum for a meeting of the Discipline Committee shall be three members.

4.4 A Discipline Committee, before hearing an allegation of misconduct or breach of discipline against a student, shall give not less than seven days notice to that student. Such notice shall be in writing and shall specify the nature of the allegation.

4.5 Where a Discipline Committee is to hear an allegation of misconduct or breach of discipline against a student, that student shall have the right to present a written submission, to appear before the Committee, and to call and question witnesses. Such a student may be accompanied by a student or staff member of the College.

4.6 A Discipline Committee shall meet in camera.

4.7 Where a Discipline Committee finds that a student has committed an act of misconduct or a breach of discipline it may:

(a) decide that no penalty be imposed
(b) reprimand the student and take no further action
(c) in the case of breaches of conditions relating to examinations or assessment, annul all or part of the student's results for the unit concerned
(d) suspend or expel the student from the College
(e) impose any combination of the penalties provided for in these regulations.

4.8 A Discipline Committee after hearing an allegation of misconduct or breach of discipline against a student shall give written notice of its decision and the reasons for the decision to that student, within seven days of such decision being made.

5. APPEALS

5.1 A student may appeal in writing to the Council through the Principal against any decision of a Discipline Committee within fourteen days of the date on which notice of the decision has been given.

5.2 Upon receiving Notice of Appeal the Principal shall consult with the Chairman of Council and establish a Committee of Appeal comprising:
Regulations and Procedures

- A member of Council (Chairman)
- The Principal or his nominee
- A student member nominated by the Student Council.

The nomination shall be received by the Principal within six days of the Principal requesting it, failing which the nomination shall be made by the Executive or the President of the Student Council after consultation with the Principal.

5.3 Members of a Committee of Appeal shall be independent of the alleged misconduct, breach of good order or discipline and the preceding Discipline Committee proceedings, and will normally hold office until completion of the Committee's proceedings.

5.4 An appellant shall have the right to appear in person before a Committee of Appeal, to be accompanied by or represented by an adviser, to make an oral and/or a written submission to a Committee, and to call and question witnesses.

5.5 A Committee of Appeal shall report its findings, giving reasons, to Council. Council, on receiving the report, shall decide the outcome of the Appeal.

5.6 Within seven days of Council making its decision the Secretary of Council shall give the appellant written notice of the decision with the reasons for the decision.

6. NOTICES

Any notice or other document which is to be served given or delivered for the purpose of these procedures may be served given or delivered to the person to whom such notice should properly be given pursuant to these procedures either personally or by sending the same to him by prepaid certified mail addressed to him at his last known residential address as shown in the records of the College and if so sent by mail it shall be deemed to have been served given or delivered at the time of which it should have reached him in the ordinary course of post.

REGULATIONS FOR COURSES

Regulations for courses are to be found with the descriptions of the respective courses later in the Handbook.

ASSESSMENT POLICY

1. PUBLICATION OF PROGRESSIVE RESULTS

The procedure by which departments shall communicate progressive results to students is as follows:

1.1 All assessed work other than marked examination scripts shall be returned to a student who shall have the opportunity for consultation with lecturers regarding the assessed work.

1.2 Results of each item of assessed work shall be given in the form ABCDN

Numerical marks may also be given according to the policy of the department concerned.

1.3 Notwithstanding 1.2 above, work submitted towards completion of a unit or part-unit where either

- the grading UGP is applicable, or
- the work is to satisfy a hurdle requirement

will be graded Satisfactory Unsatisfactory

44
1.4 A student who is dissatisfied with a departmental assessment may request the department to review his or her situation.

1.5 Variations to these procedures may only be made with the approval of the relevant Course Committee.

2. DISTRIBUTION OF FINAL GRADES OF RESULTS

Where final results of units or part-units are to be graded the following distribution applies:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>5 per cent</td>
</tr>
<tr>
<td>Distinction</td>
<td>15 per cent</td>
</tr>
<tr>
<td>Credit</td>
<td>30 per cent</td>
</tr>
<tr>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>All other categories except WD (i.e., the various categories of Fail, Result Withheld)</td>
<td>50 per cent</td>
</tr>
</tbody>
</table>

Note:
Students who have withdrawn their enrolment without penalty should not be considered when the distribution of grades is being determined. Percentages for each category should be considered as means rather than as upper limits.

A credit should be considered as a 'strong pass'. Distinction categories should be awarded sparingly for levels of performance which clearly are outstanding.

ASSESSMENT RULES

The following rules govern the assessment of students enrolled in all College courses.

1. Results are released by the Academic Registrar at the end of each academic year.

2. Grades of results.

Students will be awarded grades as follows:

- HD High Distinction
- D Distinction
- C Credit
- P Pass
- UGP Ungraded Pass
- HS Highly Satisfactory Final practical
- S Satisfactory teaching assessment only
- PS Pass after supplementary assessment
- NS Fail, supplementary assessment granted
- NRP Fail, to repeat the unit or part-unit, may proceed to the next part of the sequence
- NRN Fail, to repeat the unit or part-unit, may not proceed to the next part of the sequence
- NN Fail, not to repeat the unit or part-unit
- DEF Deferred assessment
- WD Withdrawn, no assessment recorded
- WDN Withdrawn, fail
- WH Withheld
3. Satisfactory completion of each unit or part-unit and of the Field Experience requirements shall be determined by the Course Committee on the advice of the appropriate department.

4. Students re-presenting in a unit or part-unit of failure may be awarded grades as listed in item 2.

5. Following supplementary assessment the only pass grade which may be awarded is PS. Where a fail grade is appropriate either NRP, NRN or NN must be awarded.

6. Progressive results may be published from time to time on Department notice boards at the discretion of individual departments.

7. Departments may publish results on their own notice boards at the end of each academic year, but if they release results prior to their publication by the Academic Registrar, they should use the following categories: HD, D, C, P, UGP. When a fail grade is the result, names will be omitted from the lists and students advised that one of a number of recommendations has been put to the relevant Course Committee and that the final status of failure will be available on the day the Academic Registrar publishes results.

8. The Course Committee may at any time terminate the course of a student whose performance in practical teaching is deemed unsatisfactory.

GRADES OF FAILURE AND OTHER NON-PASS GRADES

1. NRN (fail, to repeat the unit or part-unit, may not proceed to the next part of the sequence) will be used as the common grade of fail.

2. NS (fail, supplementary assessment) will be used conservatively and will take the form of either a supervised written or practical examination to be conducted in a specific period or as additional assignment or essay work to be submitted no later than the last day of January. The grade NS should be awarded when a student's results and performance over a subject as a whole is borderline, and where the Head of Department believes that the period between the publication of results and the supplementary examination period would, most probably, enable the student to make good the failure. The NS grade should not be used to enable the student to submit outstanding work. The Academic Registrar shall arrange any supplementary examinations. Departments will be responsible for providing each student with all necessary information relating to supplementary assessment other than examinations. The only pass grade which may be awarded following supplementary assessment is PS. Where a fail grade is appropriate either NRP, NRN or NN must be awarded. It should be noted that a student does not have a right to supplementary assessment.

3. NN (fail, not to repeat the unit or part-unit) may be used, in normal circumstances, only when a student registers a second failure in a unit or part-unit and most rarely in advanced levels of the course. A Head of Department recommending the grade NN should ensure that an explanation justifying the decision accompanies the recommendation when it is forwarded to the Academic Registrar.

4. NRP (fail, to repeat the unit or part-unit, may proceed to the next part of the sequence) will be used conservatively and in the case of a student who, due to
illness or other circumstances was unable to complete one requirement of the
unit or part-unit (for example, practical or attendance requirement) which the
Head of Department considers he could undertake whilst proceeding to a later
year of the unit or part-unit without prejudicing his progress.
Heads of Department recommending such a result must ensure that an explana-
tion outlining the circumstances accompanies the recommendation when it is
forwarded to the Academic Registrar.

5. **DEF (deferred assessment)** A student may apply for deferred if prevented by
illness or other serious cause from completing assessment requirements of any
unit or part-unit in which he is enrolled. Where an examination constitutes the
final assessment, the application should be lodged with the Academic Registrar
before the examination in question and may not be lodged later than three Col-
lege days after the examination has been held. Where the final assessment
takes a form other than an examination, the application must be lodged with the
Academic Registrar no later than the last day designated on the current
Academic Calendar for examinations in the year of the course in question. Any
application must be accompanied by a medical certificate, where appropriate, or
other evidence.
Before the Course Committee awards deferred assessment, the Head of the
Department will be asked to confirm that the student can complete the require-
ments of the unit or part-unit by being permitted to sit a deferred examination or
submit other deferred work and that no other requirements are outstanding from
the period before that covers the student’s application.
The Academic Registrar shall arrange any deferred examinations. Departments
will be responsible for providing each student with all necessary information
relating to deferred assessment other than examinations.

6. **WH (result withheld)** The WH category is to be used only when extenuating cir-
cumstances make submission of a final result on the due date impossible. A
result may remain withheld up until the final date for submission of results in the
succeeding academic year. Heads of Department recommending the result WH
must ensure that an explanation justifying the decision accompanies the recom-
mandation when it is forwarded to the Academic Registrar.

7. **WD (withdrawn)**

7.1 A student may withdraw from all or part of his current enrolment at any time
during the year.

7.2 No grade will be recorded against a withdrawn unit or part-unit if, with the
approval of the relevant Head of Department, the student enrols in an alter-
native unit or part-unit of the same value within the first two weeks of the
commencement of the teaching program in any unit or part-unit.

7.3 When a student withdraws after the first two weeks of the commencement
of the teaching program for any unit or part-unit but before less than one-
quarter of the teaching program for that unit or part-unit remains to be com-
pleted, the following grade is to be awarded:

    **WD (withdrawn, no assessment recorded)**

7.4 When a student withdraws from a unit or part-unit when less than one-
quarter of the teaching program for that unit or part-unit remains to be com-
pleted **WD NFR (withdrawn, fail, not to repeat the unit or part-unit)** may pro-
cceed to the next part of a sequence.

    **WD NFR (withdrawn, fail, to repeat the unit or part-unit, may not
proceed to the next part of a sequence)**

    **WD NN (withdrawn, fail, not to repeat the unit or part-unit)**
Regulations and Procedures

Where the Head of Department determines that the circumstances pertaining to the withdrawal warrant an alternative grading, the grade WD (withdrawn, no assessment recorded) may be awarded. Heads of Department recommending WD under these circumstances must ensure that an explanation justifying the decision accompanies the recommendation when it is forwarded to the Academic Registrar.

EXAMINATION RULES

The organization of College examinations and the conduct of examination candidates will be in accordance with the following regulations:

1. Candidates are permitted to enter the examination room at the time shown for the commencement of the examination.
2. Unless otherwise stated, a specified time is allowed for the reading of examination papers during which time no writing is permitted.
3. No candidate arriving more than 30 minutes after the commencement of an examination will be permitted to sit the examination. Unless accompanied by a supervisor, no candidate may leave the examination room until 30 minutes after the commencement of an examination nor during the final five minutes of an examination.
4. At the conclusion of each examination, all candidates are to remain in their places and to be responsible for handing their answer papers to an examination supervisor. Only when all papers have been collected will candidates be allowed to leave the room.
5. Candidates who wish to leave the room early should raise their hands and remain in their seats until their answer papers are collected by a supervisor.
6. Candidates must at all times follow directions given by examination supervisors.
7. Candidates are not to communicate in any way with other candidates in the examination room. To communicate with the supervisor, candidates should raise their hands.
8. Candidates are not permitted to bring text-books, notebooks, papers or bags into the examination room, unless the examiner has specifically permitted their use for a particular paper.
9. All unused materials and scrap papers must be left on the candidate’s desk.
10. Neither deferred examinations nor special consideration will be given where an examination is missed through misreading of the examination timetable.

ATTENDANCE REQUIREMENTS

A. PURPOSE

(1) The purpose of these procedures is to state attendance requirements.
(2) It has been decided that policy regarding attendance at lectures and at school experience programs should be stated explicitly. Such attendance is an integral part of the student’s program.
(3) Lecture attendance requirements may vary with the nature and demands of the course. These will be determined by the departments and will be communicated to students by the various departments concerned.

B. PRINCIPLES

(1) College attendance is related to permission to qualify for final assessment in each year. Students must meet the attendance requirements of each course as stated by the various departments.
(2) During school experience students are regarded as members of staff of the school to which they are allotted, and, as such, the normal conditions relating to the absence of teachers apply. As teachers, they have responsibilities to the
school, to its staff and to pupils. Absence therefore should result only from illness or because of very serious personal reasons.

C. WHILE ON SCHOOL EXPERIENCE STUDENTS MUST OBSERVE THE FOLLOWING PROCEDURES

(1) Notify the school by telephone before 8.45 a.m. of an intended absence and also notify the College by ringing the School Experience Secretary on 285 0246.

(2) Submit to the Student Co-ordinator in the school any medical certificate covering a period of absence.

D. PROCEDURES BY WHICH SCHOOL PRINCIPALS COULD ASSIST THE COLLEGE IN REGARD TO STUDENT ABSENCES FROM SCHOOL EXPERIENCE

(1) At the conclusion of the school experience period, please list student absences on the form, "Summary of Student Absences", and forward this to the College together with any medical certificates tendered by students.

(2) The College would be grateful if School Principals would continue the practice of reporting by telephone to the College any non appearance of a student, any prolonged absence, or any other circumstance of absence that could be regarded as untoward.

E. PROCEDURES AT COLLEGE

(1) Each Department has its own set of prescriptions concerning attendance, which will be specifically stated to students upon entering each course. The Lecturer in each subject is responsible for certifying through his Head of Department that students in his classes have satisfied the stated attendance requirements of the course.

(2) In general, courses are participatory, and, in order to gain full benefit from them, students should regard regular attendance as being necessary.

(3) Students who are absent from the lecture program because of illness (or other pressing private necessity) and who wish to have such absence considered in assessing their attendance requirements, must record such absence on the prescribed "Application for Special Consideration" form, attach a medical certificate (if applicable) and lodge the form at the College Office immediately upon their return to College.

(4) Where students have failed to meet the stated attendance requirements of any lecture program they will be notified of their inability to complete the unit immediately prior to the final assessment.

N.B.: It should be made clear that a medical certificate does not automatically clear absence from the lecture program. Attendance at lectures and tutorials is an integral part of the program. If a student cannot meet this requirement for any reason whatsoever then his progress for the year must be jeopardized. All special reasons, including illness, are considered but there comes a point when absence, no matter what the reason, will necessitate repeating the year.

ENROLMENT

Students are required to enrol on the dates set down for particular courses and particular levels. Enrolments in units or part-units may require the approval of teaching Departments and a Course Approvals Officer. Enrolment instructions issued on enrolment days provide precise information on approval required.
VARIATION OF ENROLMENT

A student may withdraw from part of his current enrolment at any time during the year, subject to the conditions of assessment grades outlined in Statement of Assessment Policy.

A student may vary his enrolment during the year by enrolling in a unit or part-unit which was not included in the original enrolment, subject to the approval of the Head of the Department offering the unit or part-unit and the Course Approvals Officer.

Exempt with the permission of the Course Committee a student may not enrol in studies above the maximum value stated in any one year.

For any variation of enrolment a student is responsible for submitting personally the prescribed information to Student Administration. Enquiries should be made at the Student Administration Office.

CONFIRMATION OF ENROLMENT

After the commencement of the second half-year each student is issued with a copy of his current enrolment as held by Student Administration. It is a student's responsibility to return the confirmation form, notify amendments and obtain approval for variations to the original enrolment.

Examination results could be delayed if a student's enrolment is incorrect.

WITHDRAWAL OF ENROLMENT

A student may withdraw from all or part of his current enrolment at any time during the year. On return of the Student Identity Card and subject to a borrower's clearance from the Education Resource Centre, a proportion of the Service Fee will be refunded to a student who withdraws all of his enrolment. Enquiries should be made at the Student Administration Office.

For the effect of withdrawal on assessment grades see Statement of Assessment Policy.

INTERMISSION

At any time during his course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Course Committee such intermission shall apply only until the beginning of the next academic year. The effect of intermission is to retain a place in the course for the following year. Students who intermit are required to inform the College of their intention to resume studies by 30 November in the year of intermission.

The maximum period of candidature includes any period during which a student is permitted to intermit his course. Enquiries should be made at the Student Administration Office.

COMPLEMENTARY STUDIES

A student may, on the recommendation of the Head of the relevant Department, and with the prior approval of the Course Committee, enrol in complementary studies at another tertiary institution. Where such studies are satisfactorily completed they shall be credited toward the student's course. This provision allows students who are transferred elsewhere temporarily to continue their courses without a break in continuity. Enquiries should be made at the Student Administration Office.

SINGLE UNIT ENROLMENT

Enrolment in single units is subject to the following conditions:
1. persons be permitted to enrol in single units of any course offered by the College;
2. such enrolments will be permitted only with the approval of the Head of the Department offering the unit and the Dean responsible for the course in which the unit is offered, and provided no candidate for any award of the College is excluded from enrolment in the unit;
3. those admitted to a single unit must formally enrol and complete all requirements such as attendance, submission of assignments or other work, and examinations. Students who complete such requirements will receive formal acknowledgement to that effect from the Academic Registrar;

4. no charges are at present made for single unit enrolments, but the College reserves the right to review this situation;

5. no priority will be given to those who have previously completed single units in the College when applications are being considered for admission to any course for an award in the College. Such persons must complete the normal application procedures and their applications will be considered in open competition with those of all other applicants;

6. when a student who has completed a single unit later enrols in a course leading to an award and wishes to apply for credit towards the course, such application for credit must be made in writing to the relevant Course Committee upon enrolment or within three months thereof. Credit will be granted only when a student enters the course for the award not later than three years from the commencement of the academic year in which the unit was taken;

7. the maximum credit for units taken as single units to be granted to a student later enrolling in a course for an award shall be two, or 25% of the numbers required for the course, whichever is the less;

8. provisions regarding credit for single units will be made retrospective to cover units in Special Education taken in summer schools offered by the Institute of Special Education;

9. when Course Committees are considering applications for credit for single units they will keep in mind the following:

9.1 A person who enrols for a single unit need not necessarily hold the qualifications for entry to the course or courses of which the unit normally forms a part, or, if qualified for admission to the course, might not have completed units normally required as prerequisites.

9.2 If such a person later becomes qualified for admission, enrols in a course, and then applies for credit for the single unit, the Course Committee in deciding whether or not credit should be granted will take into account;

(a) whether the value the student obtained from studying the unit was markedly diminished by his non-completion of the prerequisite (if any) for the unit;

(b) whether the single unit study is still fully relevant to the course for the award. Even where the unit formed part of a course for an award at the time when it was taken, credit should not be granted where the unit has subsequently been dropped from the course, or its content substantially altered.

9.3 Where a Course Committee agreed to grant credit for the unit the credit will not be awarded until the student either has completed the necessary prerequisites (if any) or has been granted credit for such prerequisites on the basis of approved equivalent studies.

CHANGE OF NAME OR ADDRESS

It is a student's responsibility to notify any alterations to original enrolment information by completing the appropriate form available from Student Administration.

SPECIAL CONSIDERATION

A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration. Enquiries should be made at the Student Administration Office.
STUDENT IDENTITY CARDS

Each new student is issued with an identity card, and this should be carried during attendance at College. An identity card is NOT transferable. It must be presented when applying for student loans, for transport concessions and for borrowing books from the Library. It should be shown on request when using student facilities, and it can be demanded during any examination.

It must be presented for validation when re-enrolling for each year of the student's course.

A student who loses his identity card must report the matter to the Assistant Academic Registrar (Student Administration) at once, and make application for a new card, the cost of the replacement being $1.00.

SCHOOLS AND INSTITUTIONS ASSOCIATED WITH THE COLLEGE

A large number of selected schools and institutions have the important task of cooperating with the College in providing field experience for students.

The list of such schools and institutions is very extensive and includes primary, secondary, technical and special schools of the Victorian Education Department, together with private schools offering programs in primary, secondary and special areas. An increasing number of placements are now made in specialist educational settings, both government and non-government, and the College is indebted to the many Principals, teachers and educational consultants who work with our students.

Close contact is maintained with all associated schools and institutions and cooperation between supervisors, college personnel and students is a critical factor in the success of the field experience programs of the College.
VICTORIAN EDUCATION DEPARTMENT

STUDENT ASSISTANCE (INFORMATION/COURSE ADVICE)

Mr Linton Morris has been appointed by the Victorian Education Department to service the needs of Education Department award holders and to provide assistance to all students contemplating employment with the Victorian Education Department. All queries regarding matters relating to the Education Department should be directed to him. Mr Morris is based at the Eastern Metropolitan Regional Office of the Education Department and he may be contacted there if necessary, but he is also available at the College every Thursday in the on-campus office in building F.

Course advice on subject selection may critically alter a student's chances of employment at the end of the course. In particular, students studying courses for secondary teaching should be well informed on the subject needs areas of Secondary Division. Current information can be readily obtained from Mr Linton Morris who will be available on enrolment days and each Thursday throughout the year.

RESIDENTIAL ACCOMMODATION

The Education Department provides accommodation for students undertaking full-time study in courses leading to a career in teaching. Such accommodation is not limited to Education Department award holders. Residences in Melbourne are located at:

ALAN RAMSAY HOUSE: 19 Queens Road, Melbourne
AVONHOLME: 506 Orrong Road, Armadale
COWABEE: 470 St Kilda Road, Melbourne
FRANK TATE HOUSE: 373 Dandenong Road, Armadale
MARNE STREET: 24 Marne Street, South Yarra
MINIMBAH: 520 Orrong Road, Armadale
NORRIS HOUSE: 23 Moule Avenue, Brighton
PINAMANI: 60, 62 Wellington Road, Clayton
REDCOURT: 506 Orrong Road, Armadale
WALSH STREET: 1 Walsh Street, South Yarra
WARWILLAH: 572 St Kilda Road, Melbourne

Applications for a position in a residence and further information about accommodation can be obtained from Mr Morris.

TEACHERS ON FULL-TIME STUDY LEAVE/TIME RELEASE

All teachers on full-time study leave/time release are reminded that their supervising Teacher Education Officer (Mr Linton Morris) acts as a school principal in matters such as distribution of Education Gazettes, salary cheques, and leave applications. Mr Morris is available at the on-campus office of the Victorian Education Department which is located in building F and is open every Thursday.

TEACHERS ON PART-TIME STUDY LEAVE/TIME RELEASE

Assistance to teachers on Part Time Study Leave/Time Release can also be obtained from their supervising officer, Mr Linton Morris.

THE EDUCATION RESOURCE CENTRE

The Education Resource Centre consists of two main components:

1. the library system, comprising the Central Library and the Curriculum Materials Library;
2. Audio Visual Services System, comprising the Production, the Educational Technology and the Repair and Maintenance Units.
Facilities and Services

CENTRAL LIBRARY

The Central Library contains about 80,000 volumes of books and subscribes to about 1,000 journal titles. A large selection of ready reference books such as encyclopedias, year books, directories, dictionaries, college and university handbooks, etc., forms a basis for a reference and information service.

Apart from books and periodicals there is a wide variety of nonprint materials such as microfilms, microfiche, video tapes, etc., with the appropriate viewing and listening equipment.

Borrowing

At the beginning of the year, each user is given a copy of the library borrowing conditions. Library regulations, including borrowing conditions, are designed to safeguard the interests of the majority of users, therefore the breach of these regulations incurs penalties which may include suspension from courses.

CURRICULUM MATERIALS LIBRARY

The collections in this branch library relate mainly to curriculum design and teaching practice. The library contains about 7000 volumes of books, 1300 audio records, 1000 film slide sets, 2000 pictures, 600 multimedia kits, 500 filmstrips, and other non book materials. These collections are particularly valuable for materials to be used in teaching practice.

AUDIO VISUAL SERVICES

Production (General): Mainly prepares for teaching staff, A.V. materials such as overhead transparencies, film slides, audio tapes, and other teaching aids. However, some services are also available for students, e.g. copying audio tapes, film slides, etc.

Production (Television): The College has a well equipped educational television studio. These facilities are widely used by students and staff members for the production of curriculum studies, drama, physical education, taping guest lectures, and many other purposes. A smaller studio for black and white T.V. videotaping facilities is available for students use to gain experience in production techniques and handling equipment.

Borrowing of Audio Visual Equipment

A large selection of A.V. equipment such as projectors (slide or film), cassette tape recorders and 35mm film cameras, may be borrowed from A.V. Services in the Western Building. Borrowers must demonstrate their competence in using the equipment and must comply with borrowing conditions.

Educational Technology

A.V. Services also has a teaching program in educational technology for students and staff members. The emphasis of the program is on the use of educational media in the classroom or lecture room. A.V. staff members also give instructions to groups or individuals on the proper handling and operating of the various types of A.V. equipment.

BURWOOD REGIONAL COMMUNITY EDUCATION CENTRE

The Burwood Regional Community Education Centre (BRCEC) has been developed by Burwood State College for staff, students, teachers in primary and secondary schools (government and non-government), and community groups who wish to use College facilities to conduct formal or informal educational programs.

The Centre is managed by a committee consisting of representatives of the college, primary and secondary divisions of the Education Department, the Eastern
Facilities and Services

Metropolitan Region In-Service Education committee, the Catholic Education Office, Box Hill Council and the community.

Early in 1978 the Centre was officially recognized as a Teachers' Centre and has become the venue for In-service courses, workshops and seminars. In 1981 a full-time Seconded teacher was appointed to the Centre to provide a continuity of services for both teachers and parents. In addition, an increasing number of groups concerned with Education are using the Centre for conferences and seminars.

The Centre offers a wide range of community courses in the areas of personal development, physical fitness, creative arts, handicrafts and music.

It occupies a comfortably furnished complex of rooms comprising several discussion and display rooms, a catering area and a tiered lecture theatre which seats 80 people.

These and other College facilities are available for a low hire charge during the week and at weekends, both day and evening. For information contact Jennie Hicks (285 0282) or Neil Black (285 0418).

THE CHILD STUDY CENTRE

ORIGIN

The pilot stage of the Centre began in October 1975. By arrangement with the Government of Victoria, Dr. David Fearon (Director of Child Health) gained special leave to investigate comprehensive ways of assessing and treating children with learning difficulties.

PURPOSE

A major aim is to develop suitable programs of education for children with specific needs. These may arise from such factors as unusual levels of intelligence, physical handicap and social disadvantage.

RATIONALE

Because of their cumulative effect, several minor factors may seriously lessen the life chances of particular children. For example, family distress will make it more difficult for a slightly deaf child to concentrate in class. The diagnosis of diverse disabilities requires teamwork by a variety of professionals. The team of specialists also collaborates with parents, teachers and other persons in the community and schools to plan suitable programs of education.

FUNCTIONS

Through service, teaching and research the Centre provides regular opportunities for paediatricians, psychologists, teachers and others to work together.

Service — comprehensive diagnosis, assessment and education program planning for children with disabilities referred.

Teaching — post-graduate teaching of teachers, physicians and others who work with children.

Research — participation in research in factors which favour or limit optimum development of children, development and evaluation of pilot programs on behalf of exceptional children (gifted as well as handicapped).

ACTIVITIES

— comprehensive diagnosis and program planning and teaching.

Over 200 children pass through the Centre each year. By arrangement with the Health Commission of Victoria, a paediatrician is a member of a multi-disciplinary team which comprises also a neuro-psychologist, an educationalist and an educational psychologist.
Facilities and Services

- a longitudinal study of entrants to primary school. Areas of related interest include cognitive, physical and emotional development as well as academic progress.
- child advocacy program
Parents of children with Down’s Syndrome visit the Centre each week to undertake co-operative learning activities with their children.
- evaluation of poor readers
  The pilot study seeks to clarify the relationship between auditory discrimination and reading performance. The program of testing covers children in all grades of the primary school.

STUDENT WELFARE SERVICES

As the College is concerned with the welfare of each student a number of services are available to students:

1.0 STAFF
As all members of staff are expected to take an interest in the welfare of students, students should feel free to approach any member of staff should the need arise.

First Year Diploma of Teaching students are allocated to Care Groups headed by voluntary members of staff. Such groups are intended to help students settle in to College life and provide support when necessary. B.Ed. Students have advisers within their particular department.

2.0 CONSULTANTS
Consultants are available to staff and students in a number of areas:

2.1 Medical
A Medical Officer, who is a member of the College staff, is available for consultation and medical counselling on health problems. This service is free and confidential. It is not intended, however, to be a replacement for private or community health services.

Students with a medical or physical disability which could affect their participation in a College course are advised, in their own interests, to notify the Medical Officer as soon as possible after entry to College.

The Medical Officer’s rooms are located in Building R. A sick room is available for temporary use by students who are unwell.

2.2 Counselling
The following persons are available to students:
Dr. S. Morphy (Medical Officer) — Medical Counselling and General Counselling.
Dr. S. Haskell (ISE) — General Counselling.
Mr. David Bearlin (Education Studies) — General Counselling.
Mr. Des Shinkfield (Education Studies) — As above, and career guidance.
Mr. K. Mackie (Education Studies) — Religious Problems.
Mr. K. Hopkins (Education Studies) — Study Skills.
Appointments can be made directly with these consultants or through Dr. Morphy.

2.3 Remediation Counselling
Students having difficulty in any specific area, e.g., Mathematics, English Language and Literature, Music, Art, etc., should contact the Head of Department who will then advise the student what remedial help is available.
2.4 **Diagnostic and Support Service for Teaching** (Applied Education)
   Dip.T. Students — Co-ordinator Field Experience
   B.Ed. Students — Mrs. Sally Beanman

2.5 **Oral Communication Consultants**
   Speech Pathologist — (refer Co-ordinator Field Experience)
   Voice Production — (refer Co-ordinator Field Experience)

2.6 **Course Guidance prior to enrolment** Mrs. Val Cook (Administration)
   Course Enquiries, Application for Special Consideration, Change of Units, Intermission of Courses, Deferment of Courses — Mr. John Reed (Administration).

3.0 **PROBLEMS ASSOCIATED WITH COURSES**
The management of each Course is in the hands of Course Committees on which there are student representatives. Matters of concern can be directed to the Course Representative or the Chairman of the Course Committee concerned. For information re composition of the Course Committee, refer to Mr. John Reed.

4.0 **SOCIAL WELFARE**
   Affidavits — Commissioner for taking Affidavits and Declarations: Mr. Pat Abbott (Administration); Mr. Max Davis (Art).
   Other services (provided by the Student Council) are listed under the Student Council section of the handbook.

5.0 **CHILD CARE CENTRE**
The College Child Care Centre is situated on the Campus and is managed by a Committee which includes representatives of the College and the Burwood Student Council, parents of children attending the Centre and the Supervisor.
   It is open from 8 a.m. to 5:30 p.m. from Monday to Friday for full-time and part-time care, and is registered by the Health Commission to care for a maximum of 33 children, ranging in age from 6 weeks to 5 years. The centre is staffed by qualified mothercraft nurses, registered assistants and a play leader who conducts an activities program for the 3-5 year olds.
   The Centre consists of indoor and outdoor play areas with suitable equipment, play-group area for 3-5 year olds, sleeping and changing rooms. Lunch, morning and afternoon snacks are provided.
   Care is available for children of students attending the College, college staff and members of the community.
   For further information please contact the Supervisor on 288 2687.

6.0 **FACILITIES FOR PHYSICALLY HANDICAPPED**
   Lift available in Maths-Science Building.
   Toilets available in Maths-Science Building.
   Ramp to Education Studies Building.
   Special Car Parking indicated by signs.

**LEISURE EXCHANGE**
The Leisure Exchange is a non-profit information, referral, booking and promotional service which enables community members to find out leisure opportunities available to them. The Leisure Exchange was established at the College in 1976.
   The proliferation of hobby or learn to ... courses available today is staggering.
   Opportunities to learn a leisure time skill, craft, or hobby are currently available through the Council of Adult Education (CAE), Technical And Further Education (TAFE), after-hours school enrichment programs, and community groups. The Leisure Exchange has details of all such courses listed, including costs and locations.
Facilities and Services

courses are full in any one place the Leisure Exchange can serve as a catalyst to find out where else such a course could be found. If all courses are full or not suitable the Leisure Exchange can attempt to satisfy the need, finding someone to provide the leadership of the course or identifying others interested in establishing a new course.

The concept of Leisure Exchange can be as far reaching as a group of students getting together to play golf or travel to Europe at a discount rate; to providing a housewife the opportunity to learn to weave or finish off her Higher School Certificate; to bringing together someone who wants to play hockey with a team which is short of players; to simply announcing that a gymnasium is open at noon for anyone wanting to drop in for a throw of a basketball.

The key to the success of a Leisure Exchange is voluntary participation and leadership, and a philosophy of "Life Be In It".

Contact Mrs. Joan Tempany (telephone 285 0215) for specific information.

COLLEGE ART COLLECTION

An aim of the College is to build up a collection of selected original works of art representing as many different Australian artists, styles and techniques as possible.

We are building a collection of national standing which will make a positive contribution to education and the development of aesthetic values in society through our teachers.

The fine examples that we possess include sculpture, oil paintings, water-colour paintings, drawings, etchings, lino-cuts, coloured lithographs, silk screen prints, pottery, embroidery, and silversmithing.

THEATRE PRODUCTIONS AT COLLEGE

The College is fortunate to have a very well appointed building, the Phoenix Theatre and Gallery, in which to produce drama and to exhibit art works. It is administered through a Board of Management whose policy is to encourage and assist theatre and art in the College community as positively as it can. Currently the theatre is used by the Student Drama Club, students doing drama, art and music units, staff, ex-students and friends in the Phoenix Players, the Theatre Works community theatre group, local musical comedy groups and local jazz ballet, calisthenics and musical groups. The Gallery has been used mainly for exhibitions by our art students and ex-students.

The Board of Management will enthusiastically support any ideas for the use of the facility by any group in the College community. Contact may be made through Colin Browne on 285 0250.

SKENES CREEK CAMPSITE

The College has occupancy of a 2 hectare camp-site at Skenes Creek, 6.4 kilometres east of Apollo Bay. On this camp-site it has a large store-room, and campers use the toilet and ablution facilities of the Foreshore Committee, situated opposite.

CAFETERIA

The Cafeteria is situated in the Western building on the ground floor adjacent to the Phoenix Theatre. Indoor and outdoor seating is available. Barbecue facilities are a popular feature of an attractive courtyard setting.

The Cafeteria offers a range of hot and cold snacks and drinks.

Hours of service are from 9.00 a.m.-7.00 p.m. Monday-Thursday inclusive and 9.00 a.m.-5.00 p.m. Friday. After hours service is also available via a refrigerated vending machine located in the student lounge of the Student Council Building. The Cafeteria also caters for union nights and other social events.

Student problems regarding all aspects of this facility should be channelled
through the student representative on the committee that liaises with the Cafeteria staff.

**COLLEGE BOOKSTORE**

A Bookstore is located in the Student Council Building. The range of articles available for purchase includes text books and stationery. All goods sold are discounted.

**TRANSPORT**

The East Burwood tram passes the front of the College and direct bus services connect the College with the Box Hill Railway Station and with areas such as Wattle Park, Chadstone, Oakleigh, Mentone, Mordialloc and Jordanville.

Some travel concessions are available to full-time students. Before any such concession is granted the Academic Registrar's signature must be obtained.

**DETAILS ON CONCESSIONS**

a. Train — term, vacation and weekend concessions are available to full-time students. Concession forms may be obtained from the Student Enquiry Counter, Administration Building.

b. Tram — term concessions are available to full-time students. Concession forms may be obtained from the Student Enquiry Counter, Administration Building.

c. Private buses. The private bus companies require students seeking concessions to directly approach the companies’ offices. Should a company require proof of enrolment, students should apply to the Assistant Academic Registrar for a statement of enrolment.

d. Air (within Australia). Personal application should be made for Concession Passes to either TAA or Ansett Airlines. These passes should then be brought to Student Administration for validation.

e. Air (overseas travel). Students may make application to the Student Council for international airline concession.

**PARKING**

Parking facilities are better than at most metropolitan Colleges, the extensive campus permitting all students' cars to be parked within the College grounds.

Separate parking areas are allocated to students as shown on the map on the inside rear cover of the handbook. The grounds of the College have been declared under the Road Traffic Act and fines may be imposed for parking offences.
BURWOOD STUDENT COUNCIL
OFFICE BEARERS – 1981-82

EXECUTIVE
President — Greg Wharton
Vice-President — Melanie Rockall
Secretary — Susanne Wilson
Treasurer — Janet Pinnell

4th YEAR REPRESENTATIVES
Bachelor of Education
President — Greg Wharton
Vice-President — Melanie Rockall
Secretary — Susanne Wilson
Treasurer — Janet Pinnell

3rd YEAR REPRESENTATIVES
Bachelor of Education
President — Greg Wharton
Vice-President — Melanie Rockall
Secretary — Susanne Wilson
Treasurer — Janet Pinnell

2nd YEAR REPRESENTATIVES
Bachelor of Education
President — Greg Wharton
Vice-President — Melanie Rockall
Secretary — Susanne Wilson
Treasurer — Janet Pinnell

1st YEAR REPRESENTATIVES
Bachelor of Education
President — Greg Wharton
Vice-President — Melanie Rockall
Secretary — Susanne Wilson
Treasurer — Janet Pinnell

POST-GRADUATE REPRESENTATIVES
Bachelor of Education
President — Greg Wharton
Vice-President — Melanie Rockall
Secretary — Susanne Wilson
Treasurer — Janet Pinnell

ONE YEAR COURSES
To be elected April 1982
STAFF REPRESENTATIVE
RETURNING OFFICERS

STANDING COMMITTEES OF COUNCIL
Committee
Alpine Recreation Centre Management
Clubs and Societies
Community Aid
Finance Committee
Publications/Advertising
Social
Sound Centre
Sports
Student Services
Chairman
Greg Wharton
Peter Ryan
Jamie Stewart
Melanie Rockall
Micaela Giuliano
David Jenkins
Andrew Grant
Peter Gooding
Melanie Rockall
STUDENT COUNCIL STAFF

Administrator  Pat Sturgess
Receptionist/Typist  June Reeve
Shop Manager  Jan Pritchard
Etna Lodge Manager  Stephen Bulmer

SERVICES FEE

A Service Fee is payable on enrolment to provide facilities, services, activities and social welfare for students.

On paying this fee, students are issued with a College Identity Card which enables them to take part in all Student Council activities and make use of all Student Council services and facilities.

Fees for 1982 are $80.00 for all full-time students for all courses and for all years. For students enrolled part-time, the fee is $30.00.

STUDENT FACILITIES

The students at Burwood State College have their own building on campus which contains the Student Council Administration Offices, Shop, Conference Room, Reading Room, Photocopying and Duplicating Room, Coffee Lounge, Common Room, Games Room (pool and table tennis), Publications-Advertising Office, Sound Centre, Bookstore and Information Centre.

In early 1977, the Burwood Student Council purchased Etna Ski Lodge at Mount Buller. The Lodge is available to all students currently enrolled at the College, and to all graduates of the College.

The Campus Bookstore began operating at the start of 1977. Books and stationery are on sale two days a week.

To provide materials for assignments, tutorials, and teaching rounds, the Student Council has established “The Shop” which is open 9:30 a.m. to 3:30 p.m. on Monday, Tuesday and Thursday, and 9:30 a.m. to 1:30 p.m. on Wednesday and Friday during College terms. “The Shop” began operating in 1978. It is located in the Student Council Office.

STUDENT SERVICES

The Student Council Administration Offices are open 9 a.m-5 p.m. each weekday. Enquiries are always welcome. There are two full-time employees on hand to assist students with any difficulties in any facet of college life. The employees are the Administrative Officer (Pat Sturgess) and the Receptionist-Typist (June Reeve).

Photocopyers are provided by the Student Council in the Photocopying and Duplicating Room. All supplies for the duplicating equipment may be purchased at “The Shop”.

Free hot drinks are available in the Coffee Lounge in the Student Building every day.

STUDENT ACTIVITIES

Through the Sports, Clubs and Societies, Social, Community Aid, and Alpine Recreation Standing Committees of the Council, students are offered an exceptionally wide range of activities – anything from parachuting to sponsoring a needy child in an under-developed country.

Social functions include two balls, night-time bands and dancing, lunchtime entertainment, and after-sport get-togethers with other colleges.

Full details of activities for the year are presented during Orientation Week.
# STUDENT WELFARE

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Information is available at the Student Council Office and on the Accommodation Noticeboard in the Student Building. (See June Reeve at the Student Council Office.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>Information is available from June Reeve at the Student Council Office and on the Employment Noticeboard in the Student Building.</td>
</tr>
<tr>
<td>Loans</td>
<td>The Student Council makes money available each year for loans to needy students. These loans are interest-free. For advice on financial problems, see Pat Sturgess in the Student Council Office.</td>
</tr>
<tr>
<td>Legal Advice</td>
<td>See Pat Sturgess in the Student Council Office.</td>
</tr>
<tr>
<td>Child Care</td>
<td>During 1977, the Student Council provided $3,000 towards the establishment of a Child Care Centre on campus. In 1978 and 1979 further grants of $3,000 were given.</td>
</tr>
<tr>
<td>General</td>
<td>Students with problems related to their courses, families, finances, or any other difficulties that they would like to consult someone about, please see Pat Sturgess at the Student Council Office. From there you will be directed to people who can help you, should you so desire.</td>
</tr>
</tbody>
</table>
# Table of Contents

## Undergraduate Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education (Primary) Degree</td>
<td>65</td>
</tr>
<tr>
<td>(Incorporating the Diploma of Teaching)</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Art)</td>
<td>67</td>
</tr>
<tr>
<td>Bachelor of Education (Music)</td>
<td>68</td>
</tr>
<tr>
<td>Bachelor of Education (Physical Education)</td>
<td>68</td>
</tr>
<tr>
<td>Regulations</td>
<td>81</td>
</tr>
<tr>
<td>Departmental Subjects</td>
<td>87</td>
</tr>
</tbody>
</table>

## Graduate Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Teaching (Primary)</td>
<td>71</td>
</tr>
<tr>
<td>Bachelor of Education (Primary) Degree</td>
<td>72</td>
</tr>
<tr>
<td>Bachelor of Education (Secondary)</td>
<td>79</td>
</tr>
<tr>
<td>Regulations</td>
<td>81</td>
</tr>
<tr>
<td>Departmental Subjects</td>
<td>87</td>
</tr>
<tr>
<td>Applied Education</td>
<td>103</td>
</tr>
<tr>
<td>Art</td>
<td>119</td>
</tr>
<tr>
<td>Education Studies</td>
<td>134</td>
</tr>
<tr>
<td>English, Language and Literature</td>
<td>145</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>156</td>
</tr>
<tr>
<td>Mathematics and Computing</td>
<td>162</td>
</tr>
<tr>
<td>Music</td>
<td>167</td>
</tr>
<tr>
<td>Primary Orientation</td>
<td>180</td>
</tr>
<tr>
<td>Teaching and Curriculum Studies</td>
<td>187</td>
</tr>
<tr>
<td>Science</td>
<td>199</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>204</td>
</tr>
<tr>
<td>Special Education</td>
<td>210</td>
</tr>
</tbody>
</table>
UNDER GRADUATE AND GRADUATE STUDIES

Burwood State College provides two basic courses of initial teacher preparation. The Bachelor of Education (Primary) course, of which the Diploma of Teaching (Primary) course is the first three years, prepares intending primary teachers. The Bachelor of Education (Secondary) prepares intending secondary teachers in the specialist areas of Art/Craft, Physical Education and Music.

These courses are also available to qualified and experienced teachers seeking to improve existing qualifications and professional performance.

UNDER GRADUATE STUDIES

I. BACHELOR OF EDUCATION (PRIMARY)

(INCORPORATING THE DIPLOMA OF TEACHING)

The Bachelor of Education (Primary) degree course is a four-year full-time course comprising sixteen units of study and an approved Field Experience program. Normally four units are taken in each full-time year of the course.

DIPLOMA OF TEACHING (PRIMARY)

Preamble

This is a three-year full-time course, designed to give initial professional training for primary teaching. After at least one year of approved experience, holders of the Diploma of Teaching (Primary) are eligible to enter the fourth year of the course for the Bachelor of Education.

Course Structure

The Diploma of Teaching (Primary) comprises twelve units taken over a minimum of three years and an approved Field Experience program. Normally a student will take four units in each year of the course.

The units involve:
- 4 units in General Studies
- 4 units in Primary Orientation
- 4 units in Education

Each unit represents one year of study involving 12 hours of demand time per week including contact hours. Part-units may be offered from time to time.

In addition to the 12 units, students will undertake a fieldwork program, including supervised teaching experience of around 100 days.

<table>
<thead>
<tr>
<th>General Studies</th>
<th>Primary Orientation</th>
<th>Education</th>
<th>Education</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3</td>
<td>PART 300</td>
<td>PRIMARY ORIENTATION</td>
<td>309</td>
<td>EDUCATION</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>PART 200</td>
<td>PRIMARY ORIENTATION</td>
<td>219</td>
<td>PRIMARY ORIENTATION</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>PART 100</td>
<td>PRIMARY ORIENTATION</td>
<td>109</td>
<td>EDUCATION</td>
</tr>
</tbody>
</table>

General Studies

All students undertake four units of General Studies comprising a minimum of a three-unit major sequence in one area and a single unit study in a second area.

65
Undergraduate-Graduate Courses

These studies provide students with the opportunity of continuing their personal education at a tertiary level within the units offered by the following departments: Art, English Language and Literature; Health, Physical Education and Recreation; Mathematics and Computing; Music; Science; Social Sciences.

In the first year, students elect to study two General Studies units. One becomes a single unit study which may be developed into a minor sequence in the fourth year of the Bachelor of Education (Primary) course. The other becomes the first part of a three-unit major sequence taken throughout the Diploma of Teaching (Primary) course.

The first year General Studies units provide for some collaborative studies which are supported jointly by two departments. These collaborative units may lead to a major in either of the two departments concerned.

Education

All students undertake four units of Education. The content of these units comprises elements of both general education studies (for example, educational psychology, educational philosophy, educational sociology, comparative education) and professional studies and practice (for example, general curriculum studies, organizational procedures for learning and teaching and teaching practice).

The staff of two departments — Applied Education and Education Studies — jointly service these Education units which contribute to the development of the knowledge, understanding, skills, professional attitudes and personal values necessary for entry into the teaching profession and to the continued professional competence required of practising classroom teachers and school administrators in a continually changing educational world.

Primary Orientation

Primary Orientation with its particular emphasis on the teaching of language, reading and mathematics provides for the development of the necessary skills and competencies required of a generalist primary teacher.

All students are required to undertake four units in Primary Orientation, one unit in each of the first and third years and two units in the second year of the course. Primary Orientation studies relate specifically to the seven major curriculum areas of the primary school.

The Primary Orientation units constitute an important aspect of the compulsory program of professional studies and practice. The emphasis given to Primary Orientation reflects a concern that intending primary teachers must be equipped with the basic knowledge and skills to enable them to plan and implement a yearly program in any subject and for any age/grade grouping of primary pupils, as well as to participate effectively in the process of curriculum decision-making in schools.

Field Experience

The term Field Experience denotes the graded, sequential and comprehensive pattern of practical, observational and specific teaching tasks spread across the three years of the course and designed to complement and extend the studies undertaken in Education and in Primary Orientation.

The Field Experience program is administered within the Department of Applied Education by the Co-ordinator of Field Experience Programs (Primary) with the support of staff from all teaching departments. Particularly close links are maintained with the Co-ordinator of Primary Orientation to ensure as far as possible, the effective integration of theory and practice in the professional preparation of intending primary teachers.
Undergraduate-Graduate Courses

Regulations
Refer to Bachelor of Education regulations.

Bachelor of Education (Primary)
Holders of the Diploma of Teaching (Primary) may undertake an approved fourth year of study, as set out in Graduate Studies.

II. BACHELOR OF EDUCATION (SECONDARY)

Introduction

The Aim
The aim of the course is to prepare and qualify students who by virtue of their education and training possess the necessary understandings, skills and attitudes for entry into the profession of teaching.

The Objectives
The student at the completion of the course must demonstrate:
- an understanding, within various areas of knowledge of different modes of thought and feeling that constitute the basis of civilization,
- an understanding of those disciplines and fields of enquiry which form the basis of educational principles and theory leading to informed professional judgements, policies and actions,
- the personal qualities and attitudes necessary for a responsible involvement in the education of children.

Course Structure
The course for the degree of Bachelor of Education comprises sixteen units taken over a minimum of four years and an approved Field Experience program including at least 45 days of supervised teaching experience. Normally a student will take four units in each year of the course. No student is permitted to enrol for more than four units in any one year without the approval of the Board of Studies.

Six units are taken in Education. General Studies units are determined by the specialization undertaken. Within each specialization students are required to complete either a single unit or minor study in a discipline offered by another General Studies department. General Studies units are available in the following departments: Art, English Language and Literature, HPER, Mathematics and Computing, Music, Science, Social Sciences.

Three different specializations are currently available and the details of each course are outlined below.

A. Bachelor of Education (Art)
Students who wish to become secondary Art teachers complete the equivalent of a double major study (8 units). These units include studies in:
- Art/Craft Education
- Studio Studies
- Fine Arts

Detailed description of units offered are included in the Art Department entry of this Handbook.
Undergraduate-Graduate Courses

A diagrammatic outline of the course is provided below.

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>ART 400</th>
<th>FINE ARTS 430</th>
<th>EDUCATION 470</th>
<th>EDUCATION 450</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3</td>
<td>ART 300</td>
<td>ART 250</td>
<td>EDUC. 370</td>
<td>EDUCATION 350</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>ART 200</td>
<td>ART 150</td>
<td>ART/CRAFT EDUCATION 240 or GENERAL STUDIES 200</td>
<td>EDUCATION 250</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>ART 100</td>
<td>ART/CRAFT EDUCATION 140</td>
<td>GENERAL STUDIES 100</td>
<td>EDUCATION 150</td>
</tr>
</tbody>
</table>

B. Bachelor of Education (Music)

Students wishing to become music specialists must undertake a double major study (8 units) in music including a four-unit major study in both practical music studies and theoretical music studies. A minor sequence within a general studies department or single unit in general studies and a unit in music philosophy must also be completed.

A diagrammatic outline of the course is provided below:

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>MUSIC PRACTICAL 420</th>
<th>MUSIC THEORETICAL 430</th>
<th>EDUCATION 470</th>
<th>EDUCATION 450</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3</td>
<td>MUSIC PRACTICAL 320</td>
<td>MUSIC THEORETICAL 330</td>
<td>EDUC. 370</td>
<td>EDUCATION 350</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>MUSIC PRACTICAL 220</td>
<td>MUSIC THEORETICAL 230</td>
<td>MUSIC PHILOSOPHY 240 or GENERAL STUDIES 200</td>
<td>EDUCATION 250</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>MUSIC PRACTICAL 120</td>
<td>MUSIC THEORETICAL 130</td>
<td>GENERAL STUDIES 100</td>
<td>EDUCATION 150</td>
</tr>
</tbody>
</table>

C. Bachelor of Education (Physical Education)

To qualify for the award of Bachelor of Education with specialization in Physical Education, a student should take, as a minimum, the following 8 units in the Department of Health, Physical Education and Recreation:

- A four-unit major study in Physical Education
- A three-unit major study in either Recreation or Health Education
- A half-unit overview of either Recreation or Health Education (in the area not already taken)
- A half-unit HPER project

In addition, a student may undertake a minor sequence in another general studies department and six units must be taken in education.
Diagrammatic outlines of the course are provided below
(For students taking a second teaching method outside HPER)

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>102 BIOMECHANICS</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>202 PHYSICAL EDUCATION</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>302 PHYSICAL EDUCATION</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>402 PHYSICAL EDUCATION</td>
</tr>
</tbody>
</table>

- HPER PROJECT 410
- OVERVIEW OF RECREATION 434 or HEALTH EDUCATION 436
- EDUCATION 470
- EDUCATION 450
- EDUCATION 370
- EDUCATION 350
- GENERAL STUDIES 200
- EDUCATION 250
- HPER 101
- GENERAL STUDIES 100
- EDUCATION 150

(For students taking both teaching methods within HPER)

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>102 BIOMECHANICS</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>202 PHYSICAL EDUCATION</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>302 PHYSICAL EDUCATION</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>402 PHYSICAL EDUCATION</td>
</tr>
</tbody>
</table>

- HPER PROJECT 410
- RECREATION 444 or HEALTH 446
- EDUCATION 470
- EDUCATION 450
- EDUCATION 370
- EDUCATION 350
- HEALTH EDUCATION 206 or RECREATION 214 and 224
- EDUCATION 250
- HPER 101
- GENERAL STUDIES 100
- EDUCATION 150

FIELD EXPERIENCE
GRADUATE STUDIES

Introduction
The purpose of this section is to provide prospective students with an outline of the graduate studies available in 1982.

Burwood State College recognizes its responsibility to offer qualified and experienced teachers the opportunity to improve their existing qualifications and professional performance. To this end all the preservice courses offered by the College are available as graduate courses. In addition a number of post-graduate courses are available to those wishing to complement their generalist training by acquiring specialist teaching qualifications.

Admission with Advanced Standing
Entry with 'advanced standing' to either the course for the Bachelor of Education (Primary) incorporating the Diploma of Teaching (Primary) or the Bachelor of Education (Secondary) is available under conditions set out in the Course Regulations.

The amount of credit granted and the point of entry is dependent upon the applicant's present qualifications.

All applicants should note that regardless of the extent of their previous qualifications and experience, the conditions laid down for satisfaction of requirements for the awards require that the candidate completes not less than the equivalent of one year's full-time study, that is, four units. Accordingly the maximum credit granted towards a three-year (12 units) course will be eight units and the maximum credit granted towards a four-year (16 unit) course will be twelve units. For a one-year course (four units) no credit is granted regardless of the applicant's previous qualifications.

A. Entry to Diploma of Teaching/Bachelor of Education (Primary)

(i) Credit Awarded
The general principle is that teaching qualifications with at least a Leaving Certificate or equivalent entry requirement attract one year of credit (that is, 4 units) for each full-time year of study completed. Each Teachers' Centre subject attracts a half-unit credit. Completed University, other tertiary level subjects and Education Department subjects may also attract credit. Interstate, non-Victorian Education Department and overseas qualifications are assessed individually after consultation with the appropriate Teacher's Registration Board.

(ii) Point of Entry
Persons whose qualifications entitle them to twelve units of credit are eligible for admission into the fourth year of the Bachelor of Education course.

Persons whose qualifications entitle them to more than eight but less than twelve units of credit are eligible for admission into the third year of the Bachelor of Education course.

Persons whose qualifications entitle them to eight units of credit or less are eligible for admission into the Diploma of Teaching (Primary) course.

(iii) Studies in Special Education
While the principles outlined in (i) above apply in the granting of credit to students undertaking studies in Special Education, applicants whose qualifications allow them less than twelve units of credit will not normally be admitted.
Entry to Bachelor of Education (Secondary Art/Craft; Music; Physical Education)
Credit will be granted on the basis of existing teaching qualifications and for any approved additional studies the applicant may have completed. Because of the specialist nature of these courses, the content of existing qualifications becomes important in determining the degree of credit which will be granted. Such credit will only be granted where studies completed elsewhere are recognized as equivalent to specified units prescribed for the particular specialist course. Prerequisite studies usually preclude the granting of credit on the same scale as in the Bachelor of Education (Primary) course. Regardless of existing qualifications and experience, a minimum of four units must be completed before the degree can be awarded.

GRADUATE COURSES AVAILABLE IN 1982

Diploma of Teaching (Primary)
Diploma of Teaching (Primary) studies are available to teachers wishing to upgrade their existing qualifications. These studies may be undertaken either as a first step toward the completion of a Bachelor of Education (Primary) degree or as a primary teaching qualification in its own right. Entry at second year level is possible. Units in the course may be undertaken on either a full-time or part-time basis, during the day or evening, depending on demand and staff availability.

Bachelor of Education (Primary)
Entry with advanced standing into the final year of this degree course is available to experienced teachers whose existing qualifications can be considered equivalent to at least three years of full-time study. Persons so admitted become eligible for the award of the Bachelor of Education (Primary) degree upon completion of four units of approved study. Entry at third-year level is available to teachers whose previous professional training entitles them to at least eight but less than twelve units of credit. Generally, studies are available only in the evening.

Bachelor of Education: Secondary Art/Craft; Music; Physical Education
Specialist teachers of Art/Craft, Music, or Physical Education in secondary or technical schools wishing to upgrade their present qualifications to degree level, or primary teachers wanting to develop their generalist primary training into a specialist teaching qualification, are eligible for admission with advanced standing into the art/craft, music or physical education strands of the Bachelor of Education (Secondary) degree.

Because of the specialist nature of the studies involved and the prerequisite requirements of many of the units, credit is not normally available on the same scale as in the Bachelor of Education (Primary) course. In some areas studies are offered only during the day.

I. Diploma of Teaching (Primary) ‘Conversion’ studies
The Diploma of Teaching (Primary) is a twelve unit course for which a maximum of eight units credit may be granted.
A unit is an approved one year of study involving twelve hours of student demand time per week. Part units involving a proportional demand time are also offered.

The normal third year of the course consists of four units:

| Education 300 | Education 320 | Primary Orientation 309 | General Studies 300 |
Primary Orientation 309 consists of studies in Language Arts and Mathematics. Suitably qualified teachers may be granted exemption from this unit and permitted to take an additional second or third year general studies unit.

General studies units are offered by the departments of Art, English Language and Literature, Health Physical Education and Recreation, Mathematics and Computing, Music, Science and Social Sciences. Special Education units may also be offered depending on staff availability.

Successful applicants who are granted less than eight units of credit on the basis of their existing qualifications must complete appropriate units at second year level before becoming eligible for enrolment in the third year of the course.

Notwithstanding the possible exemptions from school experience noted elsewhere, students wishing to qualify for the award of the Diploma of Teaching (Primary) will be required to undertake such supervised practical teaching as is deemed necessary by the Course Committee to satisfy the requirements of the course. Recommendations in this regard are the joint responsibility of the Co-ordinator of School Experience Programs (Primary) and the Head of the Applied Education Department.

II. Bachelor of Education (Primary): Third Year Studies

The Bachelor of Education (Primary) is a sixteen unit course for which a maximum of twelve units credit may be granted.

The requirements of this year of the degree course are the same as those for the third year of the diploma course as outlined above, except that, because third year degree students receive some additional credit, they are not required to complete the whole four units of the year. In addition, they are not required to meet any practical teaching requirements.

Bachelor of Education (Primary): Fourth Year Studies

The fourth year consists of four units and must conform to the following structure:

| Education 400 | General Studies 400 | Two further units chosen from those available |

All candidates must complete Education 400 and General Studies 400, except that General Studies 300 may be substituted for General Studies 400 by candidates who do not have a suitable background. Two of the four units must be at the most advanced level. Holders of the Burwood Diploma of Teaching (Primary) may interpret this structure as follows:

| Education 400 | General Studies 400 | General Studies 200 | One further Education unit chosen from those available |

Interest Areas: Bachelor of Education (Primary) Fourth Year Studies

Within the general constraints of balance and level of studies described above there is considerable freedom for teachers to develop study programs appropriate to their particular interests and needs.

The College has developed a number of interest areas which allow teachers either to concentrate their studies on one particular area of professional concern or respon-
Teachers wishing to complete the degree by undertaking studies of the former kind should consider the following Professional Responsibility interest areas:

- Advanced Practical Teaching
  - in Junior Primary Education
  - in Senior Primary Education
  - in Multicultural Education
  - in Student Teaching Supervision
- Advanced Primary Music
- Educational Leadership and Planning
- Remedial Education
- Special Education

Teachers more interested in fourth year degree studies of the latter kind should consider the following Subject interest areas:

- Primary Art
- English Studies
- Health, Physical Education and Recreation Studies
- Primary Mathematics
- Primary Music
- Primary Science
- Primary Social Sciences

General enquiries, including method of application, should be directed to Ms V. Cook, Admissions Officer
Telephone: 285 0264

**Professional Responsibility Interest Areas:**

(a) Advanced Practical Teaching

A concentration on certain specific areas in the primary school —

- Multi-Cultural education
- Junior primary education
- Senior primary education
- Student teaching supervision

The units concentrate on translating established theory into practice within the classroom setting and evaluating the results.

(i) Multi-cultural Education

<table>
<thead>
<tr>
<th>Modern Languages in the Primary School 449</th>
<th>Teacher Effectiveness Studies 453</th>
<th>Action Research Project: Curriculum Evaluation 441 or Teacher Effectiveness 442</th>
<th>Education Studies Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Planning for Multi-cultural Education 444</td>
<td>Teaching English as a Second Language 450</td>
<td>General Studies Elective</td>
<td>General Studies Elective</td>
</tr>
</tbody>
</table>

73
### Undergraduate-Graduate Courses

#### (ii) Junior Primary Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Action Research Project: Curriculum or Teacher Effectiveness</th>
<th>Education Studies Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Junior Primary Children 452</td>
<td>Teacher Effectiveness Studies 453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Planning 443</td>
<td>Curriculum Planning for Junior Primary 445</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Studies Elective</td>
<td></td>
<td>General Studies Elective</td>
</tr>
</tbody>
</table>

#### (iii) Senior Primary Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Action Research Project: Curriculum or Teacher Effectiveness</th>
<th>Education Studies Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Senior Primary Children 451</td>
<td>Teacher Effectiveness Studies 453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Planning 443</td>
<td>Curriculum Planning for Senior Primary 446</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Studies Elective</td>
<td></td>
<td>General Studies Elective</td>
</tr>
</tbody>
</table>

#### (iv) Student Teaching Supervision

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Action Research Project: Curriculum or Teacher Effectiveness</th>
<th>Education Studies Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Junior Primary Children 452 or Teaching Senior Primary Children 451</td>
<td>Teacher Effectiveness Studies 453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Student Teaching Supervision 448</td>
<td>Planning Student Teaching Supervision 447</td>
<td></td>
<td>General Studies Elective</td>
</tr>
<tr>
<td></td>
<td>General Studies Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate-Graduate Courses

(b) Advanced Primary Music
Teachers able to demonstrate a sound background in an area of practical music, a satisfactory competence in music concepts, and an interest in and aptitude for classroom music education are eligible for this interest area. Studies are offered on a full-time or part-time basis though classes are only available during the day. In the past study leave has been granted by the Education Department for this interest area.

The following units must be taken by all candidates -

<table>
<thead>
<tr>
<th>Education 400</th>
<th>Music Studies 380</th>
<th>Music Studies 480</th>
<th>Music Education Studies 470</th>
</tr>
</thead>
</table>

Teachers whose existing qualifications entitle them to entry with advanced standing into the third year of the Bachelor of Education course, may also be permitted to undertake these advanced primary music studies. They will not, however, become eligible for any award until they have completed the requirements of the Bachelor of Education (Primary) course as described in the course regulations.

(c) Educational Planning and Leadership
An area of study available only to suitably qualified and experienced teachers... Applicants must hold a position of responsibility in a school and have had at least five years of teaching experience. The four unit studies are -

<table>
<thead>
<tr>
<th>Education 400</th>
<th>General Studies 300 or 400</th>
<th>Personnel Behaviour and Management 432</th>
<th>Interpersonal Relations 413</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School Governance and the Community</td>
<td>Social Disadvantage and Education 431</td>
</tr>
<tr>
<td></td>
<td></td>
<td>433</td>
<td>431</td>
</tr>
</tbody>
</table>

(d) Remedial Education
The study focuses on the problems and methods of remedial teaching in the normal classroom setting and includes a concentration on the areas of English and Mathematics. The four units studied are:

<table>
<thead>
<tr>
<th>Education 400</th>
<th>General Studies 300 or 400</th>
<th>Two units selected from the range of Remedial Education offerings</th>
</tr>
</thead>
</table>

(e) Special Education
Studies are available within the areas of the hearing impaired, the visually impaired, the intellectually handicapped, the orthopaedically handicapped, the learning disabled and the multiply handicapped, and students may develop a study program which is either broadly based or directed more towards one particular area.
Undergraduate-Graduate Courses

The normal study program is:

<table>
<thead>
<tr>
<th>Education 400</th>
<th>General Studies 300 or 400</th>
<th>Four Special Education half-units selected from those available</th>
</tr>
</thead>
</table>

Note: It is possible to select a study program in which all four units are selected from studies available within the Institute of Special Education.

Subject Interest Areas:
Each of these seven interest areas provides for the further personal and professional development of teachers within a particular subject area.

While the equivalent of up to three units may be taken in a particular subject area, only Education 400 and one unit from the selected subject area are compulsory. If desired, the equivalent of up to two units may be taken from studies available in any College department.

**EDUCATION 400**
This is a compulsory unit within the fourth year of the Bachelor of Education (Primary) degree.

It comprises studies in both Applied Education and Education Studies as follows:

<table>
<thead>
<tr>
<th>Applied Education</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.A.C.S. 402 (1/2 unit) or Curric. Planning 443 (1/2 unit)</td>
<td>One elective study (1/2 unit)</td>
</tr>
</tbody>
</table>

The elective Education Studies half-units are listed below.
Each study occupies a semester (half-year) and has a weekly contact time of three hours. Not all electives can be offered each year and others are available on a restricted basis. Those available in 1982 will be notified:
- An Investigation in the History of Education 423
- Classroom Behaviour Modification 416
- Comparative Education 434
- Contemporary Systems of Education 435
- Curriculum Theory 418
- Interpersonal Relations 413
- Interpreting the Traditional Classroom 417
- Learning Difficulties 424
- Learning Difficulties 425
- Measurement and Research in Education 419
- Personality and Motivation 426
- *Personnel Behaviour and Management 432
- Philosophical Analysis 427
- Philosophy of Education 426
- *Reading and Independent Project 499
- *School Governance and Community 433
- Social Disadvantage and Education 431
GENERAL STUDIES 300 AND 400

All candidates must complete a unit of general studies within the fourth year of the Bachelor of Education (Primary) degree. Depending on previous studies, this may be at the third (300) or fourth (400) year level. Course advisers will require evidence that adequate background studies have been undertaken before admittance to fourth year level course work.

Holders of the Diploma of Teaching (Primary) from Burwood State College (post 1978) should enrol at the fourth year level in the appropriate general studies unit to complete the fourth unit of the major study taken during the Diploma course.

In the list which follows, asterisked components (*) complete such a four-year major study.

Holders of other qualifications should elect a unit of general studies from either year 3 or year 4 depending on previous qualifications.

Where two half-units are selected they should be from the same general studies department.

Available components are listed below by subject department.

Department of Art

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 300 (1 unit) comprising Studio Practice</td>
<td>*Art 400 (1 unit) comprising Studio Practice 400</td>
</tr>
<tr>
<td>Drawing 311</td>
<td>Drawing 411</td>
</tr>
<tr>
<td>Fine Arts 333</td>
<td>Fine Arts 432</td>
</tr>
</tbody>
</table>

Department of English Language and Literature

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Studies 301 (1 unit)</td>
<td>*Literary Studies 401 (1 unit)</td>
</tr>
<tr>
<td>Children’s Literature 302 (1 unit)</td>
<td>*Children’s Literature 402 (1 unit)</td>
</tr>
<tr>
<td>Reading 312 (½ unit)</td>
<td>Literature and Reading in the Classroom 409 (1 unit)</td>
</tr>
<tr>
<td>Disabilities 313 (½ unit)</td>
<td>English and Underachievement 416 (1 unit)</td>
</tr>
<tr>
<td>Multi-cultural Classroom 321 (½ unit)</td>
<td></td>
</tr>
<tr>
<td>Children’s Literature in the Classroom 345 (½ unit)</td>
<td></td>
</tr>
<tr>
<td>Language 355 (½ unit)</td>
<td></td>
</tr>
</tbody>
</table>
### Department of Health, Physical Education and Recreation

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Recreation</td>
<td>334 (1/2 unit)</td>
</tr>
<tr>
<td>Overview of Socio-Cultural Aspects of P.E.</td>
<td>335 (1/2 unit)</td>
</tr>
<tr>
<td>Overview of Health Education</td>
<td>336 (1/2 unit)</td>
</tr>
<tr>
<td>Overview of Biological Aspects of P.E.</td>
<td>337 (1/2 unit)</td>
</tr>
<tr>
<td>Overview of Psychological Aspects of P.E.</td>
<td>338 (1/2 unit)</td>
</tr>
<tr>
<td>Sports Medicine</td>
<td>427 (1/2 unit)</td>
</tr>
<tr>
<td>Exercise</td>
<td>417 (1/2 unit)</td>
</tr>
<tr>
<td>Physiology</td>
<td>417 (1/2 unit)</td>
</tr>
<tr>
<td>Advanced Biomechanics</td>
<td>443 (1/2 unit)</td>
</tr>
<tr>
<td>Psychology of Coaching</td>
<td>428 (1/2 unit)</td>
</tr>
<tr>
<td>Acquisition of Skill</td>
<td>418 (1/2 unit)</td>
</tr>
<tr>
<td>Comparative Physical Education and Sport</td>
<td>445 (1/2 unit)</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>425 (1/2 unit)</td>
</tr>
<tr>
<td>Sociology of Sport and Physical Education</td>
<td>415 (1/2 unit)</td>
</tr>
</tbody>
</table>

### Department of Mathematics and Computing

**Year 3**
- Appropriate third year components are determined on an individual basis by negotiation with Department of Mathematics counsellors.

**Year 4**
- Mathematics 401 (1/2 unit)
- Mathematics 402 (1/2 unit)
- Mathematics 403 (1/2 unit)
- Mathematics 411 (1/2 unit)
- Mathematics 412 (1/2 unit)
- Mathematics 413 (1/2 unit)
- Mathematics Education 415 (1/2 unit)
- Mathematics Remedial 416 (1/2 unit)
- Computer Assisted Instruction 431 (1/2 unit)
- Computer Assisted Instruction Practicum 432 (1/2 unit)
- Classroom Remediation in Mathematics 420 (1 unit)

### Department of Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Education for Classroom Teachers 350</td>
<td>350 (1/2 unit)</td>
</tr>
<tr>
<td>Choral Training and Repertoire</td>
<td>353</td>
</tr>
<tr>
<td>Music Workshop</td>
<td>351</td>
</tr>
<tr>
<td>Movement and Dance</td>
<td>352</td>
</tr>
<tr>
<td>Music Education for Classroom Teachers 360</td>
<td>360 (1/2 unit)</td>
</tr>
<tr>
<td>Music Education</td>
<td>363</td>
</tr>
<tr>
<td>Guitar</td>
<td>364</td>
</tr>
</tbody>
</table>

### Music Education Studies

- Recorder Ensemble 455 (1/2 unit)
- Arrangement 458
- Music Curriculum Planning 453
- Music Education Studies 460 (1/2 unit)
- Music Education 463
- Evaluation in Music Education 461

---

78
### Undergraduate-Graduate Courses

#### Department of Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 303</td>
<td>1 unit</td>
</tr>
<tr>
<td>Advanced Teaching in Science 404</td>
<td>(1 unit)</td>
</tr>
<tr>
<td>Science Co-ordinator in the Primary School 411</td>
<td>($\frac{1}{2}$ unit)</td>
</tr>
</tbody>
</table>

#### Department of Social Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Studies 301/307</td>
<td>(1 unit)</td>
</tr>
<tr>
<td>Other Cultures 302/306</td>
<td>(1 unit)</td>
</tr>
<tr>
<td>Television, Society and Child 303</td>
<td>($\frac{1}{2}$ unit)</td>
</tr>
<tr>
<td>Pressure Groups and Education 304</td>
<td>($\frac{1}{2}$ unit)</td>
</tr>
<tr>
<td>Urban and Regional Studies 401</td>
<td>(1 unit)</td>
</tr>
<tr>
<td>Social Studies for the Primary School 402</td>
<td>(1 unit)</td>
</tr>
</tbody>
</table>

### III. BACHELOR OF EDUCATION (SECONDARY)

**Bachelor of Education (Art)**

A sixteen unit course of professional training for art/craft teaching in primary, secondary or technical schools. The maximum credit which can be awarded is twelve units.

Being a specialist course there is emphasis on art/craft studies, and up to nine units are devoted to studies in art/craft education, fine arts, drawing (both life and environmental), aesthetics, design and studio practice. Within the latter, one area must be taken throughout the four years of the course. Six units of education, including one unit of professional orientation in art/craft, and at least one other general studies unit complete the academic course requirements. Demonstrated competence in the organization and teaching of a secondary art/craft program is also essential.

General enquiries concerning method of application should be directed to:

Ms V. Cook, Admissions Officer
Telephone: 285 0264

**Bachelor of Education (Music)**

A sixteen unit course of professional training for music teaching in primary, secondary or technical schools. The maximum credit which can be awarded is twelve units.

Being a specialist course there is an emphasis on music studies, and up to nine units are devoted to studies in history and literature of music, composition and arrangement, music education (philosophy and curriculum studies), movement and dance and practical music studies. In the latter, as well as a three-year chief study on an approved instrument, skills in aural training, vocal ensemble, instrumental ensemble conducting (vocal and instrumental), accompanying (keyboard or guitar), and orchestra are developed and/or extended. Six units of education, including one unit of professional orientation in music and at least one other general studies unit complete the academic course requirements. Demonstrated competence in the organization and teaching of a secondary music program is also essential.

General enquiries regarding method of application should be directed to:

Ms V. Cook, Admissions Officer
Telephone: 285 0264
Undergraduate-Graduate Courses

Bachelor of Education (Physical Education)

A sixteen unit course of professional training for physical education teaching in primary, secondary and technical schools. The maximum credit which can be awarded is twelve units.

Being a specialist course there is an emphasis on physical education and eight units are devoted to studies in physical education, health education and recreation. The HPER units in the preservice course have been restructured for qualified teachers into the following four areas of Physical Education:

- Biological Aspects of Physical Education
- Biomechanics
- Psychological Aspects of Physical Education
- Socio-cultural Aspects of Physical Education

In addition Health Education, Recreation and the HPER Project are offered as separate units. Six units of education, including one unit of professional orientation in physical education and recreation or health education and two other general studies units complete the academic course requirements. Demonstrated competence in the organization and teaching of a physical education/recreation/health education program is also essential.

General enquiries concerning method of application should be directed to:

Ms V. Cook, Admissions Officer
Telephone: 285 0264
REGULATIONS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF EDUCATION
(INCORPORATING THE DIPLOMA OF TEACHING
(PRIMARY))

1. THE AWARD

The degree of Bachelor of Education is awarded by Burwood State College to those who successfully complete a four year course as outlined in these Regulations. Burwood State College shall award the Diploma of Teaching (Primary) to those who complete a course approved by the College as the first three years of a course for the degree.

2. DEFINITIONS

2.1 Unit — an approved one academic year of study involving twelve hours of student demand time per week, including contact time. Part-units may be offered. Recognised units and part-units and their point values are as set out in the Index of Units published by the College.

2.2 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.3 Student Demand Time — a course planning concept denoting the total time per week that a typical student is expected to devote to the study of a unit or part-unit. It includes lectures, practical work, private study and related activities.

2.4 Contact Time — the actual weekly time-tabled lecture/tutorial/workshops/practical work sessions required for each unit or part-unit.

2.5 Sequence — two or more units taken successively in an approved area of study. Sequences are as set out in the Handbook of Courses and are of two kinds:

   Three or four successive units, whichever is prescribed, constitute a major sequence;
   Two successive units constitute a minor sequence.

Notwithstanding these prescriptions a Course Committee may from time to time approve a special sequence.

2.6 Course — a program of study necessary to qualify for an award.

2.7 Department — any of the teaching departments in which units or part-units are offered.

3. ADMISSION TO THE COURSE

3.1 A student may be admitted if he has:

   3.1.1 Accumulated ‘satisfactory or better’ (or the accredited equivalent) assessment in at least twelve different VISE accredited Year 12 units which are approved by the College as appropriate preliminary studies for a teacher training course and of which
   — at least nine units constitute three subjects, and
   — at least three units (of the twelve) constitute either Group 1 English, or English as a Second Language, or an equivalent Group 2 subject approved by the College; OR

   3.1.2 passed the Higher School Certificate prior to 1981 in such a way as to have satisfied the Victorian University Entry Requirements; OR
3.1.3 satisfactorily completed an approved Tertiary Orientation Programme in such a way as to have satisfied the Victorian University Entry Requirements; OR
3.1.4 satisfactorily completed a VISE Approved Study Structure approved by the College; OR
3.1.5 satisfactorily completed a Year 12 interstate or overseas course of studies approved by VISE as an equivalent course of study to the Victorian Year 12, or by VUAC as satisfying the Victorian Universities Entry Requirements; OR
3.1.6 satisfied special requirements for admission as determined by the Board of Studies from time to time.

3.2 In addition admission to the course may depend upon suitability as determined by interview.

3.3 A student may be admitted to the course with advanced standing under conditions prescribed in Regulation 5.

4. DESCRIPTION OF THE COURSE

The course comprises 16 units (studies to the value of 192 points) together with an approved Field Experience program taken over a minimum of four years of full-time study or its part-time equivalent. A student will complete the course in one of two areas:

General primary teaching
Specialist secondary teaching

4.1 General Primary Teaching

To complete the degree in general primary teaching a student must successfully undertake
4.1.1 In not less than three years of full-time study 12 units (studies to the value of 144 points) as follows:
   a three unit major sequence taken within one department and a single unit taken within another department from those units offered by the departments of Art; English Language and Literature; Health, Physical Education and Recreation; Mathematics and Computing; Music; Science and Social Sciences; AND
   four units in Education; AND
   four units in Primary Orientation; AND
   an approved Field Experience program;
   thus qualifying for the award of the Diploma of Teaching (Primary).
4.1.2 At least one year of approved experience
4.1.3 In not less than one year of full-time study, four approved units (studies to the value of 48 points), which must include
   one unit of General Studies at the fourth year level except that a student without the necessary prerequisite will substitute a third-year level unit of General Studies,
   one unit of Education at fourth year level, AND
   two further units selected from those offered by any department, provided that at least two of the four units are at the most advanced level.

4.2 Specialist Secondary Teaching

4.2.1 To complete the course for the degree in Specialist secondary
teaching a student must successfully undertake in not less than four years of full-time study:
  at least eight units in the department of specialization, including a four unit major sequence;
  at least one unit in another of the departments listed in 4.1.1; AND
  six units in Education;
  an approved field experience program;
  such other units as are approved by the Course Committee as fulfilling the requirements of the course.

5. ADVANCED STANDING

5.1 A student may be admitted with advanced standing, credit being granted for previous studies, provided that the studies are approved by the Course Committee as being of a satisfactory standard and relevant to the requirements of the course. Where studies completed elsewhere are recognized as equivalent to specified units prescribed for the course, such credit shall be specified. Other credit shall be unspecified.

5.2 Regardless of his existing qualifications, before qualifying for an award, a student must complete a minimum of four units while enrolled at Burwood State College. Accordingly, the Course Committee will not award a student undertaking the course for the degree more than twelve units credit and a student undertaking the course for the Diploma more than eight units credit.

5.3 A student may not include in the work for the degree units or part-units the contents of which substantially overlap the contents of units or part-units for which he has been granted credit.

6. MAXIMUM PERIOD OF CANDIDATURE

6.1 Normally the maximum period of candidature for the degree of Bachelor of Education shall be eight years and for the Diploma of Teaching (Primary) shall be six years except that:

6.1.1 Where a student, under the provision of regulation 5, is awarded advanced standing on the basis of previous studies and undertakes the course by full-time study, the maximum period of candidature shall be a period equal to half as many years as there are units to complete.

6.1.2 Where a student, under the provision of regulation 5, is awarded advanced standing on the basis of previous studies and undertakes the course by part-time study, the maximum period of candidature shall be one year more than the number of units the student is required to complete to qualify provided that this period does not exceed nine years.

6.1.3 The maximum period of candidature for a student who changes from full-time to part-time studies or vice versa shall be determined by the Course Committee which shall take into account regulations 6.1.1 and 6.1.2.

6.2 The maximum period of candidature shall not normally be extended by any period during which a student is permitted to intermit his course.

6.3 In special circumstances the Course Committee may grant an extension of time.
7. PROGRESS THROUGH THE COURSE

7.1 Approval of Enrolment
At the beginning of each academic year a student must obtain the approval of the Course Committee for his enrolment in units and part-units to be undertaken in that year. Approval must also be obtained for any subsequent variation in enrolment. Except with the approval of the Course Committee a student may not enrol in studies to the value of more than forty-eight points in any one year.

7.2 Minimum part-time enrolment
If permitted to proceed by part-time studies a student must enrol in studies to the value of at least twelve points in any one year except when he is required to complete studies to the value of less than twelve points to satisfy the requirements of the course.

7.3 A student may not undertake any unit until he has satisfied any prerequisite as published in the Handbook of Courses.

7.4 A student's progress through the course will be governed by the following regulations.

7.4.1 Unless he shows cause why not, the Course Committee normally shall terminate the course of a student who fails to obtain fifty percent of the points allotted to recognized units and part-units for which he is assessed in any year.

7.4.2 Where a student fails to obtain sixty percent of the points allotted to recognized units and part-units for which he is assessed over two successive years, the Course Committee shall review his progress and may specify conditions under which he may proceed.

7.4.3 In considering the case of a student who, having been admitted with advanced standing, is subsequently required to show cause why his enrolment should not be terminated on the grounds of unsatisfactory progress, the Course Committee will take into account his academic performance at any previous institution.

7.5 Progress in practical teaching is subject to the above regulations, with the provision that the Course Committees may at any time terminate the course of a student whose performance in practical teaching is deemed unsatisfactory.

7.6 A student whose course has been terminated shall not be permitted to re-enrol except with the approval of the Board of Studies.

7.7 A student's use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published. The Board of Studies may at any time on the recommendation of the Course Committee suspend the course of a student failing to comply with these conditions.

7.8 Each student enrolled in the course is subject to the Discipline Regulations of the College.

8. ATTENDANCE AND ASSESSMENT

8.1 A student shall comply with the attendance requirements of individual departments responsible for the units and part-units in which he is enrolled.

8.2 Notwithstanding anything in the above regulation (8.1) the Course Committee may, under special circumstances, exempt a student from attendance at any class or other activity prescribed as part of the course.
8.3 The Course Committee may preclude a student from further attendance or the right to further assessment in a unit or part-unit if the Head of the Department offering that unit or part-unit reports the student's attendance to be unsatisfactory.

8.4 Satisfactory completion of each unit or part-unit and of the practicum requirements shall be determined by the Course Committee on the advice of the appropriate department.

8.5 Assessment in the units or part-units of the course shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

9. COMPLEMENTARY STUDIES AT OTHER INSTITUTIONS
A student may, on the recommendation of the Head of the relevant Department, and with the prior approval of the Course Committee, enrol in complementary studies at another tertiary institution. Where such studies are satisfactorily completed they shall be credited toward the student's course.

10. SPECIAL CONSIDERATION
A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration.

11. INTERMISSION
At any time during the course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Course Committee such intermission shall apply only until the beginning of the next academic year.

12. RELEASE OF RESULTS
The Academic Registrar shall be responsible for the release of official statements of results.

13. RIGHT OF APPEAL
13.1 A student may appeal to the Board of Studies against any decision reached under these regulations.

13.2 A student desiring to exercise his right of appeal shall specify the following particulars in writing:
(a) the type of appeal and the name of the officer or body which made the decision against which it is desired to appeal;
(b) the contents of the decision;
(c) the grounds on which it is desired to appeal;
(d) evidence supporting the appeal.

13.3 Appeals Against Course Committee Decisions
13.3.1 A student who feels aggrieved at a decision of the Course Committee on an academic matter, shall request the Committee in writing to review its decision. If dissatisfied with the result of the review which shall be given in writing the student may appeal within 14 days of the review to the Academic Registrar.

13.3.2 On receiving notice of an appeal the Academic Registrar shall inform the Chairman of the Board of Studies who shall consult with such Deans as are not members of the Committee subject to the appeal, and the Academic Registrar, and set up an Appeals Committee to hear the appeal.

13.3.3 The Appeals Committee shall consist of at least three members, one of whom shall be a student. Members of the Appeals Commit-
Undergraduate-Graduate Courses

The Appeals Committee shall be independent of the dispute. The Committee shall deter-
mine its own procedures save that each appellant and the Chairman and representatives of the Course Committee shall have the right to appear before the Appeals Committee and to make written and/or oral submissions to the Committee.

13.3.4 The Appeals Committee shall report and make recommendations to the Board of Studies. The decision of the Board of Studies shall be conveyed to the appellant by the Academic Registrar.

14. PREROGATIVE OF THE BOARD OF STUDIES

Notwithstanding anything to the contrary contained in these regulations the Board of Studies may dispense with or suspend any requirement or prescription of these regulations.
DEPARTMENT OF APPLIED EDUCATION

INTRODUCTORY STATEMENT

The role of this Department is to develop and conduct programs that relate to the practice of the teacher in the school, especially in the classrooms.

The aims of the Department are:

- to provide specific courses and related fieldwork appropriate to the acquisition of professional knowledge, skills, competencies and attitudes
- to facilitate the co-ordination of all areas of the college program as it relates specifically to the professional preparation of teachers
- to ensure close liaison with the teaching profession in order to establish a working partnership in the education of trainee teachers.

The Applied Education core is seen as the central stream in the professional preparation of students. All activities are planned to stem from the Field Experience to ensure that their relevance to the art and competence of the teacher is clearly perceived.

FIELD EXPERIENCE

Practical experience in teaching, applying theoretical insights in the classroom, is an important and integral part of the course.

Through a graduated, sequential program of field experience, students are helped to acquire the knowledge, skills, competencies and attitudes appropriate for a practising professional teacher.

By the end of the course the student will be expected to have fulfilled the objectives established by an extensive research program. Practising teachers are involved in the development of this program through the Field Experience Committee.

OBJECTIVES

By the end of the course the student will be expected to be able to:

- carry out observation and analysis of the classroom environment and classroom interaction
- understand the organization of the school
- state objectives clearly (preferably in behavioural terms) and select relevant learning experiences
- demonstrate competence in teaching skills
- cater for individual differences
- plan and carry out sequential learning units
- select and organize a variety of learning environments
- use appropriate teaching methods clearly related to content and the level of the pupils
- use and evaluate teaching aids
- evaluate his teaching and the pupil’s learning
- establish rapport with groups of pupils, encouraging pupil participation and initiative
- make effective use of verbal communication
- demonstrate effective supervision and control routines designed to promote successful class management
- show responsibility, maturity and flexibility in carrying out professional roles.

Further information about field experience will be made available to students, college staff, and co-operating school staff through the Field Experience Manuals.
ASSESSMENT
As well as providing feedback to students through comments written on lesson plans, co-operating teachers and college staff are required to write reports on particular sessions taken by students and to furnish general reports from time to time. A structured form of reporting is being used so that particular strengths and weaknesses may be identified quickly and help given where required.

ABSENCE
During school experience, students are regarded as members of staff of the school to which they are allotted, and, as such, the normal conditions relating to the absence of teachers apply. As teachers, they have responsibilities to the school, its staff and pupils. Absence therefore should result only from illness or because of very serious personal reasons.

While on school experience students must notify the school by telephone before 9.00 a.m. of an intended absence.

N.B. Absences from school experience may preclude recognition of that experience as being satisfactory for purposes of the course.

COMPULSORY EDUCATION UNITS
The staff of two teaching departments within the College – Applied Education and Education Studies – jointly service the compulsory Education units which form an integral part of the academic course requirements for both intending general primary (Diploma of Teaching) teachers and secondary subject (Bachelor of Education – Art; Music; Physical Education teachers). Broadly speaking, Education studies staff teach the general education studies components of the units while Applied Education staff offer components more properly categorized as professional studies and practice.

EDUCATION UNITS AND FIELD EXPERIENCE WITHIN THE BACHELOR OF EDUCATION (PRIMARY) COURSE
All students must complete satisfactorily Education units and a three-year graded and sequential Field Experience Program as follows for Diploma of Teaching:

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>EDUCATION 100</th>
<th>(½ unit)</th>
<th>FIELD EXPERIENCE 107</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Studies 101</td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OLT 102</td>
<td>(½ unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR</th>
<th>EDUCATION 200</th>
<th>(½ unit)</th>
<th>FIELD EXPERIENCE 207</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Studies 201</td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OLT 202</td>
<td>(½ unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th>EDUCATION 300 (APPLIED EDUCATION)</th>
<th>(½ unit)</th>
<th>FIELD EXPERIENCE 307</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OLT 302</td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Development 303</td>
<td>(½ unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th>EDUCATION 320 (EDUCATION STUDIES)</th>
<th>(½ unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Achievement 321</td>
<td>(½ unit)</td>
</tr>
<tr>
<td></td>
<td>Teachers and Educ. Choices 322</td>
<td>(½ unit)</td>
</tr>
</tbody>
</table>
To complete the Bachelor of Education (Primary) students require:

<table>
<thead>
<tr>
<th>FOURTH YEAR</th>
<th>EDUCATION 400 (APPLIED EDUCATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TACS 402 or Curric. Planning 443</td>
</tr>
</tbody>
</table>

| EDUCATION UNITS AND FIELD EXPERIENCE WITHIN THE BACHELOR OF EDUCATION (ART, MUSIC, PHYSICAL EDUCATION) SPECIALIST COURSE |
| All students must complete satisfactorily compulsory Education units and a four-year graded and sequential Field Experience program as follows: |

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>EDUCATION 150</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Studies 100 (½ unit)</td>
</tr>
<tr>
<td></td>
<td>TACS 152 (½ unit)</td>
</tr>
<tr>
<td></td>
<td>FIELD EXPERIENCE 157</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR</th>
<th>EDUCATION 250</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Studies 251 (½ unit)</td>
</tr>
<tr>
<td></td>
<td>TACS 200 (½ unit)</td>
</tr>
<tr>
<td></td>
<td>FIELD EXPERIENCE 257</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th>EDUCATION 350 (APPLIED EDUCATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TACS 300 (½ units)</td>
</tr>
<tr>
<td></td>
<td>FIELD EXPERIENCE 357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th>EDUCATION 370 (EDUCATION STUDIES)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Achievement 371 (¼ unit)</td>
</tr>
<tr>
<td></td>
<td>Curriculum Theory 372 (¼ unit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR</th>
<th>EDUCATION 450 (APPLIED EDUCATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TACS 400 (1 unit)</td>
</tr>
<tr>
<td></td>
<td>FIELD EXPERIENCE 457</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR</th>
<th>EDUCATION 470 (EDUCATION STUDIES)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers and Educ. Choices 471 (½ unit)</td>
</tr>
<tr>
<td></td>
<td>Elective study — one to be taken (½ unit)</td>
</tr>
</tbody>
</table>

GRADUATE STUDIES
The department offers components in both the Diploma of Teaching Conversion and the graduate programs, which are designed to develop further the skills of practising teachers. For this reason the offerings are very practical and designed around school based activities.

At the third year level the half units Organization for Learning and Teaching 302 and Curriculum Development 303 form the compulsory unit Education 300. Field
Bachelor of Education/Diploma of Teaching

Experience 317 or its equivalent is also required, although exemption may be given on submission of evidence of completion.

ADVANCED PRACTICAL TEACHING INTEREST AREA

Studies in Advanced Practical Teaching interest area at the fourth year level of the Bachelor of Education (Primary) seek to concentrate on translating established theory into practice within the classroom setting and evaluating the results.

AIM

The study aims at lifting the level of practical teaching by concentrating on the refinements of basic skills and the application of education principles to selected interest areas.

COMPONENTS

Four units are required to satisfy the fourth year requirements. All students must complete, within their four units, the unit Education 400, which consists of:

- a half unit offered by the Department of Applied Education.
- a unit in General Studies at the fourth year level for students with the Diploma of Teaching from Burwood State College (post-1976) or at the third year level for students with other entry qualifications
- two other units after course guidance.

At least two of the four units must be at the most advanced level.

ELECTIVE STUDIES

- Action Research: Community/School Interaction 440
- Action Research: Curriculum Evaluation 441
- Action Research: Teacher Effectiveness 442
- Advanced Media 454
- Curriculum Planning 443
- Curriculum Planning for Multi-Cultural Education 444
- Curriculum Planning — Junior Primary 445
- Curriculum Planning — Senior Primary 446
- Planning for Student Teaching 447
- Principles of Student Teaching Supervision 448
- Teaching Community Languages in Primary Schools 449
- Teaching English as a Second Language 450
- Teaching Junior Primary Children 452
- Teaching Senior Primary Children 451
- Teacher Effectiveness Studies 453

EDUCATION 100 (APPLIED EDUCATION)

ORGANIZATION FOR LEARNING AND TEACHING 102 (PRIMARY)

Availability: Day classes

Prerequisite: Nil

Level: First year

Value: 6 points (half unit)

Duration: Whole year

Commlbn: Demand time 6 hrs per week — Contact time 2 hrs per week.

Content: Teaching skills — including basic questioning, reinforcement, variability, introductory procedures and closure, classroom management, planning for classroom activities, classroom communication and oral and audio-visual techniques.

Assessment: Four practical assignments plus hurdle requirements with respect to Teaching Plans and Teaching Resources.
Field Experience 107 (Primary)

Availability: Day classes
Level: First year
Duration: Whole year
Commitment: Demand time of 10 hrs per day during placement.
Content: Primary school involvement demanding contact with individuals, children, small groups and whole class groups. Systematic observation of children and teachers and the planning and implementation of simple teaching tasks.
Assessment: All activities must be completed satisfactorily.
Required Reading: Field Experience Manual — Diploma of Teaching (Primary)

Field Experience 157 (Specialist)

Availability: Day classes
Level: First year
Duration: Fifteen days
Commitment: Demand time of 10 hours per day during placements.
Content: Involvement in primary schools demanding contact with small groups and class groups in the relevant specialist method areas. Observation of children and teachers in appropriate specialist method areas. Implementation of teaching tasks and audio-visual skills from Teaching and Curriculum Studies 152.
Assessment: Teach one or two lessons per day at a level commensurate with the first year of teaching practice. Satisfactory progress as indicated on the College Diagnostic Teaching Report Form and the completion of additional tasks arising from any unsatisfactory progress as directed under the Teaching Support Program is also required.
Required Reading: Bachelor of Education Field Experience Manual.

Education 200

Organization for Learning and Teaching 202 (Primary)

Availability: Day classes
Level: Second year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: Advanced Teaching Skills. Self-instructional modules involving study of objectives, interaction analysis, units of work, individualized instruction, and forms of classroom and school organization. Education Technology — preparation of a range of teaching aids.
Assessment: Teaching Skills — satisfactory performance in workshops and on block field experiences in Terms I and II. Self Instructional Modules — satisfactory standard of hurdle tasks throughout the year.
Bachelor of Education/Diploma of Teaching

Educational Technology — satisfactory standard of set tasks.

Required Reading:

FIELD EXPERIENCE 207 (PRIMARY)
Availability: Day classes

Prerequisites: Field Experience 107 and Organization for Learning and Teaching 102

Level: Second year

Commitment: Demand time of 10 hours per day during placement

Content: Primary school involvement with a variety of group sizes including whole class groups and combinations of groups within classes. Planning and implementation of teaching tasks in all curriculum areas.

Assessment: All activities must be completed satisfactorily.

Required Reading: Field Experience Manual — Diploma of Teaching (Primary).

TEACHING AND CURRICULUM STUDIES

ORGANIZATION FOR LEARNING AND TEACHING (SPECIALIST) 212
For details see the Teaching and Curriculum Studies section of this Handbook.

FIELD EXPERIENCE 257 (SPECIALIST)
Availability: Day classes

Prerequisites: TACS 152 and FE 157

Level: Second year

Duration: Thirty days

Commitment: Demand time of 10 hours per day during placements

Content: Placement in secondary schools with a concentration on the specialist major study area involving contact with a variety of group sizes including full class groups and combinations of groups within classes.

Continued systematic observation in appropriate specialist method areas, with special attention to the role of the subject co-ordinator. The implementation of teaching, management, and audio visual skills as directed from Teaching and Curriculum Studies 252 both within individual lessons and a lesson sequence.

Assessment: Presentation of a minimum of two lessons per day in the specialist area after the initial school orientation period. Two interviews per year are conducted by Applied Education staff to examine lesson plans and discuss progress in the light of the student’s individual record file.

Students with identified weaknesses in practical teaching are required to participate in the Teaching Support Program and make satisfactory progress.

Evidence of growing competence as provided by School and College personnel on the Diagnostic Teaching Report Form is the basis of the ungraded assessment.

Required Reading: Bachelor of Education Field Experience Manual including supplement.

EDUCATION 300 (APPLIED EDUCATION)

ORGANIZATION FOR LEARNING AND TEACHING 302 (PRIMARY)
Availability: Day or evening classes

Prerequisites: OL T 202 and Field Experience 207

Level: Third year

Value: 6 points (half unit) 8 points credit towards B.Ed. (Primary)

Duration: Whole Year

Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week

Content: Synthesis and extension of the principles and practice of education in the
primary school with special emphasis on the development of teaching procedures and management of learning resources. Emphasis will be placed on the role of the teacher in relation to various age groups and achievement levels in the primary school. To effect this the study is divided into two parts with the accent on junior primary and senior primary levels and on the development of programs to cater for the specialist needs of minority groups and culturally disadvantaged children.

Assessment: This is a competency-based study. Students must present practical tasks and assignments for discussion and assessment. Work is assessed and graded according to the nature of the task. Students must submit and satisfactorily complete each task. A final examination is required of students whose work is of consistently low standard. Eighty per cent attendance at lectures and tutorials/workshops is essential.

Required Reading:

**CURRICULUM DEVELOPMENT 303 (PRIMARY)**

**Availability:** Day or evening classes  
**Prerequisites:** OL 202 and Field Experience 207

**Level:** Third year  
**Value:** 6 points (half unit) 8 points credit towards B.Ed. (Primary)  
**Duration:** Whole year  
**Commitment:** Demand time 6 hrs per week — Contact time 2 hrs per week

**Content:** Examination of the nature of the curriculum model. Analysis of primary school curriculum guides in terms of the curriculum model. The context of the curriculum.

**Assessment:** Exercises examining curriculum guides. Optional essay or test (equivalent 2000 words).

**Required Reading:**

**FIELD EXPERIENCE 307 (PRIMARY)**

**Availability:** Day classes  
**Prerequisites:** Field Experience 207 and Organization for Learning and Teaching 202

**Level:** Third year  
**Duration:** Whole year

**Commitment:** Demand time of 10 hours per day during placement

**Content:** Extensive involvement in a variety of primary schools, planning and implementing a wide range of learning/teaching strategies with increasing autonomy. Continued systematic observation of the school personnel including administration and special service staff.

**Assessment:** All activities must be completed satisfactorily.

**Required Reading:** Field Experience Manual — Diploma of Teaching (Primary).

**TEACHING AND CURRICULUM STUDIES ORGANIZATION FOR LEARNING AND TEACHING (SPECIALIST) 312**

For details see the Teaching and Curriculum Studies section of this Handbook.
FIELD EXPERIENCE 317 (PRIMARY)
Availability: Day classes
Prerequisites: Education 200 or equivalent and approved teaching experience
Level: Third year
Value: 8 points
Duration: Whole year
Commitment: Demand time of 10 hours per day during placement
Unit Organization: This is the Field Experience requirement for third year students undertaking Diploma of Teaching 'Conversion' studies. Experienced teachers may be granted exemption from this component on the basis of documented evidence of previous classroom experience or teaching competence. All conversion students are required to provide the Co-ordinator of Field Experience Programs with full details of their relevant experience. Students will be offered access to schools, where appropriate, on an individually contracted basis.
Content: Extensive involvement in a variety of primary schools, planning and implementing a wide range of learning/teaching strategies with increasing autonomy. Systematic observations of the school environment including special reference to the administration of the school and the special services offered to pupils and teachers.
Assessment: All activities must be completed satisfactorily (see Field Experience Manual). All activities are carried out in schools and there is no in-college contact time for this component except for briefing sessions prior to block Field Experience.

FIELD EXPERIENCE 357 (SPECIALIST)
Availability: Day classes
Prerequisites: TACS 252 and FE 257
Level: Third year
Duration: Forty days
Commitment: Demand time of 10 hours per day during placements
Content: The emphasis continues on the secondary school with particular stress, where appropriate, on the student's second method.
1. Extended practice in a variety of teaching settings with the application of strategies appropriate to the mastery of a range of teaching models.
2. Continuation of systematic observations of the school environment including special reference to the administration of the school and the special services offered to pupils and teachers.
3. Completion of tasks and assignments as prescribed in Teaching and Curriculum Studies 352.
Assessment: Students are required to teach a minimum of two lessons per day, or ten lessons per week, demonstrating an increasing competence in both the major and minor method areas.
Satisfactory demonstration of a variety of teaching strategies and models designed to achieve maximum student progress.
Evidence of increased competence as provided by School and College personnel on the Diagnostic Teaching Report Form is the basis of the ungraded assessment.
Required Reading: Bachelor of Education Field Experience Manual (including supplement).

TEACHING AND CURRICULUM STUDIES 402
Availability: Evening classes
Prerequisites: Education 300 or equivalent
Level: Fourth year
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
A. Teaching Studies
Content: Analysis of the major teaching-learning strategies and a practical study of the varied effects of each. Analysis of the student's own teaching style. Study of
school-community relations and of the rights of parents in education. Practical field tasks in development of creative teacher-parent relationships in the school.

Assessment: A series of small practical projects related to the analysis of teaching strategies and an essay and written report of a field project in the area of school/community relations.

Required Reading:

ORGANIZATION FOR LEARNING AND TEACHING (SPECIALIST) 412
For details see the Teaching and Curriculum Studies section of this Handbook.

B. Curriculum Studies
Content: The nature of curriculum planning and curriculum guides. Curriculum planning for practising teachers — description of objectives, content, teaching procedures, learning activities and evaluation procedures. Description, analysis and redesign of a currently taught course in a selected subject area of the primary school.

Assessment: Satisfactory completion of workshop exercises and self-instructional modules. Satisfactory completion of two fieldwork studies each of which must be presented in an interview with teaching staff and displayed for analysis by peers.

Required Reading:

Self Instructional Modules will also be used to assist students in learning about and mastering the ideas and skills of Curriculum Planning.

TEACHING AND CURRICULUM STUDIES
ACTION RESEARCH: COMMUNITY SCHOOL INTERACTION 440
Availability: Evening classes
Prerequisite: TACS 402
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: A study of techniques for developing and analysing community profiles and investigating resource availability as a background to the collection and analysis of communal aspirations and expectations of a school. An examination of techniques for informing panels and involving parental and community members in the school, implementing organizational change within the schools to facilitate this and processes and structures for formal policy development.

Assessment: A major field assignment elaborating an investigation of a selected aspect of community/school interaction (5000 words).

Required Reading:
Bachelor of Education/Diploma of Teaching

**ACTION RESEARCH: CURRICULUM EVALUATION 441**

<table>
<thead>
<tr>
<th>Availability: Evening classes</th>
<th>Prerequisites: TACS 402, CP 443, CP 445, CP 446, CP 447</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: Fourth year</td>
<td></td>
</tr>
<tr>
<td>Value: 6 points (half unit)</td>
<td>Duration: half-year</td>
</tr>
<tr>
<td>Commitment: Demand time 12 hrs per week - Contact time 3 hrs per week</td>
<td></td>
</tr>
<tr>
<td>Content: This study involves the examination of a variety of ways of evaluating a curriculum, and the investigation of a practical teaching or curriculum problem at the classroom level. Students will be prepared to — design a curriculum evaluation study, select and adapt evaluation instruments, prepare and write an Action Research Report.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Satisfactory completion of a design for a Curriculum Evaluation study and a report on a Curriculum Evaluation (5000 words).</td>
<td></td>
</tr>
</tbody>
</table>

**ACTION RESEARCH: TEACHER EFFECTIVENESS 442**

<table>
<thead>
<tr>
<th>Availability: Evening classes</th>
<th>Prerequisites: Teacher Effectiveness Studies 453</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: Fourth year</td>
<td>Duration: half-year</td>
</tr>
<tr>
<td>Value: 6 points (half unit)</td>
<td>Commitment: Demand time 12 hrs per week - Contact time 3 hrs per week</td>
</tr>
<tr>
<td>Content: Students will conduct small scale investigations in classrooms or schools along the lines of interest developed from the examination of teacher effectiveness research. Possible interest areas to be examined — the teaching research model of Dunkin and Biddle, definitions of effective teaching, relationship between pupil activities (e.g. active learning time) and achievement, classroom management and achievement, effects of teaching style upon pupil achievement.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Report of a small scale action research project in one aspect of teacher effectiveness (4000 words).</td>
<td></td>
</tr>
</tbody>
</table>

96
CURRICULUM PLANNING 443
Availability: Fourth year  
Prerequisite: Education 300 or equivalent

Level: Fourth year  
Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: The aims of primary education. Policy development at the school level and the relationship to the curriculum. The curriculum — rationale, structure, teaching procedures, content. Influences and constraints on curriculum. The process of implementing curriculum change. Examples of evaluation procedures.

Assessment: Satisfactory participation in workshops exercises. An examination of the influences and constraints operating on the curriculum in a particular school. A description and analysis of a plan currently being implemented in the student’s own school.

Required Reading:
Recent curriculum documents in N.S.W., S.A. and Victoria.

CURRICULUM PLANNING FOR MULTI-CULTURAL EDUCATION 444
Availability: Evening classes  
Prerequisite: Education 300 or equivalent curriculum Planning 443

Level: Fourth year  
Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: For effective participation enrolled students should have regular access to a classroom. The course focuses on education for a multi-cultural society, which is seen as underlying and permeating the whole school curriculum. In this context the course examines the need for multi-cultural education, its objectives and the issues with which it is concerned. This is linked with an examination of a variety of existing curriculum in the field and resources available to the practising teacher. Students are required to apply the above understanding and previously acquired curriculum planning skills to the needs of their particular school situation, through preparing, implementing and evaluating a segment of curriculum in education for a multi-cultural society.

Assessment: Satisfactory participation in seminars and workshops through discussion and presentation of papers on issues affecting multi-cultural curriculum. Satisfactory completion of a situational analysis of the multi-cultural dimensions of a particular school. Satisfactory completion of a major planning project, involving the preparation, implementation and evaluation of a segment of multi-cultural oriented curriculum.

Required Reading: Instructional materials will be specially written for this study.

CURRICULUM PLANNING — JUNIOR PRIMARY 445
Availability: Evening classes  
Prerequisite: Curriculum Planning 443 or equivalent

Level: Fourth year  
Value: 6 points (half unit)  
Duration: Half year
Bachelor of Education/Diploma of Teaching

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week.
Content: An analysis of the curriculum planning process in the students' schools. An investigation of ways of expanding the range of resource materials used for curriculum planning in their schools. A description of a plan for sequential development in one or more subject areas in the Junior Primary School. Presentation of skills and techniques for co-ordinating in subject areas of the Junior Primary School.
Assessment: Satisfactory completion of specially prepared materials and preparation, use, display and evaluation of a Junior Primary program (Prep. to Year 3) in one subject area (6000 words equivalent).
Required Reading: Instructional materials will be specially written for this component.

CURRICULUM PLANNING — SENIOR PRIMARY 446
Availability: Evening classes
Prerequisite: Curriculum Planning 443
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Analysis of the curriculum planning process in the students' schools. Ways of expanding the range of resource materials used for curriculum planning in particular schools. Examination of the various curriculum plans — Year 3 to Year 6 — which teachers are using or developing in their schools. Analysis, re-design and evaluation of these curriculum plans by the individual teachers concerned.
Assessment: Satisfactory completion of specially prepared materials and presentation, use, display and evaluation of a Senior Primary program (Year 3 to Year 6) in one subject area (6000 words equivalent).
Required Reading: Instructional materials will be specially written for this component.

PLANNING FOR STUDENT TEACHING 447
Availability: Evening classes
Prerequisite: Education 300 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This is a school-based study and content will, in part, be negotiated between the supervising teachers and the lecturer in charge. The study will involve a series of tasks such as: demonstrating to student teachers how a good program of work is designed, maintained and presented effectively; providing samples of courses being taught, explaining how they are compiled, used, monitored and evaluated.
Assessment: Satisfactory completion of self-instructional materials. Preparation, implementation, display and evaluation of curriculum planning materials for student teachers. Demonstrated competence by a student teacher in the performance of a set of planning tasks designed by the supervising teacher and the lecturer (6000 words equivalent).
Required Reading: Instructional material will be specially written for this component.

PRINCIPLES OF STUDENT TEACHING SUPERVISION 448
Availability: Evening classes
Prerequisite: Education 300 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This study involves an investigation of the components of effective student
teaching supervision and an examination of the nature of the role of the supervisor and co-ordinator of teacher training. Several aspects of the study will be school-based and will require participants to be actively involved in a student teacher training program.

Assessment: Several written assignments including a case study of a student teacher in training, and a videotaped skill analysis of the student (6000 words equivalent).

Required Reading:
Burwood State College, Field Experience Manuals.
Selected journal articles as provided.

TEACHING COMMUNITY LANGUAGES IN PRIMARY SCHOOLS 449
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: Reports on directed reading. Preparation of a curriculum outline and development of a unit of work. (6000 words equivalent)

Required Reading:
Selected journal articles as provided.

TEACHING ENGLISH AS A SECOND LANGUAGE 450
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This study involves an examination and evaluation of recent developments in teaching English as a second language. Language interference. Role of culture and ethnic identity. The phonological, morphological and syntactic systems of English. Semantics. Preparation of language programs.
Assessment: Satisfactory completion of workshop exercises in linguistic components. Designing a curriculum outline and developing appropriate units of work. (6000 words equivalent)

Required Reading:
Selected journal articles as provided.

TEACHING SENIOR PRIMARY CHILDREN 451
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Bachelor of Education/Diploma of Teaching

Content: An examination of recent developments in senior primary education including: Alternative forms of organization in senior primary classrooms. The development of social, emotional, physical and intellectual skills of children in the senior primary years. The evaluation and recording of pupil progress. Classroom management. Children with special needs. The roles of the administrator and co-ordinator in senior primary education. Parental involvement in senior primary classrooms. Planning a parent's program. The sociological, psychological, physiological and intellectual adjustments necessary for successful transition from primary to secondary school.

Assessment: A series of projects which integrate theoretical studies with classroom practice (6000 words equivalent).

Required Reading:

TEACHING JUNIOR PRIMARY CHILDREN 452

Availability: Evening classes
Prerequisite: Education 300 or equivalent

Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Duration: Half year


Assessment: A series of projects which integrate theoretical studies with classroom practice (6000 words equivalent).

Required Reading:
TEACHER EFFECTIVENESS STUDIES 453
Availability: Evening classes
Prerequisite: Education,300 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An examination of certain presage, context and process variables which affect pupil behaviour and achievement. Students will undertake a number of analyses of classroom teacher/pupil interactions and will evaluate their own teaching styles and their effects upon pupil progress.
An examination of some of the early teacher effectiveness studies in order to identify some of the problems associated with establishing suitable criteria of effectiveness. A close consideration of recent studies from the point of view of discovering whether effectiveness criteria have actually been established by researchers.
Assessment: A series of small practical projects related to the analysis of classroom interactions.
Required Reading:
Bennett, N., Recent Research on Teaching: A Dream, A belief and a Model, British Journal of Educational Psychology, No. 48, 1978.

ADVANCED MEDIA 454
Availability: Evening classes
Prerequisite: Satisfactory completion of OLT 202 (or equivalent)
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This study involves the use of more advanced techniques and more sophisticated equipment to produce curriculum based material in some of the following audio-visual media:
- Overhead projection
- Reprography
- Audio taping
- Slide production
- Super 8 mm film production
- Video production (including portapak, in-camera editing and studio production in Colour and Black and White)
Assessment: Submission of an audio-visual production, together with results of its testing in the classroom. Continuous evaluation of workshop based activities.
Required Reading:

FIELD EXPERIENCE 457 (Specialist)
Availability: Day classes
Prerequisites: TACS 352 and FE 357
Level: Fourth year
Duration: 30 days
Commitment: Demand time of 10 hours per day during placements
Content: Experience in a range of teaching settings appropriate to student needs
Bachelor of Education/Diploma of Teaching

both within schools and in the community. A minimum of three weeks must be spent in schools in this final year.

1. Acceptance of responsibility for class operations.
2. Continuation of systematic observations of the school environment including special reference to the relationship between the school and its surrounding community network.
3. Completion of tasks and assignments as prescribed in Teaching and Curriculum Studies 452.

Assessment: Demonstrated competence by the end of the year of the ability to carry a teaching load equivalent to that of a first year teacher. Demonstration of the ability to respond to the demands of community-based teaching activities especially the flexibility and adaptability required in such settings.

At the end of the fourth year of the course recommendations as to the student's readiness for teaching will be made by the Department of Applied Education in consultation with supervising staff from the schools and the College.

Required Reading: Bachelor of Education Field Experience Manual (including supplement).
DEPARTMENT OF ART

AIMS OF STUDIES IN ART EDUCATION

To help a student develop his creative potential and aesthetic sensibility, acquire an appreciation of man's cultural heritage, and use individual judgement and discrimination in personal and community life.

To assist the student's ability to relate his personal aesthetic attitudes to his vocation as a teacher.

OBJECTIVES

PERSONAL

By means of practical sessions, tutorials and lectures, to develop in the student an awareness of current Australian and overseas trends in Art and Aesthetics together with the opportunity to develop a personal philosophy and mode of expression, using ideas, attitudes, feelings, values and imagination, in one of the various art forms offered.

VOCATIONAL

By involvement in lectures, tutorials and practical activities, the student is prepared for the organization and procedures needed to achieve an effective education through Art and Craft.

STUDY AND PRACTICE

Through involvement in lectures, tutorials, and practical activities, an understanding and appreciation of Art and Art/Craft Education will be developed, together with the study of the nature of child art, its development and characteristics.

TYPES OF STUDIES TO BE OFFERED BY THE DEPARTMENT OF ART

MAJOR STUDY

One major study sequence is offered by the Art Department.

Studio Study, consisting of four full-year units:
Art 100, Art 200, Art 300, Art 400.

MINOR STUDY

Two minor study sequences are offered by the Art Department.

1. Art/Craft Education, consisting of two full-year units:
   Art/Craft Education 140, 240 or 340

2. Studio Study, consisting of two full-year units, taken in conjunction with a Studio Study major, normally taken in years 2 and 3:
   Art 150, Art 250.

SINGLE UNITS

Four single units are offered by the Art Department:

Art/Craft Education consisting of the single full-year unit:
   Art/Craft Education 140 or Art/Craft Education 240

Studio Study, consisting of the single full-year unit:
   Art 100

Fine Arts 430

STUDIES SELECTION

Studies are planned to allow as much flexibility as possible and will be offered in the two basic areas of Art/Craft Education and Studio Study. The following Studio Studies will be offered at Minor and Major levels:

A. Woodcrafts
B. Printed Textiles and Printmaking
C. Jewellery and Silversmithing

103
Bachelor of Education/Diploma of Teaching

D. Textile Arts
E. Painting
F. Ceramics

ELIGIBILITY

1. Students undertaking the Bachelor of Education Art Specialist course must complete a major in Studio Study, a minor in Art Education and a minor in Studio Study.
   Usually, minor sequences may be commenced in any of the first three years of the course. The exception is when Studio Studies are undertaken for both a major and a minor sequence, in which case the minor sequence must be commenced in year 2 of the course.

2. Students undertaking the Diploma of Teaching (Primary) course may undertake a three year major study with the Art Department in Studio Study (Art 100, Art 200 and Art 300).

3. Students undertaking the Bachelor of Education Music Specialist course may undertake a single unit in one of the sequences of:
   Art/Craft Education
   Studio Study.

4. Quotas may have to be imposed.

1. ART/CRAFT EDUCATION

   Two-Year Minor Sequence
   Art/Craft Education 140 and 240 OR 240 and 340.

   One-Year Single Unit
   Art/Craft Education 140

   N.B. Students cannot undertake both a Major Study and a Minor Study in Art/Craft Education.

OBJECTIVES

1. To develop an awareness of the unique contributions that art and craft make in Education.

2. To build up an appreciation of art and craft as part of the process of human evolution.

ART EDUCATION 140

This unit comprises three components, each of which is one year’s duration:

Art Education Theory 141
Art Education 2D 142
Art Education 3D 143

ART EDUCATION THEORY 141

Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 4 points (one-third unit)
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Art

Assessment: One written assignment of 1500 words, and presentation of class paper.

Required Reading:

**ART EDUCATION 2D 142**

**Availability:** Day classes  
**Prerequisite:** Nil  
**Level:** First year  
**Value:** 4 points (one-third unit)  
**Duration:** One semester  
**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week  
**Content:** Major studies and activities will be painting, drawing, and printing together with methods of pattern-making with supplementary activities using mixed media, varieties of paper and waste materials. Typical media — pastels, pencils, crayons, chalk, charcoal, pen and ink, surface squares, magazines, newspaper, waste materials, collages, fabrics, and various printing media.

Fabric Studies — this area of studies and activities aims to make the student sensitively aware of the natures of fabrics, threads, and textiles and appreciative of their potential as media for creative experiences. The focus is on ornamentation.

**Assessment:** By folio submission at the completion of the segment.

**ART EDUCATION 3D 143**

**Availability:** Day classes  
**Prerequisite:** Nil  
**Level:** First year  
**Value:** 4 points (one-third unit)  
**Duration:** One semester  
**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week  
**Content:** This segment consists of four major areas each of which should provide experiences in handling materials, activities suitable for the Secondary or Primary School, and a broadening of the student’s own awareness, sensitivity, intellect and imagination. Activities involve objective, subjective and conceptual expression.

**Assessment:** By hurdle assessment and submission of all of the assigned demand time tasks.

**Required Reading:**

**ART EDUCATION 240**

This unit comprises three components, each of which is of one year’s duration:

- Art Education Theory 241
- Art Education 2D 242
- Art Education 3D 243

**ART EDUCATION THEORY 241**

**Availability:** Day or evening classes  
**Prerequisite:** Art Education 140  
**Level:** Second year  
**Value:** 4 points (one-third unit) / 6 points (half-unit) for those students undertaking this component at graduate level  
**Duration:** Whole year  
**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week  
**Content:** Artistic learning. Perception and Creativity. The conceptualizing process, from the pre-school child to the adolescent. History of Art Education 1, foundations of creative art teaching. Study of the various forms of child art expression. The Pre Adolescent as an artist. Development of aesthetic sensibility, the child as artist and
Bachelor of Education/Diploma of Teaching

Connoisseur: blocks to creative expression. Evaluation 2 — Attitudes towards self confidence, form and style, self appraisal of the creative process. The art object, its production and role in society.

Assessment: One written assignment of 1500 words, and presentation of class paper.

Required Reading:

**ART EDUCATION 2D 242**

**Availability:** Day classes

**Level:** Second year

**Value:** 4 points (one-third unit)

**Duration:** One semester

**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week

**Content:** Two dimensional studies will cover the areas of printmaking, leather and photography.

**Assessment:** One written assignment and a folio of practical work.

**Required Reading:**

**ART EDUCATION 3D 243**

**Availability:** Day classes

**Level:** Second year

**Value:** 4 points (one-third unit)

**Duration:** One semester

**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week

**Content:** Three-dimensional studies will include the areas of plastic, glass, performance arts and welding.

**Assessment:** One written assignment and a folio of practical work.

**Required Reading:**

**ART EDUCATION 340**

This unit comprises three components, each of which is of one year's duration:

Art Education Theory 341
Art Education 2D 342
Art Education 3D 343

**ART EDUCATION THEORY 341**

**Availability:** Day or evening classes

**Level:** Third year

**Value:** 4 points (one-third unit)

**Duration:** Whole year

**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week

**Content:** History of Art Education 2 — Development of Art Education as specific study. The role of Art Schools. The History of Art Education in Australia. Research in Art Education. The role of the co-ordinator in Art/Craft Education.

**Thesis** — Case study or selected study by student for individual research, for example, Art of the Exceptional Child. Tutorials in research, planning presentation, guidelines. Research into various or specific areas of art which have developed out of personal discoveries in previous practical units, for example, Printmaking — Its source and origins, variations in style, key artists and examples, in the educational situation — worldwide.

**Assessment:** By written assignments of 1500 words, and presentation of class paper.

**Required Reading:**
ART EDUCATION 2D 342
Availability: Day classes
Level: Third year
Value: 4 points (one-third unit)
Commitment: Demand time 4 hrs per week -- Contact time 2 hrs per week
Content: Two-dimensional studies will include advanced activities with printmaking, photography and film making.
Assessment: One assignment and folio of prints and photographs at the completion of the study.
Required Reading:

ART EDUCATION 3D 343
Availability: Day classes
Level: Third year
Value: 4 points (one-third unit)
Commitment: Demand time 4 hrs per week -- Contact time 2 hrs per week
Content:
a. Advanced processes with plastics, acrylics and polyesters -- casting and fabrication techniques.
b. Welding and brazing techniques and simple foundry work.
Assessment: By folio of practical work at the end of the study -- by participation in all lectures.

2. STUDIO STUDIES
MAJOR STUDY (This study consists of four units Art 100, 200, 300, 400)
ART 100 12 hours per week demand time to cover four segments
Fine Arts 133
Drawing 111
Design 112
Studio practice in four selected Art/Craft studio areas.
ART 200 12 hours per week demand time to cover three segments
Fine Arts 233
Drawing 211
Studio practice in two Art/Craft studio areas selected from Art 100.
ART 300 12 hours per week demand time to cover three segments
Fine Arts 333
Drawing 311
Studio practice in one studio area selected from Art 200.
ART 400 12 hours per week demand time to cover two segments
Drawing 411
Studio practice in the selected studio area taken in Art 300.

MINOR STUDY
1. Students taking a Minor in Studio Study will take Art 150 and Art 250.
2. Students taking a Minor in Studio Study as well as a Major in Studio Study will study as follows:
   First unit of the Minor is normally taken in the second year --
   a. Studio Drawing 161
   b. Studio Practice in two selected Art/Craft areas (see Art 200) not taken in Art 100
   Second unit of the Minor is normally taken in the third year;
   Studio Practice in one studio area selected from Art 200 (studied in the first unit of the Minor) -- see Art 300.
ART 100

STUDIO STUDY — WOODCRAFTS 101
Availability: Day classes  
Prerequisite: Nil
Level: First year
Value: 2 points  
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: The student will be directed towards topics of a degree of difficulty that will allow a development of an awareness of the materials, their uses and limitations in conjunction with the use of the tools required to work those materials.
Assessment: Folio of practical work at end of the study. Assignment equivalent to 1000 words.
Required Reading:

STUDIO STUDY — PRINTED TEXTILES AND PRINTMAKING 102
Availability: Day classes  
Prerequisite: Nil
Level: First year
Value: 2 points  
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Assessment: Folio of practical work. An assignment on either printed textiles or printmaking.
Required Reading:

STUDIO STUDY — JEWELLERY AND SILVERSMITHING 104
Availability: Day classes  
Prerequisite: Nil
Level: First year
Value: 2 points  
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: To design and make jewellery involving simple soldering, pinning, fusing and other joining techniques. Processes involved in shaping — piercing, bending, etc. and processes involved in finishing.
Assessment: Folio of practical work presented at end of study. One essay of approximately 1000 words.
Required Reading:

STUDIO STUDY — TEXTILE ARTS 105
Availability: Day classes  
Prerequisite: Nil
Level: First year
Value: 2 points  
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: An experimental approach to textiles as an art form, using both natural and synthetic fibres, yarns and fabrics. Art experiences through the means of some of the following — weaving, knotting, knitting, crochet, coiling, stitchery, applique.
Assessment: Folio of practical work. Studio work assignment.
Required Reading:

108
STUDIO STUDY—PAINTING 106
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 2 points
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: A wide range of painting experiences to develop greater awareness of modes of expression and a range of practical skills.
Assessment: Folio of selected work. A written assignment of 1000 words.
Required Reading:
Read, H. A. A Concise History of Modern Painting, Thames and Hudson 1975

STUDIO STUDY—CERAMICS 107
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 2 points
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: Studio Management — an introduction to the equipment in the Ceramics Studio with the emphasis on its use and the safety procedures required. Materials Studies — minerals and glazes and their application in the Ceramics area. Studio Practical Work — an introduction to hand-building methods of producing earthenware.
Assessment: A folio comprising a studio diary, selection of 6 ceramic pieces and an appropriate selection of ceramic design drawings will be assessed by a panel of two staff members.
Required Reading:

DRAWING 111
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 1 point
Duration: Half year
Commitment: Demand time 2 hrs per week — Contact time 2 hrs per week
Content: The study will cover both practical involvement lectures and excursions in order to develop a sensitivity towards drawing as a pure art form. There will be a concentration upon the basic elements and principles of art as well as skills and techniques with traditional and experimental media.
Assessment: Folio of work presented at the end of the half year.
Required Reading:

DESIGN 112
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 1 point
Duration: Half year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: This study will cover both practical involvement and theory lectures. Practical workshop will include the principles and elements of design and the process of designing. Theory will cover origins, development and industrial design.
Assessment: A folio of selected work.
Required Reading:
STUDIO PRACTICE

Each student will select four disciplines from the following studio studies:
- Woodcrafts, Printed Textiles and Printmaking, Jewellery and Silversmithing, Textile Arts, Painting, Ceramics.

Components Outline: Six optional components are offered for study. Four are to be selected and studied in the first year of the course. Of these, two components are studied at Part 2 level, and one of these two is to be studied in depth for the final two years, or in the case of Diploma of Teaching (Primary) students, for the final year. Only one of the part 2 level components is studied in the third year.

FINE ARTS 133

Availability: Day classes
Level: First year
Value: 2 points
Commitment: Demand time 2 hrs per week — Contact time 1 hr per week
Content: A survey of the foundations and development of Western Art — from the Prehistoric Art through to and including Gothic Art.
Assessment: One written assignment and one one-hour examination at the end of the first half-year, one tutorial paper during second term, and one one-hour examination at the end of the second half-year.
Required Reading:

ART 200

This unit comprises Fine Arts 233, Drawing 211 and the relevant Studio Practice.

FINE ARTS 233

Availability: Day or evening classes
Level: Second year
Value: 2 points
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: A broad study of the history and development of Western Art from the Renaissance period in Europe through to and including the twentieth century.
Assessment: Three tutorial papers to be presented during the semester and one two-hour examination and slide test at the end of the half-year.
Required Reading:

DRAWING 211

Availability: Day or evening classes
Level: Second year
Value: 2 points
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: This drawing study will involve practical life and costume drawing sessions, environmental drawing studies, including outdoor sketching and studio practice sessions. A variety of media will be used and techniques discussed.
Assessment: Folio presentation of selected work at the end of each half-year.
Required Reading:

STUDIO PRACTICE

Each student will continue working in two studio areas which he selected for first year.
STUDIO STUDY — WOODCRAFTS 201
Availability: Day or evening classes
Prerequisite: Woodcrafts 101
Level: Second year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: The student will be directed towards topics which will demand a more advanced skill and knowledge of the chosen materials. The use of more allied materials (metals, plastics, ceramics, leather and copper enamelling) will be encouraged.
Assessment: Folio of practical work at the end of the study. Presentation of a studio record file equivalent to 2000 words.
Required Reading:

STUDIO STUDY — PRINTED TEXTILES AND PRINTMAKING 202
Availability: Day or evening classes
Prerequisite: Printed Textiles and Printmaking 102
Level: Second year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Assessment: A written assignment, or practical project and submission of final folio of work.
Required Reading:

STUDIO STUDY — JEWELLERY AND SILVERSMITHING 204
Availability: Day or evening classes
Prerequisite: Jewellery and Silversmithing 104
Level: Second year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: To produce work involving forming, developing and more advanced cabochon and baroque stones, bezel and claw settings, use of texture as a decorative medium.
Assessment: Progressive assessment of studio work with assignments and essay presentations. A folio of practical work is required at the end of the year.
Required Reading:

STUDIO STUDY — TEXTILE ARTS 205
Availability: Day or evening classes
Prerequisite: Textile Arts 105
Level: Second year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: The creation of fabric collage, stitched applique panels using a wide selection of fabrics to interpret images and ideas of a personal nature. Articles which consider the practical use of textiles — coiling, knotting, weaving and the designing of yarns by spinning and dyeing with natural and commercial dyes.
Assessment: Folio of practical work. Assignment based on research and studio practice.
Required Reading:
STUDIO STUDY — PAINTING 206
Availability: Day or evening classes
Prerequisite: Painting 106
Level: Second year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: This study is designed to extend the students' involvement in the first year study and to give the opportunity for greater concentration upon individual selection of media and subject. The still life, figure and head painting will be an integral part of this study.
Assessment: A folio of selected work. An assignment based upon the Studio Practice.
Required Reading:

STUDIO STUDY — CERAMICS 207
Availability: Day or evening classes
Prerequisite: Ceramics 107
Level: Second year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content:
2. Studio Practice
Assessment: Methods of production — assessment by an essay. Studio studies by folio presentation.
Required Reading:

ART 300
This unit comprises Fine Arts 333, Drawing 311 and the relevant Studio Practice.

FINE ARTS 333
Availability: Day or evening classes
Prerequisite: Art 200
Level: Third year
Value: 2 points
Duration: Half year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: The study will involve individual research and presentation of papers. The general subtitle of the study is "An Introduction to Design Through a Study of Man's Activities". The intention is to broaden the areas of knowledge for students who will teach art, involving a brief study of many of man's activities in a variety of fields. Correlations of ideas between areas will become more evident leading to a deeper understanding of the art of man particularly between 1850 and 1970.
Assessment: Assessment will be based on individual research and presentation of the materials, and a submission of a resource folio at the conclusion of the study.
Required Reading:
DRAWING 311
Availability: Day or evening classes  
Prerequisite: Art 200
Level: Third year
Value: 2 points
Duration: Whole year
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week.
Content: This component will involve practical studio sessions of life, costume and head drawing. The concept of drawing as a pure art form will be continued and a variety of media will be employed.
Assessment: A folio of selected work presented at end of each half year.
Required Reading:
Goldstein, N., *Figure Drawing*, Prentice-Hall, New Jersey, 1976.

STUDIO PRACTICE
Each student will continue working in one studio area which he studied in second year.

STUDIO STUDY — WOODCRAFTS 301
Availability: Day or evening classes  
Prerequisite: Woodcrafts 201
Level: Third year
Value: 8 points
Duration: Whole year
Commitment: Demand time 7 hrs per week — Contact time 4 hrs per week
Content: The student will extend the knowledge gained in years 1 and 2 to more complex problems in design — wood sculpturing, wood lamination, wood fabrication, wood turning, plastic technology, etc.
Assessment: Folio of practical work at the end of the study. Presentation of a studio record file equivalent to 3000 words.
Required Reading:

STUDIO STUDY — PRINTED TEXTILES AND PRINTMAKING 302
Availability: Day or evening classes  
Prerequisite: Printed Textiles and Printmaking 202
Level: Third year
Value: 8 points
Duration: Whole year
Commitment: Demand time 7 hrs per week — Contact time 4 hrs per week
Assessment: Folio of practical work. An assignment based on historical survey and practical application of either printed textiles or printmaking.
Required Reading:

STUDIO STUDY — JEWELLERY AND SILVERSMITHING 304
Availability: Day or evening classes  
Prerequisite: Jewellery and Silversmithing 204
Level: Third year
Value: 8 points
Duration: Whole year
Commitment: Demand time 7 hrs per week — Contact time 4 hrs per week
Content: Casting techniques will be commenced with the use of charcoal and cuttlebone. Elementary modelling for lost wax as a prelude to investment casting, using centrifuge.
Bachelor of Education/Diploma of Teaching

**Assessment:** Essays and folio presentations at the end of the half year and at the end of the year.

**Required Reading:**

**STUDIO STUDY — TEXTILE ARTS 305**

**Availability:** Day or evening classes

**Level:** Third year

**Value:** 8 points

**Duration:** Whole year

**Commitment:** Demand time 7 hrs per week — Contact time 4 hrs per week

**Content:** Emphasis will be given to three dimensional sculptural forms, making off-loom structures, spinning and weaving. Various forms of surface decoration as a means of art expression.

**Assessment:** Folio of practical work, an assignment of historical nature and presentation of a class paper.

**Required Reading:**

**STUDIO STUDY — PAINTING 306**

**Availability:** Day or evening classes

**Level:** Third year

**Value:** 8 points

**Duration:** Whole year

**Commitment:** Demand time 7 hrs per week — Contact time 4 hrs per week

**Content:** This component will give the student an opportunity to develop his painting in a figurative or non figurative mode. Preliminary exercises and discussions will be employed to help develop the selected mode.

**Assessment:** A folio of selected work. An illustrated paper presentation upon a specific topic and a exhibitions review.

**Required Reading:**
Art Since 1945, by Marcel Brion and others, Thames and Hudson, London, n.d.

**STUDIO STUDY — CERAMICS 307**

**Availability:** Day or evening classes

**Level:** Third year

**Value:** 8 points

**Duration:** Whole year

**Commitment:** Demand time 7 hrs per week — Contact time 4 hrs per week

**Content:**
1. Methods of Production, Practical kiln building and firing, and a study of historical and contemporary kiln construction and firing techniques. Studio Management — Practical involvement in studio management. Material Studies — The student will be encouraged to develop in consultation with the lecturer-in-charge, at least one project involving ceramics and other media.
2. Studio Practice — Directed work in plaster casting and multi-piece mould making, in the use of “jigger” and “jolly” equipment, and projects in the medium of stone ware.

**Assessment:** Methods of Production — A report on either the construction and firing of a kiln built by the student, or a survey of either historical or contemporary kiln construction or firing and decorative techniques. Studio Management will be assessed by means of a viva conducted at the end of the year. Studio Practice will be assessed by a folio presentation.

**Required Reading:**
ART 400
This unit consists of Drawing 411 and the relevant Studio Practice.

DRAWING 411
Availability: Day or evening classes
Level: Fourth year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: Life Drawing and Environmental Drawing. This study will develop the students competence in areas studied in third year.
Assessment: Folio of selected work including major drawing tasks.
Required Reading:

STUDIO PRACTICE
Each student will continue working in the studio area studied in third year.

STUDIO STUDY — WOODCRAFTS 401
Availability: Day or evening classes
Prerequisite: Woodcrafts 301
Level: Fourth year
Value: 8 points
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week
Content: This year will provide for an extension and consolidation of third year.
Assessment: Folio of practical work at the end of the study. Presentation of a studio record file equivalent to 4000 words.
Required Reading:

STUDIO STUDY — PRINTED TEXTILES AND PRINTMAKING 402
Availability: Day or evening classes
Prerequisite: Printed Textiles and Printmaking 302
Level: Fourth year
Value: 8 points
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week
Content: Main involvement will consist of the production of a variety of printed textiles as well as prints. Individual research or thesis on some aspects of printed textiles or printmaking. The theme to be decided after consultation with lecturer concerned. Exhibition of work produced over the four years of study of Printed Textiles and Printmaking.
Assessment: One assignment of 2000 words equivalent and each student will be required to arrange an exhibition of his work as part of the final assessment.
Required Reading:

STUDIO STUDY — JEWELLERY AND SILVERSMITHING 404
Availability: Day or evening classes
Prerequisite: Jewellery and Silversmithing 304
Level: Fourth year
Value: 8 points
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week
Content: Claw settings of faceted stones, chain hinging and articulation. Chain fabrication. Advanced enamelling.
Assessment: Final submission of folio will be an exhibition of work within the college.
Bachelor of Education/Diploma of Teaching

Required Reading:

STUDIO STUDY — TEXTILE ARTS 405
Availability: Day or evening classes
Prerequisite: Textile Art 305
Level: Fourth year
Value: 8 points
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week
Content: This component is concerned with the development of the individual's personality, statements and interests. It provides the climate and opportunities for a one-man or group exhibition.
Assessment: Design and studio assignment. Folio of ideas — working drawings. Students will be required to present an exhibition as part of the final assessment.
Required Reading:

STUDIO STUDY — PAINTING 406
Availability: Day or evening classes
Prerequisite: Painting 306
Level: Fourth year
Value: 8 points
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week
Content: This component is aimed to give the student the opportunity of personal extension. The student in conjunction with the lecturer will plan his own study to culminate in a group or one-man exhibition.
Assessment: A folio of selected work including paintings, drawings, miscellaneous designs and detailed reference/source material.
Required Reading:

STUDIO STUDY — CERAMICS 407
Availability: Day or evening classes
Prerequisite: Ceramics 307
Level: Fourth year
Value: 8 points
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week
Content: Personal research into one of the following areas: History of Ceramics, Biographical Study of a Contemporary Potter, An Aspect of the Production of Ceramic Ware. Studio Management — Students will be involved in the servicing and general care of equipment.
Assessment: The personal research paper will be presented during the year to the class group. Studio Management will be on a participation basis — no assessment. Studio Practical Work Folio — at least 12 major projects, selected ceramic design sketches and renderings, studio diary, and other supportive material.
Required Reading:

FINE ARTS 430
This unit is offered as a single unit study, and consists of two components —
Fine Arts 432 — Studies in Australian Art
Fine Arts 433 — Studies in Eastern Art
Availability: Day or evening classes
Prerequisite: Fine arts 333
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week - Contact time 2 hrs per week

Content: Fine Arts 432 – Studies in Australian Art
This study is a survey of Australian art – including painting, sculpture, architecture, printmaking and the applied arts – from 1788 to the contemporary period, with an emphasis on the historical and sociological aspects.

Fine Arts 433 – Studies in Eastern Art
The three major areas to be covered in these studies are those of Islamic, Buddhist and Hindu art and culture. The historical antecedants of the currently extant versions of these art forms will be taken as the starting points for these studies.

Assessment:
Fine Arts 432: One slide test and a 3000 word essay.
Fine Arts 433: One slide test and a 3000 word essay.

Required Reading:

ART MINOR 150
The unit, which is for students who are taking a Studio Study major, consists of two components:

STUDIO DRAWING 161
Availability: Day classes  
Prerequisite: Nil
Level: First year
Value: 4 points
Duration: Whole year
Commitment: Demand time 4 hrs per week – Contact time 2 hrs per week
Content: This study concentrates upon extending the aesthetic and technical understanding of drawing and designing as an essential part of studio practice. A variety of approaches will be employed including basic geometric and perspective drawing, together with detailed rendering and development layout drawings from natural and found forms and from the environment generally.
Assessment: Assessment will be by – Drawing assignment related to the relevant studies area, mid-year folio assessment and final folio submission.
Required Reading: Refer to either drawing studies or relevant studio areas.

STUDIO STUDY
Students will select two studio studies not taken in Art 100 from the following: Woodcrafts, Printed Textiles and Printmaking, Jewellery and Silversmithing, Textile Arts, Painting, Ceramics.
Availability: Day classes  
Prerequisite: Nil
Level: First year
Value: 4 points
Duration: Whole year
Commitment: Demand time 8 hrs per week – Contact time 4 hrs per week
Content: Refer to Studio Study 200.
Assessment: Refer to Studio Study 200.
Required Reading: Refer to Studio Study 200.
Bachelor of Education/Diploma of Teaching

ART MINOR 250

The second unit of a minor in Studio Study consists of:
Studio Study (student continues with one studio study taken at 150 level).

ART 250 STUDIO STUDY — Students continue one studio study taken in Art 150

- Woodcrafts 251 for details see Woodcrafts 301
- Printed Textiles and Printmaking 252 for details see Printed Textiles and Printmaking 302
- Jewellery and Silversmithing 254 for details see Jewellery and Silversmithing 304
- Textile Arts 255 for details see Textile Arts 305
- Painting 256 for details see Painting 306
- Ceramics 257 for details see Ceramics 307

Availability: Day or evening classes
Prerequisite: Art Minor 150
Level: Second year
Value: 12 points
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Refer to Studio Study 300.
Assessment: Refer to Studio Study 300.

TEACHING AND CURRICULUM STUDIES
(Art/Professional Orientation Art/Craft 159, 259, 359, 459)
For details of these subjects see the Teaching and Curriculum Studies section of this Handbook.

ART PRIMARY ORIENTATION 109
For details see the Primary Orientation section of this Handbook.
**DEPARTMENT OF EDUCATION STUDIES**

The staff of two teaching departments within the College — Applied Education and Education Studies — jointly service the compulsory Education units which form an integral part of the academic course requirements for both intending general primary (Diploma of Teaching) teachers and specialist subject (Bachelor of Education — Art; Music; Physical Education) teachers. Broadly speaking, Education studies staff teach the general education studies components of the units while Applied Education staff offer components more properly categorized as professional studies and practice.

The department of Education Studies offers studies which aim to provide a sound basis for the development of a body of theoretical knowledge and educational principles relevant to the initial preparation and to the continuing professional education of primary and secondary teachers.

In addition to their academic studies in Education students must also reach a satisfactory level of competence in the Field Experience program which runs concurrently over the three or four years of their course.

**EDUCATION UNITS AND FIELD EXPERIENCE WITHIN THE BACHELOR OF EDUCATION (PRIMARY) COURSE**

Successful completion of the first three years of this degree course leads to the award of the Diploma of Teaching (Primary) and to registration as a primary teacher in Victoria. As part of this course all students must complete a four-unit sequence in Education and a graded and sequential three-year Field Experience Program.

During the final year of the degree course students must complete a further compulsory Education unit.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>EDUCATION 100</th>
<th>Education Studies</th>
<th>(½ unit)</th>
<th>FIELD EXPERIENCE 107</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OLT 102</td>
<td></td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td>SECOND YEAR</td>
<td>EDUCATION 200</td>
<td>Education Studies 201</td>
<td>(½ unit)</td>
<td>FIELD EXPERIENCE 207</td>
</tr>
<tr>
<td></td>
<td>OLT 202</td>
<td></td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td>THIRD YEAR</td>
<td>EDUCATION 300 (APPLIED EDUCATION)</td>
<td>OLT 302</td>
<td>(½ unit)</td>
<td>FIELD EXPERIENCE 307</td>
</tr>
<tr>
<td></td>
<td>Curriculum Development 303</td>
<td>(½ unit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THIRD YEAR</td>
<td>EDUCATION 320 (EDUCATION STUDIES)</td>
<td>School Achievement 321</td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers and Educ Choices 322</td>
<td>(½ unit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOURTH YEAR</td>
<td>EDUCATION 400</td>
<td>TACS 402 or Curric. Planning 443</td>
<td>(½ unit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One Education Studies elective</td>
<td>(½ unit)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Experienced teachers who are undertaking the third year of the Diploma of Teaching (Primary) course by ‘Conversion’ studies or who have been admitted with
Bachelor of Education/Diploma of Teaching

advanced standing into the Bachelor of Education (Primary) course at third year level and are required to complete either a half unit or a whole unit of Education Studies must select their studies from the half-unit electives listed below. Each study runs for a half year and has a weekly contact time of three hours. To complete a whole unit teachers must take any two studies. Staffing and student demand may limit the availability of some studies in 1982.

An Investigation in the History of Education 323
**Learning Difficulties 324
*School Achievement 321
*Teachers and Educational Choices 322
Philosophy of Education 328
Thinking in Practice 314
* Available only during the day
** Available only during the evening

The Education Studies elective half units for the fourth year of the Bachelor of Education (Primary) course are listed below. Each study runs for a half year and has a weekly contact time of 3 hours.

An Investigation in the History of Education 423
Classroom Behaviour Modification 415
Comparative Education 434
Contemporary Systems of Education 435
Curriculum Theory 416
Interpersonal Relations 413
Interpreting the Traditional Classroom 417
Learning Difficulties 424
Learning Difficulties 425
Measurement and Research in Education 419
Personality and Motivation 426
Personnel Behaviour and Management 432
Philosophical Analysis 427
Philosophy of Education 428
Reading and Independent Project 499
School Governance and Community 433
Social Disadvantage and Education 431
Sociology of Deviant School Behaviour 420
Teachers and Pastoral Care 429
Thinking in Practice 414
Values in Education 418

EDUCATION UNITS AND FIELD EXPERIENCE WITHIN THE BACHELOR OF EDUCATION (Art; Music; Physical Education) SPECIALIST COURSE

Within this course all students must complete a six-unit sequence in Education and a graded and sequential four-year Field Experience Program.

The Education sequence includes a one-unit method study taken across the four areas of the course within the TACS program.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>EDUCATION 150</th>
<th>FIELD EXPERIENCE 157</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Studies 151 (½ unit)</td>
<td>TACS 152 (½ unit)</td>
</tr>
</tbody>
</table>
The elective studies available in 1982 (as determined by staff availability and student demand) will be drawn from:

- An Investigation in the History of Education 473
- Classroom Behaviour Modification 415
- Contemporary Systems of Education 475
- Interpersonal Relations 463
- History of Secondary Education 481
- Personality and Motivation 476
- Sociology of Deviant School Behaviour 470
- Thinking in Practice 464

### EDUCATION STUDIES 101

**Availability:** Day classes  
**Prerequisite:** Nil  
**Level:** First year  
**Value:** 6 points (half unit)  
**Duration:** Whole year  
**Commitment:** Demand time 6 hrs per week — Contact time 3 hrs per week  

**Content:** Drawing on the contributions of psychology, sociology and philosophy this study provides an introduction to learning and teaching in the primary school. The main topics presented are: Understanding the Learner — development patterns and factors influencing development and/or school learning, including socialization processes; Learning — types of learning and conditions affecting learning.

**Assessment:** A field work task, an essay (2000 words) and two 2-hour written examinations (mid year and end of year).

**Required Reading:** To be advised.

### EDUCATION STUDIES 151

**Availability:** Day classes  
**Prerequisite:** Nil  
**Level:** First year  
**Value:** 6 points (half unit)  
**Duration:** Whole year  
**Commitment:** Demand time 6 hrs per week — Contact time 3 hrs per week
Bachelor of Education/Diploma of Teaching

Content: Drawing on the contributions of psychology, sociology and philosophy this study provides an introduction to learning and teaching in the secondary school. The main topics presented are: Understanding the Learner — developmental patterns and factors influencing development and/or school learning, including socialization processes; Learning — types of learning and conditions affecting learning.

Assessment: A field work task, an essay (2000 words) and two 2-hour written examinations (mid year and end of year).

Required Reading: To be advised.

EDUCATION STUDIES 201
Availability: Day classes
Prerequisites: Education 101 or equivalent
Level: Second year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
Content: Within the theme “Understanding the Victorian Primary School”, four aspects of theory and practice of education are taken up — establishing aims and objectives; curriculum selection; theories of learning and teaching; and assessment of student achievement. The study provides a foundation for a critical evaluation of what is done in primary schools, of why it is done, and of attempts to improve the quality of school life.

Assessment: Two tutorial papers, a 1½-hour examination at the mid-year and a 2-hour final examination.

Required Reading:

EDUCATION STUDIES 251
Availability: Day classes
Prerequisites: Education 151 or equivalent
Level: Second year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
Content: Within the theme “Understanding the Victorian Secondary School”, four aspects of theory and practice of education are taken up — establishing aims and objectives; curriculum selection; theories of learning and teaching; and assessment of student achievement. The study provides a foundation for a critical evaluation of what is done in secondary schools, of why it is done, and of attempts to improve the quality of school life.

Assessment: Two tutorial papers, a 1½-hour examination at the mid-year and a 2-hour final examination.

Required Reading:

SCHOOL ACHIEVEMENT 321
Availability: Day classes
Prerequisites: Education Studies 201 or equivalent
Level: Third year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: This study examines the role of natural learning in teaching and testing. Speech acquisition, i.e. how children learn their first language, is used as a model of
natural learning. The natural process of speech acquisition is used to evaluate learning, teaching and testing of school achievement for academic and cultural subjects. Arising from this theoretical examination of natural learning and its relationship to school practice are pointers toward more effective teaching and thus enhanced school achievement.

Assessment: An assignment (2500 words), a class test, and a final 2-hour written examination.

Required Reading:
Cameron, M., School Achievement: A Book of Readings, Burwood State College, Burwood, 1980.

TEACHERS AND EDUCATIONAL CHOICES 322
Availability: Day classes
Prerequisite: Education Studies 201 or equivalent

Level: Third year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: A consideration and analysis of the activity and concept of teaching from the viewpoint of philosophy, psychology, sociology and history. Students will study how models of teaching are translated into classroom practice and discuss with teachers how they employ educational theory to support how they teach and organize in their primary classroom. The implications of making educational choices will be considered in relation to the current standards and accountability debates.

Assessment: A tutorial paper (1000 words), an essay (2000 words) and a final 2-hour written examination.

Required Reading: Detailed reading guides will be issued for each major aspect of the program.

SCHOOL ACHIEVEMENT 371
Availability: Day classes
Prerequisite: Education Studies 251 or equivalent

Level: Third year
Value: 3 points (quarter unit)
Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
Content: This study will be concerned with how students learn (rather than what should be learned), and with factors affecting the quality of such learning. Topics covered will include: The nature of school achievement; factors associated with school achievement, e.g. abilities, motivation, self concept, teacher influences, problem behaviour; the evaluation and reporting of school achievement. 

Assessment: Oral presentation of a tutorial paper, five written tutorial tasks (250 words each), and a 1½-hour final written examination.

Required Reading:

CURRICULUM THEORY 372
Availability: Day classes
Prerequisite: Education Studies 251 or equivalent

Level: Third year
Value: 3 points (quarter unit)
Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
Content: The study provides a critical analysis of the grounds for rational curriculum decisions: i.e. of good reasons for teaching some things rather than others in sec-

123
Bachelor of Education/Diploma of Teaching

Students will be encouraged to ask, and prepared to answer such questions as "What ought to be taught in secondary schools?" and "Why?"

Assessment: A tutorial paper, an essay (1500 words) and a final 2-hour written examination.

Required Reading:
Selected articles from Journal of Curriculum Studies, London.

TEACHERS AND EDUCATIONAL CHOICES 472

Availability: Day classes
Prerequisite: Education 370 or equivalent

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: A consideration and analysis of the activity and concept of teaching from the viewpoint of philosophy, psychology, sociology and history. Students will study how models of teaching are translated into classroom practice and discuss with teachers how they employ educational theory to support how they teach and organize in their secondary classroom. The implications of making educational choices will be considered in relation to the current standards and accountability debate.

Assessment: A tutorial paper (1000 words), a report (1500 words), short written tasks (1200 words) and a final 1½-hour written examination.

Required Reading: Detailed reading guides will be issued for each major aspect of the program.

ELECTIVE STUDIES

AN INVESTIGATION IN THE HISTORY OF EDUCATION 323, 423 AND 473

Availability: Day or evening classes
Prerequisite: Education 320 or Education 370 or as approved by Head of Department

Level: Third and fourth year
Value: 6 points (half unit)
Duration: Half year

Commitment: Demand time 12 hrs per week. The greater part of this time will be taken up by the practical task of the investigation. However, there will be four 2-hour workshop sessions at the commencement of the study and students will be required to report regularly on their progress.

Content: It is expected that students, through the experience of carrying out an investigation, will become aware of the historical dimension of education, will learn some of the skills of research and will make a contribution to the writing of the history of education in Victoria.

Students will carry out, or take part in, an approved investigation. Topics proposed should be ones which are limited in scope and for which sufficient source materials are available.

Assessment: A final written report of 4000-5000 words.

Required Reading:
Introduction: Clarke, C. M. H., A Discovery of Australia, ABC, (Boyer Lecture), Sydney, 1976.
Sources: Source materials will vary with the topic. They may include a range of manuscript and printed materials, plans, photographs and, of course, people.
CLASSROOM BEHAVIOR MODIFICATION 315, 415 and 465

Availability: Day or evening classes
Prerequisite: Education 320 or as approved by Head of Department

Level: Third and fourth year
Duration: Half year

Value: 6 points (half unit)

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: Report of a minor behaviour modification program (1500 words), up to six log reports on application of some behaviour modification principles or reading (about 250 words each), a class test, class participation and a final examination.
Required Reading:
Detailed reading guides will be issued for each topic.

COMPARATIVE EDUCATION 334 and 434

Availability: Day or evening classes
Prerequisite: Education 320 or as approved by Head of Department

Level: Third and fourth year
Duration: Half year

Value: 6 points (half unit)

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: A tutorial paper (1000 words), two short tasks (500 words each) and a project and final project report (2500 words).
Required Reading:
Trethewey, A. R., Introducing Comparative Education, Pergamon, Sydney, 1976. Detailed reading guides will be issued for each major aspect of the program.

CONTEMPORARY SYSTEMS OF EDUCATION 335 and 435

Availability: Day or evening classes
Prerequisite: Education 320 or equivalent

Level: Third and fourth year
Duration: Half year

Value: 6 points (half unit)

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A study of the operation of education systems in several societies such as USSR, USA, England and People's Republic of China, with special emphasis on primary education. Opportunities to examine developments in school organization, curriculum, teaching methods, general aims and purposes, etc., and compare them with Victorian experience will form a major part of the study.
Assessment: A tutorial paper (1000 words), a report on a self-instruction module (1500 words) and a project paper and final report (2000 words).
Required Reading:

CONTEMPORARY SYSTEMS OF EDUCATION 475

Availability: Day classes
Prerequisite: Education 370 or equivalent

Level: Fourth year
Bachelor of Education/Diploma of Teaching

Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: A study of the operation of education systems in several societies such as USSR, USA, England and Peoples Republic of China, with special emphasis on secondary education. Opportunities to examine developments in school organization, curriculum, teaching methods, general aims and purposes, etc., and compare them with Victorian experience will form a major part of the study.

Assessment: Tutorial paper (1000 words), a report (2000 words) and a final 2-hour examination.

Required Reading:  

CURRICULUM THEORY 416

Availability: Evening classes

Level: Fourth year

Value: Half year  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: The component focuses on the justification of curriculum content, rather than on pedagogical methodology; that is upon the what rather than the how of education. Students will be encouraged to ask, and prepared to answer, the question “What ought to be taught to children in schools?” Developing a reasoned explanation of why it is that schools should teach some things rather than others will involve distinguishing between good educational reasons for curriculum policy on the one hand, and non-educational constraints derived from historical, ideological and societal sources, on the other hand.

Brief reference to theories of knowledge and value which necessarily affect decisions of content will be made, as well as a summary critical examination of some inadequate attempts to discover a satisfactory basis for ultimate curriculum choices.

Assessment: Each student will participate in tutorial discussion, and write the Curriculum section of a school policy statement (3000-4000 words).

Required Reading:  
Barrow, R., Commonsense and the Curriculum, Allen and Unwin, London, 1876.

HISTORY OF SECONDARY EDUCATION 481

Availability: Day classes

Level: Fourth year

Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: A number of historically evolved models for determining secondary curriculum will be studied in their social and political context. These models will be examined in the light of such contemporary issues as equality of opportunity, vocational preparation and academic excellence.

Assessment: Two tutorial papers (500 words each), one minor assignment (1000 words) one major essay (3000 words).

Required Reading:  

INTERPRETING THE TRADITIONAL CLASSROOM 317 AND 417

Availability: Day or evening classes
Prerequisites: Education 320 or as approved by Head of Department

Level: Third and fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Duration: Half year
Content: A study of change and continuity in the development of the primary school between 1850 and 1950. Developments in curriculum content and classroom practice will be examined within the context of educational, social and political change.
Assessment: Two oral tutorial presentations, a minor assignment (1000 words) and a major essay (3000 words).
Required Reading:

INTERPERSONAL RELATIONS 463

Availability: Day classes
Prerequisites: Education 370 or equivalent

Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Duration: Half year
Content: This study will consider some aspects of social interaction with particular reference to the secondary classroom. Topics to be considered will include the psychology of interpersonal relations, self concepts as social products, interpersonal skills, nonverbal behaviour and attitude communication.
Assessment: Ten brief laboratory reports and a one-hour final examination.
Required Reading: To be advised.

INTERPERSONAL RELATIONS 413

Availability: Evening classes
Prerequisites: Education 320 or equivalent

Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Duration: Half year
Content: This study will consider the following aspects of social interaction with particular reference to primary classrooms: self concepts, interpersonal skills, nonverbal behaviour, expectancy effects and self-fulfilling prophecies, the development of social behaviour.
Assessment: Weekly workshop/laboratory reports (250 words) and a 1-hour final examination.
Required Reading: To be advised.

LEARNING DIFFICULTIES 324 AND 424

Availability: Day and Evening classes
Prerequisites: Education 320 or as approved by Head of Department

Level: Third and fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Duration: Half year
Content: During this study students will be introduced to a wide range of assessment procedures including attainment tests, diagnostic tests and analysis of children’s class work to teaching resource materials, and to principles of remedial programs.
The study is based upon theory and research findings from the disciplines of psychology and linguistics.

Assessment: A tutorial paper, one class test and one assignment (3000 words).

Required Reading:
- Ross, A., Psychological Aspects of Learning Disabilities and Reading Disorders.

LEARNING DIFFICULTIES 425

Availability: Day and Evening classes

Prerequisite: Education 320 or equivalent and Learning Difficulties 324 or 424

Level: Fourth year

Value: 6 points (half unit)

Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: The emphasis in this component is on the practical application of concepts acquired in Learning Difficulties 324 or 424. For the duration of the study each student will undertake practical work with either an individual child or a small group of children with an identified learning difficulty. This practical work will involve a detailed analysis of the child’s/children’s academic performance with due consideration of the concomitant factors which may have contributed to the lack of academic success, and the subsequent planning, implementation and evaluation of a program designed toameliorate the leaning difficulty.

Assessment: This will be based both on oral presentation of the academic performance of an individual child or a group of children, of the planning and implementation of a sequential remedial education program, and on written presentation of a diary, and related work samples, the latter providing evidence of the student’s ability to analyse, plan and teach appropriately in a given situation.

Required Reading: To be advised.

MEASUREMENT AND RESEARCH IN EDUCATION 419

Availability: Evening classes

Prerequisite: Education 320 or equivalent

Level: Fourth year

Value: 6 points (half unit)

Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: The study involves an examination of educational research methods, statistical analysis and classroom testing. Topics covered are:

- The Scientific Method
- Gathering Data
- Experimental Design
- Descriptive and Inferential Statistics
- Reviewing the Literature
- Significance and Probability
- Hypotheses
- Validity and Reliability
- Classroom Testing
- Perspectives on Research

Assessment: Satisfactory completion of weekly worksheets, a report describing a small project (500 words), and a 1-hour final examination.

Required Reading:
PERSONALITY AND MOTIVATION 426 AND 476
Availability: Day or evening classes
Prerequisites: Education 320 or 370 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An examination of some theories of motivation, the nature of personality, of personality processes, and their relevance to the primary or secondary classroom. Special attention will be given to such matters of concern to the practising teacher as behaviour problems, anxiety, teacher-pupil and teacher-parent relationships, and teachers' work satisfaction.
Assessment: Two 1-hour class tests, oral presentation of a tutorial paper, a 1000 word essay, and a 1½-hour final written examination.
Required Reading:

PERSONNEL BEHAVIOUR AND MANAGEMENT 432 (Educational Leadership and Planning Students only)
Availability: Evening classes
Prerequisite: Education 320 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Consideration and evaluation of theories of leadership and supervision, e.g. Fiedler's contingency theory, Blake and Manton's grid theory. Administrative processes: authority, influence and power as organizational processes, the resources which bolster and maintain these; decision-making and consultation structures; information networks and communication processes. Manpower and resource management: recruitment and utilization of staff, staff development (e.g. in-service education), staff and school assessment (e.g. school reviews). Organizational development: satisfaction in work, industrial democracy, motivational studies (e.g. Herzberg, Maslow, the Hawthorne studies, the Affluent Worker studies). Assessmen: Small class exercises and seminar participation, a project paper (3000 words), and presentation of a tutorial case-study.
Required Reading:

PHILOSOPHICAL ANALYSIS 327, 427 AND 477
Availability: Evening classes
Prerequisite: Education 320 or as determined by Head of Department
Level: Third or fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Students will be introduced to some of the major continuing themes in philosophy which are of particular relevance to education, especially knowledge and value judgments. Critical and rational understanding of the nature of knowledge, and of what it means to assert that something is right or good, are central to all educational theory.
Assessment: Tutorial paper, an essay (1500 words), and a final two-hour examination.
Required Reading:

PHILOSOPHY OF EDUCATION 328, 428 AND 478
Availability: Day or evening classes
Prerequisite: Education 320 or as approved by Head of Department
Level: Third or fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Students will consider the educational process, and particular aspects of its form and content. The study commences with an examination of what education is, and how it is to be picked out from other sorts of activities. The activity of teaching is considered, together with related issues such as training, instruction, indoctrination, and discovery learning; and questions of freedom, authority, punishment and discipline are examined. Further issues considered include how one justifies a curriculum, that is, what ought to be taught to children in schools — and moral education.
Assessment: A tutorial paper, a 2000 word essay, and a final two hour examination.
Required Reading:

READING AND INDEPENDENT PROJECT 499
Availability: Evening classes
Prerequisite: Education 320 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time as contracted
Content: Individual or small group investigation carried out under supervision and involving activities related to previous studies completed within the Education Studies Department. The study program must be one not already available but within the aims and objectives of the department. The topic for the project must be approved by the staff member appointed by the Head of Department to act as consultant and supervisor. The form of the final presentation of the project is a matter for negotiation and agreement between student and supervisor.
Assessment: A final written project report or equivalent approved material for assessment not exceeding 6000 words in length.
Required Reading: As determined by the supervisor.

SCHOOL GOVERNANCE AND COMMUNITY 433 (Educational Leadership and Planning Students only)
Availability: Evening classes
Prerequisite: Education 320 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: The school will be examined both as a unit in its own right in a localized neighbourhood context and as part of a three-tier administrative structure (Head Office, Region and School). Students will be directed to study in depth aspects of school functioning in terms of both these perspectives. Particular emphasis will be placed on
the trend throughout Australia towards 'school based decision making' and the role of
teachers, principals, school councils, parents and the general public in that process.
Where appropriate students will be made aware of similar developments in the United
Kingdom and the USA.
Assessment: Essay (2000 words) and case study report (3000 words).
Required Reading:
Baron, G. and Howell, D., _The Government and Management of Schools_, Athlone
School-based decision making — report of the National Conference held in Sydney, 4
Zeigler, L. H., Jennings, M. K. and Peak, G. W., _Governing American Schools — Politi-

**SOCIOLOGY OF DEVIANT SCHOOL BEHAVIOUR 420 AND 470**

Availability: Day or evening classes
Prerequisite: Education 320 or equivalent

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This study presents an overview of theories of deviant behaviour and how
they relate to deviant behaviour in school children. It provides an examination of the
labelling process in schools, such as slow learners, hyperactive children, gifted
children.
Assessment: Essay (3000 words), two tutorial papers (500 words), and a final
examination (1½ hours).

Required Reading:
Hammerley, M. and Woods, P., (Eds.), _The Process of Schooling_, Routledge and
1975.

**SOCIAL DISADVANTAGE AND EDUCATION 431**

Availability: Evening classes
Prerequisite: Education 320 or equivalent

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: The study focuses on the question of what is an adequate or appropriate
educational environment for selected disadvantaged groups. The rationale and
mechanics of the disadvantaged schools program will be examined along with case
studies of programs currently operating in Victorian schools.
Assessment: Essay or report on a field-based project (3000 words), two papers (500
words) and a final examination (1½ hours).

Required Reading:
Printing Service.
Claydon, L, Knight, T. and Rado, M., _Curriculum and Culture: Schooling in a Pluralist
Turney, C., et al, _Inner-City Schools and Inner-City Teaching_, Sydney University
Bachelor of Education/Diploma of Teaching

TEACHERS AND PASTORAL CARE 429
Availability: Evening classes
Prerequisite: Education 320 or equivalent
Level: Fourth year
Value: 6 points (half unit) Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Note: This half unit is available only to teachers with at least two years of approved teaching experience.
Content: The helping relationship, Helping skills, Needs and goals of the helper and helpee. Available approaches — Client centred, Rogers; Rational Emotive Therapy, Ellis; Transactional analysis, Berne; Reality therapy, Glasser; Individual psychology, Dreikurs; Social learning theory, Patterson. Working with parents. Pastoral care at primary/secondary level. Pupils and the law. Community resources.
Assessment: Four short written tasks, a case study involving application of helping skills (2000 words), and a final 2½ hour examination.
Required Reading:

THINKING IN PRACTICE 314, 414 AND 464
Availability: Day or evening classes
Prerequisite: Education 320 or as approved by Head of Department
Level: Third and fourth year
Value: 6 points (half unit) Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A seminar and workshop program based on the CoRT Package, developed by Edward de Bono. This will be extended by an examination of writings of de Bono, Popper, Polanyi, Polya and other advocates and theorists of heuristic learning, information processing and problem solving. Students will participate in the application of practical thinking to real life and classroom problems, as well as to the analysis of theoretical education issues and will learn and practice different techniques of creative thinking and learning.
Assessment: One written assignment presented as a tutorial paper in first draft, and then in final form (5000 words) at the end of the study.
Required Reading:

VALUES IN EDUCATION 318, 418 AND 458
Availability: Day or evening classes
Prerequisite: Education 320 or as approved by Head of Department
Level: Third or fourth year
Value: 6 points (half unit) Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Teachers cannot help making value judgements — about curriculum content, teaching strategies, educational theories, moral issues, and aesthetic matters. Yet today there is widespread confusion about such matters, and some people are inclined to imagine that to identify something as a value judgement is to place it outside the area of rational debate.
This study is intended to throw light on the subject of values, and to examine what it means to say that something is good, or right, or worthwhile. In so doing, it will cover some aspects of ethics, moral education, curriculum justification, and aesthetics.

Assessment: Tutorial paper, an essay (1500-2000 words), and a final 2-hour examination.

Required Reading:
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AIM
The aim of the studies taken in this Department is to allow students to continue their development through a study of English Language and Literature.

OBJECTIVES
A major objective is to enable students to understand ways in which writers and speakers employ the resources of language to elicit a variety of responses.

A further objective is to ensure that students, as prospective teachers, acquire a basic level of competence in oral and written expression.

Provision is made in the first year for some breadth of studies as a basis for some subsequent specialisation according to the interests of individual students.

NOTES
Only one major sequence, in Literature, is available for commencement in 1982. This major sequence has strands in Literary Studies and Children's Literature.

Students intending to continue studies in English beyond first-year level should not enrol in more than one of Drama 104, Language 105, and Writing 103, as at present none of these part-units leads to a major sequence.

For B.E.D. (Specialist) HPER students the Department requires at least a two-unit minor sequence before English Professional Orientation (TACS 359 and TACS 459) may be attempted.

All reading lists are subject to amendment at the commencement of the 1982 academic year.

ENGLISH 100
Unit Organization
This unit comprises one compulsory study and two elective studies each of which runs for a whole year.

COMPULSORY STUDY:

ELECTIVE STUDIES:

LITERARY STUDIES 101
Availability: Day classes
Level: First year
Value: 5 points (part unit)
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Contents: A study of novels, short stories, poetry and drama which focus on the
experiences of young people. Where possible the works of a writer in more than one genre will be studied.

Assessment: Two written exercises (approximately 750 words), one essay (approximately 2000 words), one seminar paper (approximately 1000 words) and one three-hour final examination.

Required Reading:
Chekhov, A., Plays (including The Cherry Orchard).
Lady with Lap Dog and Other Stories.
*Hardy, T., Far from the Madding Crowd.
*Lawrence, D. H., The Virgin and the Gypsy.
McCullers, C., The Member of the Wedding.
The Love Object.
*Plath, S., The Bell Jar.
Some poetry by the novelists asterisked will also be read.

CHILDREN'S LITERATURE 102
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 5 points (part unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: The books are grouped for discussion within a number of areas: Picture Story Books, Books for the Younger Child, Family Stories, Adventure Stories, Fantasy, Historical Fiction, Animal Stories, and Verse for Children.
Assessment: Two written exercises (approximately 750 words), one essay (approximately 2000 words), seminar papers, and a three-hour final examination.
Required Reading:
Mattingley, C., The Picnic Dog.
Milne, A. A., Winnie-the-Pooh.
Stucley, E., Magnolia Buildings.
Turner, E., Seven Little Australians.
Twain, M., The Adventures of Tom Sawyer.
Stevenson, R. L., Treasure Island.
Lewis, C. S., The Lion, the Witch and the Wardrobe.
Pearce, A. P., Tom's Midnight Garden.
Garfield, L., Smith.
Tresco, H., Viking's Dawn.
Sewell, A., Black Beauty.
Arbuthnot, May Hill and Shelton L. Root Jr., Time for Poetry.
B.Ed. (Specialist) students will be required to substitute the following books for the Picture Story Books and books for the Younger Child:
Braithwaite, E. R., To Sir With Love.
Durrell, G., My Family and Other Animals.
Harris, R., The Seal Singing.
MacLean, A., The Guns of Navarone.
Peyton, K. M., Pennington's Seventeenth Summer.
Sutcliff, R., The Lantern Bearers.
Twain, M., Huckleberry Finn.
Wyndham, J., The Chrysalids.
Bachelor of Education/Diploma of Teaching

WRITING 103
Availability: Day classes
Level: First year
Value: 5 points (part unit)
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: Practical writing in a range of journalistic and literary prose styles. Elements of creative style such as description and imagery, dialogue and characterization are examined and used. Feature writing for magazines.
Assessment: Folio of work. Two class tests.
Required Reading:
Strunk, W. Jnr., The Elements of Style, Macmillian, New York, 1972

DRAMA 104
Availability: Day classes
Level: First year
Value: 5 points (part unit)
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: Practical workshops encompassing thematic approaches to many areas of the curriculum: Drama, Art, Music, Writing and Literature.
Assessment: Satisfactory workshop participation. One assignment/resource folio of 2000 words.
Required Reading:
Selected journals/articles on the work of Dorothy Heathcote.

LANGUAGE 105
Availability: Day classes
Level: First year
Value: 5 points (part unit)
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: A consideration of the functions of language, especially from the point of view of Language in Education; the many ways language is used by different groups of people, in different contexts, and for different purposes; the primacy of oral language.
Assessment: Tutorial papers, a field-work study, and a folio of annotated newspaper clippings.
Required Reading:

LANGUAGE ARTS PRIMARY ORIENTATION 109 AND 209
For details see the Primary Orientation section of this Handbook.

COMPULSORY STUDY

LANGUAGE CRITICISM 199
Availability: Day classes
Level: First year
Value: 2 points
Commitment: Demand time 2 hrs per week — Contact time 1 hr per week
Content: Tutorial discussion of samples of writing chosen to exemplify the following technical aspects of writing: imagery and symbolism, description, characterization, dialogue, angle of narration, irony and satire, and narrative skills.
Assessment: Class participation. Three written exercises of 1000 words each, the second exercise to be written in class time, under test conditions.
Required Reading: Supplied on printed sheets.
ENGLISH 200

Unit Organization
This unit comprises a one-unit study selected from the two units offered.

LITERARY STUDIES 201
Availability: Day classes
Prerequisite: Either Literary Studies 101 or Children's Literature 102

Level: Second year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: A study of selections from poets and novelists of the nineteenth and twentieth centuries for whom the child has been a symbol of oppressed human imagination and sensibilities. The selection will show the changing perceptions of those forces which, in threatening the child, threaten to de-nature humanity; it will, at the same time, give an imaginative insight into the nature of childhood.

Assessment: Two 750 word exercises, one 2000 word essay, one 1500 word seminar paper, and a three-hour final examination.

Required Reading:
- Bronte, Charlotte, Jane Eyre.
- Dickens, Charles, Hard Times, Dombey and Son.
- Eliot, George, Silas Marner.
- Gaskell, Elizabeth, Mary Barton.
- Golding, William, Lord of the Flies.
- James, Henry, What Maisie Knew.
- Joyce, James A., Portrait of the Artist as a Young Man.
- Lee, Harper, To Kill a Mockingbird.
- Poetry selected from the works of Blake, Wordsworth, Coleridge, Lawrence, de la Mare, Shaw, Neilson, Hopkins, Yeats and Frost.

Modifications to this reading list may be outlined early in 1982.

CHILDREN'S LITERATURE 202
Availability: Day classes
Prerequisite: Either Children's Literature 102, or Literary Studies 101

Level: Second Year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: This unit has four parts: 1. The Oral Tradition (myths, legends and folk tales); 2. Poetry for Children; 3. A Century of Children's Novels; 4. Popular Literature and the Media.

Assessment: One tutorial paper, three essays (1000, 1500 and 2000 words), and a three-hour final examination.

Required Reading:
- Andersen, Hans C., Hans Christian Andersen's Fairy Tales.
- Green, R. L., King Arthur, Myths of the Norsemen, Tales of the Greek Heroes.
- Grimm, J. and W., Grimm's Fairy Tales.
- Jacobs, J., English Fairy Tales.
- Sutcliff, R., Dragon Slayer.
- CHILDREN'S CLASSICS
- Adams, R., Watership Down.
- Alcott, L., Little Women.
- Burnett, F. H., The Secret Garden.
- Grahame, Kenneth, The Wind in the Willows.
- Holm, Anne, I Am David.
Bachelor of Education/Diploma of Teaching

Kipling, R., *Just So Stories.*
Nesbit, E., *Five Children and It.*
Ransome, Arthur, *Swallows and Amazons.*
Spyri, Johanna, *Heidi.*
Wrightson, P., *I Own the Racecourse.*

**ENGLISH 300**

**Unit Organization**
For students taking a major sequence, this unit comprises a one-unit study selected from the two units offered.

**LITERARY STUDIES 301**
Availability: Day classes
Prerequisites: Either Literary Studies 201 or Children's Literature 202

Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The unit uses Tragedy and Comedy as the framework within which students can experience the imaginative exploration of human values. Shakespeare's plays are the 'core' books in this study; in seminars, students will read and discuss additional novels, plays and poetry associated with the tragic and comic views of life.
Assessment: Two essays of 2500-3000 words each, two tutorial papers, and a three-hour final examination.
Required Reading:
Shakespeare, W., *King Lear, Othello, The Merchant of Venice, Twelfth Night, Macbeth, Hamlet, As You Like It.*
Stoppard, T., *Rosencrantz and Guildenstern Are Dead,* Faber.
Ibsen, H., "Hedda Gabler", in *Four Major Plays,* Signet.

**CHILDREN'S LITERATURE 302**
Availability: Day or evening classes
Prerequisites: Either Children's Literature 202 or Literary Studies 201

Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Three areas of post-war fiction for children will be studied and within each area a study of one major author will be undertaken: 1. Fantasy — C. S. Lewis or Alan Garner; 2. Realism — A. Philippa Pearce; 3. Historical Fiction — Rosemary Sutcliff.
Assessment: One tutorial paper, two essays of 2000 words each, one essay of 3000 words and a three-hour final examination.
Required Reading:
*FANTASY*
Cooper, S., *The Dark is Rising Series.*
REALISM
Bawden, N., Carlie's War.
Peyton, K. M., Flambards.
Townsend, J. R., Gumble's Yard.

HISTORICAL FICTION
Burton, H., Time of Trial.
Garfield, L., Black Jack.
Treece, H., Legions of the Eagle.
Sutcliff, R., The Eagle of the Ninth Warrior Scarlet Knight's Fee, The Mark of the Horse Lord.

LANGUAGE IN THE MULTI-CULTURAL CLASSROOM

OPTIONAL STUDIES FOR GRADUATE STUDENTS
A number of Third Year Units at levels 100 and 200 is available. For details see previous pages.

READING DISABILITIES 312
Availability: Evening classes
Prerequisite: Nil
Level: Third year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Readings and discussions in such areas as: The nature of learning disabilities, physiological, perceptual, intellectual, emotional, social; diagnosis of disability, and appropriate tests to employ; psycholinguistic models of the reading process; cultural disadvantage and reading failure; behaviour modification; remedial programs and published materials.
Assessment: Seminar paper, folio of resource materials including essay-form and annotated photocopy-form treatment of set questions, case study showing details of diagnosis, treatment and evaluation.
Required Reading:

LANGUAGE IN THE MULTI-CULTURAL CLASSROOM 313
Availability: Evening classes
Prerequisite: Nil
Level: Third year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: What is it to learn a language? Language and culture. English from the point of view of the primary school age second language learner (Phonology, syntax, semantics, register). Reading and the migrant child. Preparation of teaching programs. Preparation of aids. Practical language teaching: regular contact with one or more children.
Assessment: Written case study representing a record of regular work with a child. Folio of work containing essays, annotated photocopies and language teaching resources.
Bachelor of Education/Diploma of Teaching

Required Reading:
Brotherhood of St. Lawrence, Two Worlds — School and the Migrant Family, Stockland, North Melbourne, 1971.

CHILDREN'S LITERATURE IN THE CLASSROOM 321
Availability: Evening classes
Prerequisite: An approved two-year sequence or equivalent
Level: Third year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The study focuses on the oral interpretation of literature to children with an emphasis on picture books, picture story books and criteria used in evaluating children's books.
Assessment: Presentation of a tutorial and a seminar paper, a comparative criticism of samples of writing for children (750 words), a written essay (2000 words), and an accompanying tape recording — "The Oral Presentation of Literature in the Classroom". If this work or attendance at lectures/tutorials/seminars is unsatisfactory, students may be required to sit for a final written examination.
Required Reading: Texts will be selected from lists distributed at the commencement of the study. In addition, a list of critical references will be made available.

CHILDREN'S LITERATURE IN THE CLASSROOM 322
Availability: Evening classes
Prerequisite: An approved two-year sequence or equivalent
Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The study focuses on two important aspects of children's literature:
The Oral Interpretation of Literature to Children, and
Children's Literature and Children's Writing.
The former deals with the Oral Tradition, choral poetry, reading and telling stories, picture books and picture story books, and the dramatic experience of children's literature.
The latter covers such areas as children's poetry, informational books, popular culture and children's literature, criteria for evaluating children's books, the use made of literature in developing children's writing, and the development of literature programs.
Assessment: Oral presentation of a seminar and a tutorial paper. Two comparative criticisms (750 words each) of samples of writing for children. Two essays of 2000 words each, one of which will require an accompanying tape recording. If this work or
attendance at lectures/tutorials/seminars is unsatisfactory, students may be required to sit for a final written examination.

Required Reading: Texts for each of the two sections will be selected from lists distributed at the commencement of the study. In addition, a list of critical references will be made available.

LANGUAGE 345
Availability: Evening classes

Prerequisite: An approved two-year sequence or equivalent

Level: Third year
Value: 6 points (half unit)
Duration: Half year
Committed: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: A study of the way English patterns in both its oral and written forms. An investigation of those forms as they operate in a variety of social settings.
Assessment: Tutorial papers, a field-work study and a folio of resource material.

Required Reading:

LANGUAGE 355
Not available in 1982.

TEACHING AND CURRICULUM STUDIES 359 (English Professional Orientation)
For details see the Teaching and Curriculum Studies section of this Handbook.

ENGLISH 400

LITERARY STUDIES 401
Availability: Evening classes

Prerequisite: Literary Studies 301 or Children’s Literature 302

Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Committed: Demand time 12 hrs per week — Contact time 3 hrs per week

This unit has two components:
A Study of Australian Literature; and
A personal thesis, involving an investigation into some era, genre, movement, theme or writer’s work that has aroused interest during the students’ studies in literature.

Content: The Study of Australian Literature — This study introduces Australian literature emphasizing the influence of the Australian-Anglo relationships; presents a survey of writings concerned with the rise of a national identity; and examines, compares and evaluates modern Australian writing, and early Australian writers, stressing the changing themes, forms, and concerns of modern Australian writers.

Assessment: An individual folio of work throughout the duration of the unit comprising students’ personal literary responses to directed reading arising from material discussed in seminars, two written tutorial papers (1000 words) presented orally during tutorial sessions, a final three hour written examination. The personal thesis (not less than 5000 words) must be submitted prior to the final examination.

Required Reading:
Texts — Selections from:
Early Australian Literature
Clark, Marcus
Kendall, Henry
Paterson, A. B.
Lawson, Henry

For the Term of His Natural Life
Collected Poems
The Man From Snowy River and Other Verse
While the Billy Boils
Bachelor of Education/Diploma of Teaching

Furphy, Joseph
Richardson, H. H.
O'Dowd, Bernard
Gilmour, M. G.

Modern Australian Novels
Herbert, Xavier
Boyd, Martin
White, Patrick
Stow, Randolph
Keneally, Thomas
Mathews, Peter

Modern Australian Drama
Lawler, Ray
Buza, A., Hibberd, J., & Romanil, J.
Hibberd, Jack
Williamson, David

Modern Australian Poetry
Selections from:
Hope, A. D.
Wright, J.
Dawe, B.

PERSONAL THESIS
This arises from any aspect of the students' years of study in literature, which has particularly interested them.

CHILDREN'S LITERATURE 402
Availability: Evening classes
Prerequisites: Children's Literature 302 or Literary Studies 301

Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year

Commitment: Demand time 12 hrs per week -- Contact time 3 hrs per week

Content: This unit has two components:

(i) A survey of Australian children's literature from the latter part of the nineteenth century to the present day. The following aspects will be of major concern:
- Comparison and contrast of the works of contemporary writers with those of earlier Australian writers;
- Consideration of themes common to Australian writing;
- A study of forms used by Australian writers; and
- The changing concerns of modern Australian writers associated with writing for children.

(ii) An investigation by each student into some era, movement, theme, or writer's work, that has aroused interest during the whole study.

Assessment: Tutorial papers presented during the tutorial sessions are considered an integral part of the study requirements. Each student is required to submit a thesis of not less than 7500 words, stemming from a topic in which the student has a particular interest. There will be a three-hour final examination.

Representative Reading:
Balderson, M. When Jays Fly to Barbos
Brinsmead, H. Pastures of the Blue Crane
LITERATURE AND WRITING IN THE CLASSROOM 409

Prerequisites: Children's Literature 302 or an approved equivalent, is a prerequisite for this unit, or may be taken concurrently with it.

Level: Fourth year

Value: 12 points (one unit)

Duration: Whole year. Classes will be held during the first twenty weeks of the year, the amount of time required for them decreasing as the year proceeds. An investigation or project will occupy the latter part of the year, the amount of time devoted to it increasing as the year proceeds.

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week for 20 weeks, thereafter by appointment with the tutor.

Content: The unit consists of four related components:

1. The place of literary experience in the educational development of the child

   Common assumptions about the teaching of literature and its relationship to the teaching of reading and written expression will be explained and challenged.

2. Primary School Syllabuses in Literature and Written Expression

   A critical examination of a variety of schemes for the teaching of literature and writing in the primary classroom.

3. Programs of Teaching

   The planning of specific units of teaching at three different levels in the primary school, each unit to be based upon a particular children's book and to involve writing activities.

4. Project

   A proposal for an investigation or a practical project based on the theoretical components of the unit will be submitted for approval. After approval the project or investigation will be carried out and a detailed report and evaluation will be submitted.

Assessment: A seminar discussion paper of one to one and a half hours duration. A
Bachelor of Education/Diploma of Teaching

A practical paper and a written report (and evaluation) of 5000 words in length is required.

Required Reading:

**ENGLISH AND UNDER-ACHIEVEMENT 416**
Availability: Evening classes
Prerequisite: Language 305 or 355
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: What is language competence and how is it developed? Language and thought: language and learning. An evaluation of some tests, and some programs. Focus is mainly on competence and its development in oral and written expression.
Assessment: Seminar papers, folio of resource materials including essays and annotated photocopy responses to set questions, practical assignment and small scale replication of studies.
Required Reading:

**TEACHING AND CURRICULUM STUDIES 459 (English Professional Orientation)**
For details see the Teaching and Curriculum Studies section of this Handbook.
INTRODUCTORY STATEMENT

The Department of Health, Physical Education and Recreation offers units which may be undertaken by both specialists and non-specialists. Four major sequences are offered to pre-service students. The HPER and the Health Education Major are the only ones currently available to Diploma of Teaching students.

PRE-SERVICE STUDENTS

SEQUENCES OFFERED IN HPER

- Single Unit — HPER 101
- Minor study — HPER 101 and HPER 201
- Major Studies (3 units)
  - HPER 101, HPER 201, HPER 301
  - HPER 101, Health Ed. 206, Health Ed. 306
  - HPER 101, Recreation 214 and 224, Recreation 314 and 324
- Major studies (4 units)
  - Biomechanics 103, P.E. 202, P.E. 302, P.E. 402

BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

Students wishing to become specialist teachers in physical education should undertake the following 8 units in HPER as a minimum:

1. A major study in physical education.
2. Either
   - HPER 101, Health Ed. 206, Health Ed. 306 and Overview of Recreation 434
   - HPER 101, Recreation 214 and 224, Recreation 314 and 324 and Overview of Health Ed. 436.
3. Project in HPER 410.

Recreation 444 and Health Education 446 are available as additional half units (instead of Overview of Health Education 436/Overview of Recreation 434) for students who have proceeded beyond the minimum requirements and have taken both Recreation 214 and 224, and Health Education 206.
GRADUATE STUDENTS
BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

Experienced and qualified teachers who wish to change their career orientation and become specialist physical education teachers, will be required to complete the following 8 units (16 half-units) in HPER. Advanced credit may be given for approved physical education studies already completed.

1. **Advanced Biomechanics** consisting of
   - Advanced Biomechanics 443
   - Advanced Biomechanics 453

2. **Biological Aspects of Physical Education** consisting of
   - Overview of Biological Aspects 337
   - and either
   - or
   - Exercise Physiology 417 (1983)

3. **Biomechanics** consisting of
   - Biomechanics 113.
   - and
   - Biomechanics 123

4. **Health Education** consisting of
   - Overview of Health Education 336
   - and either
   - Health Education Elective 416
   - or
   - Health Education Values and Skills 426

5. **Project in HPER** 420

6. **Psychological Aspects of Physical Education** consisting of
   - Overview of Psychological Aspects 338
   - and either
   - Psychology of Coaching 428 (1982)
   - or
   - Acquisition of Skill 418 (1983)

7. **Recreation** consisting of
   - Overview of Recreation 334
   - and either
   - or
   - Outdoor Recreation 414 (1983)

8. **Socio-Cultural Aspects of Physical Education** consisting of
   - Overview of Socio-Cultural Aspects 335
   - and either
   - Aesthetics 425
   - or
   - Comparative Physical Education and Sport 445 (1982)
   - or
   - Sociology of Sport and Physical Education 415 (1983)

DIPLOMA OF TEACHING (CONVERSION)

HPER 101; HPER 201; and HPER 301 are available in day lectures only.
BACHELOR OF EDUCATION (PRIMARY)

Students wishing to take one or two units of physical education as part of General and Curriculum Studies may choose HPER 401 or HPER 411 to fulfill these requirements.

HEALTH, PHYSICAL EDUCATION AND RECREATION 101
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
Content: This unit comprises both theoretical and practical aspects of Health, Physical Education and Recreation. The areas involved in this unit are spread throughout three discrete theory areas as well as 3 hours of practical work.

a. Biological Aspects, develops a basic working knowledge in anatomy and physiology.

b. Psychological Aspects, includes an introduction to the basic concepts in motor development and measurement and evaluation in physical education.

c. Socio-Cultural Aspects, an overview examining the role that Health, Physical Education and Recreation plays in terms of school and community involvement.

d. Practical Aspects, 90% attendance required. Activities will be selected from Swimming, Gymnastics, Trampoline, Football, Netball, Dance, Minor Games, Volleyball.

Assessment: Assessment will take the form of written examinations, tutorials, class papers, laboratory manuals and satisfactory participation in practical activities.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

BIOMECHANICS 103
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 7 hrs per week
Content: An introduction to mechanics and related techniques in the areas of:

- throwing, striking and jumping
- floatation and locomotion
- flight, rolling and balance

Participation in the following practical activities: Basketball, swimming, soccer, outdoor education activities, hockey, fitness, bushcraft, canoeing.

Assessment: Seven laboratory reports, one 2-hour examination, practical evaluation.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

HEALTH, PHYSICAL EDUCATION AND RECREATION PRIMARY ORIENTATION 109
For details see the Primary Orientation section of this Handbook.

BIOMECHANICS 113
Availability: Evening classes
Prerequisite: Nil
Level: First year equivalent
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: An introduction to the mechanics and related techniques in the areas of:

- throwing, striking and jumping;
- floatation, propulsion and resistance.

Students will also participate in one practical activity.
Bachelor of Education/Diploma of Teaching

Assessment: Six laboratory reports, one two-hour examination, and evaluation in practical area.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

BIOMECHANICS 123
Availability: Evening classes
Level: First year equivalent
Value: 6 points (half unit)
Duration: Half year
Prerequisite: Biomechanics 113
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: An introduction to the mechanics and related techniques in the areas of locomotion, flight, rolling and bouncing; balancing, rotary, swinging and circling activities. Students will also participate in one practical activity.
Assessment: Three laboratory reports, an assignment (2000 words) and a final two-hour examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

TEACHING AND CURRICULUM STUDIES 159 — (PHYSICAL EDUCATION PROFESSIONAL ORIENTATION)
For details see the Teaching and Curriculum Studies section of this Handbook.

HEALTH, PHYSICAL EDUCATION AND RECREATION 201
Availability: Day classes
Prerequisite: HPER 101
Level: Second year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
Content: Five aspects of HPER — four theoretical and one practical.
1. Biological Aspects — Physiology
2. Biomechanics — Applied Anatomy and Mechanical Analysis of Movement
3. Psychological Aspects — Motor Concepts
4. Socio-Cultural Aspects — Evolution of Sport and Physical Education; Principles of Organization and Administration; Sociology of Sport and Physical Education
5. Practical Aspects — Participation in a number of activities selected from aquatics, athletics and major games. Attendance at a base camp during Major Study week

Assessment:
1. Biological Aspects — Laboratory reports and one 1-hour examination
2. Biomechanics — Laboratory reports, a tutorial paper and one 1-hour examination (mid-year)
3. Psychological Aspects — Laboratory reports and one 1-hour examination
4. Socio-Cultural Aspects — Evolution — one assignment (2000 words) and one tutorial paper (1000–1500 words); Sociology — Three summary papers (500 words) and one-hour examination.
5. Practical Aspects — Assessment in programme throughout the year.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

PHYSICAL EDUCATION 202
Availability: Day classes
Prerequisite: Biomechanics 103 and HPER 101
Level: Second year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 7 hrs per week

Content:

Area One: Biological Aspects of Physical Education; Physiology — Orientation to exercise.
Area Two: Biomechanics; Applied Anatomy and Mechanics.
Area Three: Psychological Aspects of Physical Education; Motor Concepts.
Area Four: Socio-Cultural Aspects of Physical Education; Evolution of Sport and Physical Education: Theories of Movement.
Area Five: Practical Component — 90% attendance required (hurdle req.); Cricket, Swimming, Gymnastics, Orienteering, Softball, Tennis, Creative Dance, Athletics, Alpine Camping Experience in Major Study Week.

Assessment: Laboratory reports (6), two tutorial papers each of 2000 words, three final examinations of 1 hour’s duration and a class test.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

HEALTH EDUCATION 208

Availability: Day classes
Level: Second year
Value: 12 points (one unit)
Duration: Whole year

Commitment: Demand time 12 hours per week — Contact time 5 hrs per week

Content: Human growth and development from conception to old age and death; Factors that can favour or adversely affect human growth and development in a life span.

A study of the health of the individual in relation to the family based on specific needs at various stages. This will include a study of areas of paramount importance, viz. mental health education and family life education.

A study of the following health concepts:
- structure and function and development, including mental and emotional health;
- growing and developing;
- responsibility for health;
- safety education and first aid;
- man, disease and the environment which includes human relationships, disease and disorders and environmental health;
- family health and sex education;
- personal health;
- consumer health;
- drug use and abuse;
- nutrition;
- community health.

Organization and Implementation of Health Education.

Assessment: Ten tutorial papers of approximately 1000 words; one major essay of approximately 3000 words; workshop hurdle requirements and manual; community project or film analysis project; one final two-hour written examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

RECREATION-OUTDOOR RECREATION 214

Availability: Day classes
Prerequisite: Biomechanics 103

Level: Second year
Value: 6 points (half unit)
Duration: Whole year
Bachelor of Education/Diploma of Teaching

Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week

N. B. The half-unit will involve students in fieldwork programmed during weekends and at other times outside normal College hours. A Fieldwork Program for 1982 is available and must be consulted by students before enrolling.

Content: Understanding of safety procedures in Outdoor Recreation, knowledge of leadership practises, outdoor resources and environmental preservation.

Skills acquisition to a novice level of competency in the following core areas for all students: canoeing (K1 and K2), lightweight walking, base camping, alpine skiing.

Participation in the following field experiences:
- 1x5 day winter camp
- 1x2 day base camp
- 1x1 day bushwalk
- 1x2 day bushwalk
- 1x2 day canoe trip
- 1x2 day for the optional activities.

Assessment: Practical examination in all areas. One 2-hour examination covering associated theoretical aspects. Compulsory attendance on field trips.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

RECREATION-LEISURE STUDIES 224

Availability: Day classes
Level: Second year
Value: 6 points (half unit)
Duration: Whole year

Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week

Content: A review of the philosophical and theoretical approaches commonly used in the study of leisure behaviour.

A study of leisure and its organization from an historical perspective. An analysis of the behavioural aspects of leisure, concentrating on the determinants of leisure behaviour.

An overview of the functioning of agencies of leisure involvement, with emphasis on the Australian situation.

Assessment: One essay of 2000-3000 words, one 1-hour and one 2-hour examination, presentation of a tutorial paper of 1500 words, participation and attendance in tutorials, literature search and review — 1000 words.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

TEACHING AND CURRICULUM STUDIES 259 (Physical Education Professional Orientation)

For details see the Teaching and Curriculum Studies section of this Handbook.

HEALTH, PHYSICAL EDUCATION AND RECREATION 301

Availability: Day classes
Level: Third year
Value: 12 points (one unit)
Duration: Whole year

Commitment: Demand time 12 hrs per week — Contact time 7 hrs per week

Content: This unit comprises five areas of work.

Area 1 Biological Aspects — a study of physical conditioning and its assessment in the primary school situation.

Area 2 Biomechanics — the application of biomechanical principles to various coaching situations.
Area 3: Psychological Aspects — the application of psychological theories to school situations in the field of physical education.

Area 4: Socio-cultural Aspects — this area includes (a) Philosophy and Aesthetics — the nature of aesthetics, the art object, form and function, validation of an aesthetic judgement. (b) Health Education — community and individual health. (c) Recreation — the historical development and theoretical bases of Recreation and Leisure.

Area 5: Practical Aspects — participation in softball, soccer, netball gymnastics, dance, badminton, tennis and swimming. Completion of the AUSTSWIM Teachers' Certificate.

Community Project — students are required to undertake a community involvement project in the teaching of physical skills.

Assessment:
Area 1: Laboratory reports, one 1½-hour written examination.
Area 2: Assignment (2000 words) and one 1½-hour written examination.
Area 3: Three laboratory reports (1000 words) and one 1½-hour written examination.
Area 4: An assignment (2000 words) and a tutorial paper (1000 words).
Area 5: Assessment is progressive with performance and teaching tests throughout the year.

Community Project — Satisfactory/Unsatisfactory as reported by supervisors.

Required Reading and Prescribed Texts: A list will be distributed during the first week of lectures.

PHYSICAL EDUCATION 302
Availability: Day classes
Prerequisite: PE 202
Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 7 hrs per week
Content:
Area 1: Biological Aspects — Human Performance. Evaluation of physical performance and administration of training programs.
Area 2: Biomechanics — Skill Technique Analysis. The analysis of complex and simple movements and determination of teaching, coaching principles related to same.
Area 3: Psychological Aspects — Measurement and Research in Physical Education. The development of skills of interpretation in statistical research data and research procedures.
Area 5: Practical Aspects — Six compulsory areas from athletics — Baseball (men), Rhythmic, Sportive Gymnastics (women), Badminton, Ballroom Dancing, Swimming, Lacrosse.

In addition each student is required to complete the Bronze Medallion Award of the Royal Life Saving Society.

Assessment:
Area 1: Human Performance — one assignment (2000 words), laboratory report, one 2-hour written examination.
Area 2: Skill Technique Analysis — One tutorial report (1500 words), assignment (2000 words) and one 2-hour final examination.
Bachelor of Education/Diploma of Teaching

Area 3  Psychological Aspects — Measurement and Research in Physical Education — weekly exercises and presentation of a manual — Acquisition of Skill — two laboratory reports (1500 words), major paper, final 2-hour examination.

Area 4  Sociology of Sport — oral and written presentation (3000 words) tutorial paper, weekly readings and final 2-hour examination.

Area 5  Progressive assessment over whole year.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

HEALTH EDUCATION 306
Availability: Day classes  Prerequisite: HE 206
Level: Third year  Duration: Whole year
Value: 12 points (one unit)  Commitment: Demand time 12 hrs per week — Contact time 5 hrs per week
Content: An in depth study in one of the Health areas — for example:
- Nutrition
- Human Sexuality
- Mental Health
- Drug Education
- Environmental Health
which will continue for the duration of one half-year.
The following half year will include a study of the significance of attitudes, beliefs and values in Health Education and of a skills approach to Health Education.
Assessment: First half-year: Tutorial paper (1000 words), an essay (3000 words) and a group presentation. Second half-year: Group leadership task, an essay (1000 words) and an oral examination.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

RECREATION-OUTDOOR RECREATION 314
Availability: Day classes  Prerequisite: Outdoor Recreation 214, Leisure Studies 224
Level: Third year  Duration: Whole year
Value: 6 points (half unit)  Commitment: Demand time 6 hrs per week — Contact time 4 hrs per week — This half-unit will involve students in field work programmed during weekends and at other times outside normal College hours. A Fieldwork Program for 1982 is available and must be consulted by students.
Content: Understanding of safety procedures in outdoor recreation, knowledge of leadership practises, outdoor resources and environmental preservation. Skills acquisition to an intermediate level of competency in the following core activities for all students: canoeing, lightweight walking, base camping, orienteering. Skills acquisition to an intermediate level of competency in one of the following options: rockclimbing, sailing, scuba diving, Nordic skiing, alpine skiing, water skiing. Skills acquisition to an advanced level in one outdoor adventure activity of the student’s choice. Participation in the following field experiences:
- 1x2 day bushwalk
- 1x1 day bushwalk
- 1x2 day canoe trip
- 1x1 day orienteering trip
- 1x5 day base camp
Assessment: Practical examination in all areas. One 2-hour examination in associated theoretical aspects. Compulsory attendance on all field trips.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.
RECREATION-LEISURE STUDIES 324
Availability: Day classes
Prerequisites: Recreation-Leisure Studies 224
Level: Third year
Duration: Whole year
Prerequisites: Recreation-Leisure Studies 224
Assessment: Minor project (2000-3000 words), two essays (2000-3000 words), two 1-hour examinations, presentation of tutorial paper (1500-2000 words), participation and attendance in tutorials.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

OVERVIEW OF RECREATION 334
Availability: Evening classes
Prerequisite: Nil
Level: Third year equivalent
Value: 6 points (half unit)
Duration: Half year
Prerequisites: Nil
Content: A review of the philosophical and theoretical approaches commonly used in the study of leisure behaviour. A study of leisure and its organization from an historical perspective. An analysis of the behavioural aspects of leisure, concentrating on the determinants of leisure behaviour. An overview of the functioning of agencies of leisure involvement, with emphasis on the Australian situation.
Assessment: One essay (2000-3000 words), a tutorial paper (1500 words), participation and attendance in tutorials, literature search and review (1000 words), and one examination of two hours duration.
Required Reading and Prescribed Texts:
a list will be distributed during the first week of lectures.

OVERVIEW OF THE SOCIO-CULTURAL ASPECTS OF PHYSICAL EDUCATION 335
Availability: Evening classes
Prerequisite: nil
Level: Third year equivalent
Value: 6 points (half year)
Duration: Half year
Prerequisites: Nil
Content: An historical and cross-cultural analysis of the evolution of physical education and sport through to the Reformation. The components will include in-depth studies of ancient societies - Egypt, Greece and Rome through to Medieval, Renaissance and Reformation Societies.
Assessment: One major assignment (3000 words), two tutorial papers (2000 words), and tutorial participation.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

OVERVIEW OF HEALTH EDUCATION 338
Availability: Evening classes
Prerequisite: Nil
Level: Third year equivalent
Value: 6 points (half unit)
Duration: Half year
Prerequisites: Nil
Content: Consumer health. Disease and disability. Concept of health and model for
Bachelor of Education/Diploma of Teaching


Assessment: Tutorial papers, community investigation report, a workshop resource manual and a class test.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

OVERVIEW OF BIOLOGICAL ASPECTS OF PHYSICAL EDUCATION 337
Availability: Evening classes
Level: Third year equivalent
Value: 6 points (half year)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: In this half unit, studies in Anatomy and Human Physiology will provide the basis for the analysis of human movement and physical performance.
Assessment: One class test, one laboratory manual and one 1-hour examination.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

OVERVIEW OF PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION 338
Availability: Evening classes
Level: Third year equivalent
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: One tutorial paper (1000 words), two laboratory reports, one major essay (2500-3000 words), and one 2-hour examination.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

TEACHING AND CURRICULUM STUDIES Health Education 357
Recreation Professional Orientation 358
Physical Education Professional Orientation 359
For details of these units please see the Teaching and Curriculum Studies section of this Handbook.

HEALTH, PHYSICAL EDUCATION AND RECREATION 401
Availability: B.Ed. (Primary) Evening classes
Prerequisite: HPER 301
Level: Fourth year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
Unit Organization: This unit consists of two half-unit studies. Students must select one study from any two of the following theory areas. (The contents of each half unit are listed separately in this handbook.)

Area 1
Biological Aspects of Physical Education (Advanced)
Sports Medicine 427
Exercise Physiology 417

Area 2
Biomechanics
Advanced Biomechanics 443

154
Area 3
Psychological Aspects of Physical Education (Advanced)
Psychology of Coaching 428
Acquisition of Skill 418

Area 4
Socio-Cultural Aspects of Physical Education (Advanced)
Comparative Physical Education and Sport 445
Aesthetics 425
Sociology of Sport and Physical Education 415

PHYSICAL EDUCATION 402
Availability: Day classes
Prerequisite: PE 302
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 7 hrs per week

Content:
Area 1
Biological Aspects — Adapted Physical Education. A study of adapted physical education for the disabled.
Growth and Development. A study of growth and development from pre-natal-post-adolescence and its significance for the physical educator.
Sports Medicine. The role of the specialist in the sports medicine field. The prevention and treatment of sports injuries.
Area 2
Biomechanics in Schools. Use of sequence photography at an introductory teaching level for the coach and physical educator.
Area 3
Psychological Aspects — Psychology of Coaching. An examination of expectations, philosophy, motivation and evaluation techniques of the coach.
Area 4
Socio-Cultural Aspects — Aesthetics. A study of the basic concepts of aesthetics and the relationship to human movement.
Area 5
Practical Aspects. Participation in compulsory and elective practical activities selected from Athletics, Golf, Handball, Squash, Archery, Ballroom Dancing, Basketball, Judo, Gymnastics, Water Polo, Diving, Netball, Trampoline, Soccer.

Area 6
Professional Issues.
In addition each student is required to complete the AUSTSWIM Teachers' Certificate and a First Aid Certificate.
Assessment:
Area 1
Area 2
Biomechanics in Schools. One written assignment (1000 words), one 2-hour examination.
Area 3
Psychology of Coaching. Group seminar paper (2500 words), one 2-hour examination.
Area 4
Aesthetics. Five brief practical assignments, one 2000 word assignment.
Area 5
Practical Activities. Progressive throughout the year.
Area 6
Attendance and participation.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

PROJECT IN HPER 410
Availability: Day classes
Prerequisite: PE 302
Level: Fourth year
Value: 6 points (half unit)
Duration: Whole year

155
Bachelor of Education/Diploma of Teaching

**Commitment:** Demand time 6 hrs per week — Contact time 1 hr per week

**Content:** Students will work under the supervision of a staff member to develop a project in a selected area of HPER.

**Assessment:** Presentation of project (6000 words).

**Required Reading and Prescribed Texts:**
A list will be distributed during the first week of lectures.

**HEALTH, PHYSICAL EDUCATION AND RECREATION 411**

**Availability:** B.Ed. (Primary) — Evening classes

**Level:** Fourth year

**Value:** 12 points (1 unit)

**Prerequisites:** Approved HPER studies to third year level

**Commitment:** Demand time 12 hrs per week — Contact time 6 hrs per week

**Unit Organization:** This unit consists of two half-unit studies. Students may select any two studies from the following: (the contents of each half unit are listed separately in this handbook.)

- Biomechanics 113
- Overview of Biological Aspects of Physical Education 337
- Overview of Psychological Aspects of Physical Education 338
- Overview of Socio-Cultural Aspects of Physical Education 335
- Overview of Health Education 336
- Overview of Recreation 334

**OUTDOOR RECREATION 414**

**Availability:** Evening classes

**Level:** Fourth year equivalent

**Value:** 6 points (half unit)

**Prerequisites:** Overview of Recreation 334, Swimming competence as prescribed

**Commitment:** Demand time 12 hrs per week — Contact time 4 hrs per week

This subject will involve students in fieldwork programmed during weekends and at other times outside normal College hours. A fieldwork programme is available and must be consulted by students before enrolling.

**Content:** Understanding of safety procedures in outdoor recreation, knowledge of leadership practices and teaching methods.

**Skills acquisition in ONE (1 x 14 weeks) or TWO (2 hours x 7 weeks) of the following activities:** canoeing, lightweight walking, orienteering, scuba diving, skin diving, Nordic skiing.

Participation in field experiences appropriate to activities chosen, as indicated or Fieldwork Program.

**Assessment:** Students must pass practical examinations in all areas, one 2-hour examination in associated theoretical aspects. Compulsory attendance on field trips.

**Required Reading and Prescribed Texts:**
A list will be distributed during the first week of lectures.

**SOCIOLOGY OF SPORT AND PHYSICAL EDUCATION 415**

**Availability:** Evening classes

**Level:** Fourth year equivalent

**Value:** 6 points (half unit)

**Prerequisites:** Overview of Socio-Cultural Aspects of Physical Education 335

**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week

**Content:** Socialization and sports participation. Sport and social organizations. Sport and institutions in society — the work force, family, education, media, the political system. Social inequalities and sport. Social problems, issues and sport. Sport and Australian society.
Assessment: Seminar readings and discussion, one major paper/project (3000 words) and a final 2-hour examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

HEALTH EDUCATION ADVANCED — ELECTIVE STUDY 416

Availability: Evening classes
Prerequisite: Overview of Health Education 336

Level: Fourth year equivalent
Value: 6 points (half unit)

Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week


Assessment: A literature review (1000 words), and a field report (4000 words).

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

EXERCISE PHYSIOLOGY 417

Availability: Evening classes
Prerequisite: Overview of Biological Aspects of Physical Education 337

Level: Fourth year equivalent
Value: 6 points (half unit)

Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: Metabolism during exercise. The oxygen transporting system. Training principles. The components of fitness, their assessment and training. Factors that affect performance: age, sex and environment.

Assessment: Five laboratory reports, and a final two-hour examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

THE ACQUISITION OF SKILL 418

Availability: Evening classes
Prerequisite: Overview of Psychological Aspects of Physical Education 338

Level: Fourth year equivalent
Value: 6 points (half unit)

Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week


Assessment: Two laboratory reports, and one 2-hour examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

PROJECT IN HPER 420

Availability: Evening classes
Prerequisite: Nil

Level: Fourth year equivalent
Value: 12 points (one unit)

Duration: Whole year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: Lecture-discussions will be concerned primarily with the principles involved in the preparation of a project. Each student will work under the supervision of a staff member to develop a project in a selected area of HPER.

Assessment: Presentation of project (6000 words).
Bachelor of Education/Diploma of Teaching

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

LEISURE STUDIES 424
Availability: Evening classes
Level: Fourth year equivalent
Value: 6 points (half unit)
Prerequisite: Overview of Recreation 334
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Leisure education in the broad context of government, community and school involvement. General principles involved in planning and evaluation of leisure delivery services. Activity program organization and implementation in the school setting. In depth study of some major agencies involved in leisure delivery services. Current issues in leisure and recreation including such topics as the disabled, the environment and counselling.
Assessment: Minor research project (2000-3000 words), one essay (2000-3000 words), presentation of one tutorial paper (1500-2000 words), participation and attendance in tutorials, and one two-hour examination.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

AESTHETICS 425
Availability: Evening classes
Level: Fourth year equivalent
Value: 6 points (half unit)
Prerequisite: Overview of Socio-Cultural Aspects of Physical Education 336
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: One tutorial presentation, one practical presentation, one 2000 word essay, one two-hour examination.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

HEALTH EDUCATION — VALUES AND SKILLS 426
Availability: Evening classes
Level: Fourth year equivalent
Value: 6 points (half unit)
Prerequisite: Overview of Health Education 336
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Attitudes, Values, Beliefs and Skills in Health Education — Groups and group dynamics, group development, attitude formation, communication and decision making, values education, values clarification, nature of change, self concepts.
Assessment: One tutorial paper, and one hour class test.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

SPORTS MEDICINE 427
Availability: Evening classes
Level: Fourth year equivalent
Value: 6 points (half unit)
Prerequisite: Overview of Biological Aspects of Physical Education 337
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Physiological principles applied to exercise. The role of the physical education specialist in the sports medicine team. Sports injuries and their prevention. Safety in hostile environments. Drugs and sporting performance. Medical contraindications to sport.

Assessment: One essay (3000 words) and one 2-hour examination and tutorial presentation.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

THE PSYCHOLOGY OF COACHING 428
Availability: Evening classes  
Prerequisites: Overview of Psychological Aspects of Physical Education 338

Level: Fourth year equivalent  
Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week.


Assessment: One 1000-1500 word tutorial paper, one laboratory report, one hour examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

OVERVIEW OF RECREATION 434
Availability: Day classes  
Prerequisites: Nil

Level: Fourth year  
Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week

Content: A review of the philosophical and theoretical approaches commonly used in the study of leisure behaviour. A study of leisure and its organization from a historical perspective. An analysis of the behavioural aspects of leisure, concentrating on the determinants of leisure behaviour. An overview of the functioning of agencies of leisure involvement, with emphasis on the Australian situation.

Assessment: One essay (2000-3000 words), one tutorial paper (1500 words, participation and attendance in tutorials, literature search and review (1000 words), and one examination of one hour’s duration.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

OVERVIEW OF HEALTH EDUCATION 436
Availability: Day classes  
Prerequisites: Nil

Level: Fourth year  
Value: 6 points (half unit)  
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Bachelor of Education/Diploma of Teaching

Assessment: Tutorial papers, a workshop resource manual and community investigation report.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

ADVANCED BIOMECHANICS 443
Availability: Evening classes
Prerequisite: Biomechanics 123
Level: Fourth year equivalent
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Part (A) The following areas will be investigated in lectures and laboratory sessions — planes and axes of movement, analysis of skills involving muscular analyses, angular and linear velocity relationships, mechanics of posture, and corrective exercises.
Part (B) Students will undertake on a contract basis the filming of a motor skill, followed by an in-depth analysis.
Assessment: Five laboratories, one 2-hour examination and evaluation.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

RECREATION 444
Availability: Day classes
Prerequisite: Recreation 314 and 324
Level: Fourth year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 1 hr per week
Content: Students will work under the supervision of a staff member to complete an investigation in a selected area of Recreation.
Assessment: Presentation of project (4000 words).

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

COMPARATIVE PHYSICAL EDUCATION AND SPORT 445
Availability: Day classes
Prerequisite: Overview of Socio-Cultural Aspects of Physical Education 335
Level: Fourth year equivalent
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Introduction to comparative education as it relates to studies in physical education. Cross-cultural comparisons of selected countries' systems of physical education and sport — an evolutionary and sociological perspective (Australia, Germany, Sweden, Great Britain, USSR, China, Canada, etc.). Sport and institutions in western societies, e.g. education and schools, the political and economic systems. Problems and issues in sport in different cultures.
Assessment: Seminar reading and discussion, one major paper/project (3000-4000 words), and a final 2-hour examination.

Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

HEALTH EDUCATION 446
Availability: Day classes
Prerequisite: Health Education 306
Level: Fourth year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 1 hr per week
Content: Students will work under the supervision of a staff member to complete an investigation in their selected area of Health Education.
Assessment: Presentation of project (4000 words).
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

ADVANCED BIOMECHANICS 453
Availability: Evening classes
Prerequisite: Advanced Biomechanics 443
Level: Fourth year equivalent
Value: 8 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The methods utilized by the coach, in the detection of errors in skilled technique.
The teaching of concepts and principles in the school.
The longitudinal development of skilled technique through childhood and adolescence.
Assessment: One tutorial presentation, one assignment (1000 words), one one-hour examination.
Required Reading and Prescribed Texts:
A list will be distributed during the first week of lectures.

TEACHING AND CURRICULUM STUDIES
Health Education Professional Orientation 457
Recreation Professional Orientation 458
Physical Education Professional Orientation 459
For details see the Teaching and Curriculum Studies section of this Handbook.
The units available from the department aim to give students competence in fundamental areas of mathematics which are suitable for prospective teachers. In general, the units aim for a wide understanding of different areas of mathematics and its applications, rather than a study in depth of any one particular topic. The department also offers units in Secondary and Primary Orientation which deal with the teaching of mathematics.

Mathematics units can be studied as part of a pre-service degree (B.Ed. Secondary) or diploma (Dip.T.) or as part of a graduate study for the B.Ed. Primary degree.

Pre-service
BACHELOR OF EDUCATION (Secondary)

Students may choose Mathematics 101 as a single unit or Mathematics 101 and Mathematics 201 as a minor sequence. A student with a satisfactory pass in HSC Mathematics subject can make mathematics a secondary teaching subject by taking the minor sequence and a half unit of Teaching and Curriculum Studies 359/459.

BACHELOR OF EDUCATION (Primary)

Students may choose Mathematics 101 as a single unit or Mathematics 101, 201 and 301 as a major sequence.

The material covered is highly suitable to a prospective primary teacher who has an interest in mathematics and computing and wishes to concentrate on this in the primary school.

Graduate Studies (toward B.Ed. [Primary])

A range of units and half units can be selected in a variety of combinations depending on the interest area under which they are studied. The emphasis is on providing studies in mathematics and mathematics education that are relevant to experienced teachers.

The outlines are to be found in the 400 level entries. Units at the 100, 200 and 300 level are also available to interested and suitably qualified students in the daytime.

MATHEMATICS 101
Availability: Day classes

Prerequisite: No formal prerequisite, but parts of the study require knowledge of HSC mathematics.

Additional tutorial assistance will be given where necessary

Level: First year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 5 hrs per week

Content: Introduction to the use of calculators, computers and programming, Number systems, complex numbers, mathematical induction, introductory group theory, curve sketching, polar co-ordinates, differentiation, integration, differential equations, functions of a real variable, probability. Throughout the unit, students will develop their problem-solving ability in a wide variety of situations from both pure and applied mathematics.

Assessment: Weekly exercises, problem solving project, class tests, written examination.

MATHEMATICS 201
Availability: Day classes

Prerequisite: Mathematics 101

Level: Second year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 5 hrs per week
Content: This unit consists of four components, the range of which offered in any one year depends on staffing and student demand. It is likely that in 1981 the components offered will be vector and matrix algebra, computer studies, linear algebra and mechanics. The complete list of components is available from the Head of Department.

Assessment: Each component will be assessed separately. In general students are required to pass all four components. Students must complete weekly exercises, class tests and assignments to the satisfaction of the lecturer concerned and pass a written examination for each component.

Diploma of Teaching students must participate in major studies week activities. These may take place outside the College.

Mathematics 301
Availability: Day classes
Level: Third year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 5 hrs per week
Content: This unit consists of four components, the range of which offered in any one year will depend on staffing and student demand. A complete list is available from the Head of Department but the selection includes statistics, algebra, number theory, geometry, calculus, the history of mathematics, computer studies, and applications of mathematics.

Assessment: Each component will be assessed separately. In general students are required to pass all four components. Students must complete weekly exercises, class tests, and assignments to the satisfaction of the lecturer concerned and pass a written examination for each component. Participation in major studies week activities is compulsory for B.Ed (Primary) students (some activities may take place outside the college).

Teaching and Curriculum Studies 359/459
For details of these subjects please see the Teaching and Curriculum Studies section of this Handbook.

Mathematics 401/402/403
At most two half units will be offered in any one year.
Availability: Evening classes
Prerequisite: Mathematics 301 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: Each of these half units consists of two components, the range of which offered in any one year depends on staffing and student demand. A complete list is available from the Head of Department. The selection includes computer studies, number theory, geometry, algebra, history of mathematics, statistics, linear programming and operation research.

Assessment: Each component will be assessed separately. In general, students must pass both components within a half unit. Students must complete weekly exercises, class tests and assignments to the satisfaction of the lecturer concerned and pass a written examination.

Mathematics 411
Availability: Evening classes
Prerequisite: Education 300 or equivalent
Level: Fourth year
Value: 6 points (half unit)
Duration: Whole year
**Bachelor of Education/Diploma of Teaching**

**Commitment:** Demand time 6 hrs per week — Contact time 2 hrs per week

**Content:** Properties of Number — divisibility, factorization and primes, rational and irrational numbers, cardinality, the exponential and related functions. Computer Studies — the electronic calculator and the digital computer, including an introduction to programming using BASIC.

**Assessment:** Weekly assignments and two 2-hour examinations.

**MATHEMATICS 412 (Not available in 1982)**

**Availability:** Evening classes

**Level:** Fourth year

**Value:** 6 points (half unit)

**Commitment:** Demand time 6 hrs per week — Contact time 2 hrs per week

**Content:** Geometry — basic terminology of geometry. A study of regular polygons and polyhedra. Tessellations of the plane and creation of Escher-type drawings. Construction of plane and solid figures. Euler’s theorem and ideas of duality.

Application of Mathematics — an introduction to various applications of mathematics. Some possible areas of study are — the theory of games, linear programming, codes, computer simulation population growth, mathematical biology, ecology or astronomy, Boolean algebra and the design of electrical circuits.

**Assessment:** Weekly assignments and two 2-hour examinations.

**MATHEMATICS 413/414**

**Availability:** Evening classes

**Prerequisite:** Education 300 or equivalent

**Level:** Fourth year

**Value:** 6 points (half unit)

**Commitment:** Demand time 12 hrs per week — Contact time 4 hrs per week

**Content:** These half units are designed for students who wish to complete a half unit in the Department of Mathematics and Computing in one half year and consist of an appropriate grouping of components offered by the department at the 400 level.

**MATHEMATICS EDUCATION 415**

**Availability:** Evening classes

**Prerequisite:** Education 300 or equivalent

**Level:** Fourth year

**Value:** 6 points (half unit)

**Commitment:** Demand time 6 hrs per week — Contact time 2 hrs per week

**Content:** Current theories of mathematics learning; teaching strategies and workshop based on these theories, construction of curriculum segments of school mathematics; familiarization and critical analysis of modern programs and projects in school mathematics; introduction to the literature on research in mathematics education; the high achiever and the problem of enrichments.

**Assessment:** Satisfactory attendance, completion of two research assignments (1500 words each), presentation of a seminar paper and preparation and trial of a curriculum segment.

**REMEDIAL MATHEMATICS 416**

**Availability:** Evening classes

**Prerequisite:** Education 300 or equivalent

**Level:** Fourth year

**Value:** 6 points (half unit)

**Commitment:** Demand time 6 hrs per week — Contact time 2 hrs per week

**Content:** The numeracy problem in schools — A.C.E.R. Studies. — Current theories related to learning mathematics — Piaget, Skemp, Bruner, Dienes, Gagne — Identify-
Mathematics and computing

Assessing under-achievers and diagnosing their learning difficulties. Diagnostic testing and profiles. Record keeping — Analysis of errors. Diagnostic interview — isolating causes of under-achievement and deciding where to start remediation. Selecting a teaching strategy — Organizing classes to cope with under-achievers — Basic numeracy requirements and survival mathematics curriculum — Resources for remedial teaching.

Assessment: Regular attendance, research assignment, case study, seminar paper.

CLASSROOM REMEDIATION IN MATHEMATICS 420
Availability: Evening classes
Prerequisite: Education 300 or equivalent

Level: Fourth year
Value: 12 points (full unit)
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Current theories of mathematics learning; teaching strategies and workshop based on these theories, construction of curriculum segments of school mathematics; familiarization and critical analysis of modern programs and projects in school mathematics; introduction to the literature on research in mathematics.

The numeracy problem in schools; A.C.R. STUDIES; identifying under-achievers and diagnosing their learning difficulties; diagnostic testing and profiles; record keeping; analysis of errors; diagnostic interview; isolating causes of under-achievement and deciding where to start remediation; selecting a teaching strategy; organizing classes to cope with under-achievers; basic numeracy requirements and survival mathematics curriculum resources for remedial teaching.

Assessment: Regular attendance and satisfactory completion of all assigned tasks. Set tasks include classroom research assignments, presentation of a seminar paper, case study, individually presented remedial program, mathematical games and workshop activities.

COMPUTER ASSISTED INSTRUCTION 431
Availability: Evening classes
Prerequisite: Education 300, or Mathematics 300 equivalent

Level: Fourth year
Value: 6 points (half unit)
Duration: First half year

Commitment: Demand time 12 hrs per week
Content: The course is designed to introduce teachers (without a background in computing) to computers and how they might be used in schools. During the course students will:
(a) examine the scope and nature of CAI and its implementation on micro-computers,
(b) critically review the literature of CAI, emphasizing those factors which influence its effectiveness as an instructional option,
(c) obtain sufficient “hardware” experience to run CAI programs on a micro-computer based system,
(d) gain experience in the use of a number of commercially available programs,
(e) prepare and test CAI materials using an authoring system.

Assessment: Assessment will be by submission of a folio of work prepared by each student. The folio will contain literature reviews (15%), exercises 40%, programs 45%. Each section is a hurdle requirement.

COMPUTER ASSISTED INSTRUCTION PRACTICUM 432
Availability: Evening classes
Prerequisite: C.A.I. 431

Level: Fourth year
Value: 6 points (half unit)
Duration: Second half year
Commitment: Demand time 12 hrs per week.

185
Bachelor of Education/Diploma of Teaching

Content:
(a) The student will seek admission to a number of schools using computers for educational purposes and critically examine this use.
(b) The student will prepare materials applicable to educational computer usage: a related sequence of materials is required and might consist of:
   (i) the preparation of CAI programs related to a specific topic,
   (ii) the production of a Learning Sequence that includes some computer usage,
   (iii) the production of materials associated with testing and the analysis of test results,
   (iv) CAI programs that automatically collect student performance data,
   (v) the preparation of a CAI program that adapts to the prior performance of the student.

Assessment: The student will work under the direction of an appointed supervisor and prepare and submit teaching programs with appropriate documentation and reports on their use in the classroom (3000-4000 words).

MATHEMATICS PRIMARY ORIENTATION 109, 209, 309, 319
For details of these units see the Primary Orientation section of this Handbook.
DEPARTMENT OF MUSIC

The Department of Music offers a variety of music studies for the generalist primary teacher, the music teacher or music consultant in primary schools, and the specialist music teacher.

DIPLOMA OF TEACHING (Primary)

Major sequence, consisting of Music 110, 210 and 310
Minor sequence consisting of Music 110 and 210
Music 110 may also be taken as a single unit

BACHELOR OF EDUCATION (Primary)

Teachers admitted with advanced standing may undertake further music studies in one of two ways:

1. Generalist primary teachers may take up to two units of music. Two half units are offered at each of third and fourth year levels.

THIRD YEAR

MUSIC EDUCATION FOR CLASSROOM
7TEACHERS 350
Music Workshop 351
Movement and Dance 352
Choral Training and Repertoire 353

FOURTH YEAR

MUSIC EDUCATION STUDIES 450
Music Curriculum Planning 453
Recorder Ensemble 455
Arrangement 458

MUSIC EDUCATION FOR CLAS SROOM
TEACHERS 360
Music Education 363
Guitar 364

MUSIC EDUCATION 460
Evaluation in Music Education 461
Music Education 463

2. Teachers employed as specialist music teachers or music consultants in primary schools may undertake a specially developed three-unit music study. These units are offered only as a one-year, full-time study program and must be taken concurrently with the unit Education 400 to complete the requirements of the fourth year of the course. This study course is available in the Day only.

MUSIC STUDIES 380
Aural Training 389
Instrumental Music 382
Movement and Dance 384
Conducting Skills 386
Vocal Skills 385

MUSIC STUDIES 480
Choral Training and Repertoire 483
Composition and Arrangement 488
Instrumental Music 482
Music Literature 487

MUSIC EDUCATION STUDIES 470
Measurement and Assessment in Music Education 471
Music Education 472
Music Curriculum Planning 473

Prerequisites

For Music 110 taken as a single unit, no prerequisites.

Music Education Studies 450 and Music Education 460 require music studies at a third year level.

Music Studies 350, Music Education 470 and Music Studies 480 sequence require
a sound background in an area of practical music, a satisfactory competence in musical concepts, and an interest and aptitude for classroom music education.

BACHELOR OF EDUCATION (Music)

Major sequence Music Practical 120, 220, 320, 420
Major sequence Music Theoretical 130, 230, 330, 430
Music Philosophy 240

These units are available for both graduate and pre-service students.

Prerequisites

HSC music A or HSC music B plus music practical to the level of Grade 6 A.M.E.B. or equivalent.

Students undertaking a Bachelor of Education (HPER or Art) course may undertake Music 110 as a single unit, or the minor sequence Music 110 and 210. Grade 4 A.M.E.B. Practical or equivalent is required.

AIMS OF THE DEPARTMENT

Through a course of lectures, discussions and practical workshops, the studies aim to give students an understanding of music's unique part in society, a thorough grounding in practical and theoretical music, and the development of expertise in planning and implementing music programs. The students in participating, should develop a broad awareness and conceptual understanding of music, both in the variety of musical styles and the ways in which one can experience them.

Regular attendance is required in all components and students whose attendance falls below 90 per cent, may be designated as failing to meet the requirements of the Department.

MUSIC PRIMARY ORIENTATION 109

For details see the Primary Orientation section of this Handbook.

MUSIC 110

Availability: Day classes
Level: First year
Value: 12 points (one unit)
Prerequisite: Nil
Duration: Whole year

Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week

Content: The unit has three parts:
History and Literature 117: The development of an understanding of the composers changing aesthetic throughout the ages.
Composition and Arrangement 118: The exploration of the properties of sounds and arrangements of simple accompaniments for pentatonic and diatonic melodies.

Assessment: History — a final written examination (2-hours) and three class tests during the year. Composition and Arrangement — folio of work completed during year plus end of year examination. Practical Studies — progressive practical assessment and final practical test for practical studies.

Required Reading:

MUSIC PRACTICAL 120
Availability: Day or evening classes
Prerequisite: Practical Music HSC or equivalent

Level: First year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: This unit has four components:
Solo practical study 121 — Particular emphasis on consolidation of techniques.
Instrumental 122 — Recorder and tuned percussion ensemble.
Vocal 123 — Part singing of a varied repertoire and conducting vocal music.
Accompanying 124 — Develop skills in accompanying on guitar.

Assessment: Solo practical — a 30-minute practical examination in Term III.
Instrumental, vocal and accompanying will have progressive practical assessment and a final practical test.

Required Reading:

MUSIC THEORETICAL 130
Availability: Day or evening classes
Prerequisite: HSC Music Studies or equivalent

Level: First year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The unit has three components.
History and Literature 137 — A study of Western music from the time of C.P.E. Bach to the death of Beethoven with a critical study of prescribed works.
Harmony 138 — Development of harmonic progression as demonstrated in the work of the Classical Period.
Aural Training 139 — A programmed study devoted to the building of listening techniques and aural skills plus group sessions on sight-singing and aural skills.

Assessment: History — Two written assignments (2000 words) and a 3-hour paper.
Harmony — Progressive assessment of weekly exercises, three supervised class tests.
Aural Training — Progressive tests of students.

Required Reading
Prescribed Scores — to be advised.

TEACHING AND CURRICULUM STUDIES 159 (Music Professional Orientation)
For details see the Teaching and Curriculum Studies section of this Handbook.

MUSIC 210
Availability: Day classes
Prerequisite: Music 110
Level: Second year
Value: 12 points (one unit)
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
Content: The unit has three parts:
Bachelor of Education/Diploma of Teaching

History and Literature 217 — Study of music of the Rococo, Classical and Romantic periods.
Composition and Arrangement 218 — Composition and arrangement using phrases, cadences, simple modulations; harmonic progressions and forms.
Assessment: History — Two written assignments (2000 words) and a final 2-hour examination. Composition and Arrangement — Folio of work throughout the year plus end of year test. Practical Studies — progressive assessment and final practical test.
Required Reading:

MUSIC PRACTICAL 220
Availability: Day or evening classes
Prerequisite: Music Practical 120
Level: Second year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: This unit has four components:
Solo Practical Study 221 — Extension of technical work from first year. Emphasis on the preparation and interpretation of repertoire chosen from Baroque to twentieth century.
Instrumental 222 — Participation in orchestra and small ensemble. Workshop on orchestral instruments.
Vocal 223 — Extension of choral repertoire.
Accompanying 224 — Studies based on piano competence, to extend keyboard technique, style and interpretation.
Assessment: Solo practical study — A forty-minute practical examination in Term III. Instrumental, vocal and accompanying will have progressive assessment and a final practical test.
Required Reading:

MUSIC THEORETICAL 230
Availability: Day or evening classes
Prerequisite: Music Theoretical 130
Level: Second year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The unit has three components:
History and Literature 237 — A study of the Romantic period and the Nationalist schools which emerged in the nineteenth century.
Harmony 238 — The development of chromatic harmony as found in the Romantic period.
Aural Training 239 — Completion of programmed tape study in aural training. Group sessions in sight singing and aural skills.
Assessment: History — Two written assignments (2000 words), and a three-hour paper. Harmony — Folio of works completed throughout the year plus an end of year examination. Aural Training — Progressive tests of students.
Required Reading:

Prescribed Scores — to be advised.

### MUSIC PHILOSOPHY 240

<table>
<thead>
<tr>
<th>Availability:</th>
<th>Day or evening classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Second year</td>
</tr>
<tr>
<td>Value:</td>
<td>12 points (one unit)</td>
</tr>
<tr>
<td>Commitment:</td>
<td>Demand time 12 hrs per week — Contact time 4 hrs per week</td>
</tr>
<tr>
<td>Content:</td>
<td>Music Philosophy 241 is a general introduction to Jazz. Music Philosophy 242 is an introduction to the Laban principle of body awareness, body activity, force, space and time. Music Philosophy 243 is a study of the work of music educators with a focus on secondary music. Music Philosophy 244 is an introduction to basic acoustics, use of the recording studio and associated electronic equipment.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Participation in discussions, workshops, demonstrations. Progressive assessment in practice and methods used. Two essays of 2000 words and an end of year examination of three hours.</td>
</tr>
</tbody>
</table>

Required Reading:

### TEACHING AND CURRICULUM STUDIES 259 (Music Professional Orientation)

For details see the Teaching and Curriculum Studies section of this Handbook.

### MUSIC 310

<table>
<thead>
<tr>
<th>Availability:</th>
<th>Day classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Third year</td>
</tr>
<tr>
<td>Value:</td>
<td>12 points (one unit)</td>
</tr>
<tr>
<td>Commitment:</td>
<td>Demand time 12 hrs per week — Contact time 6 hrs per week</td>
</tr>
<tr>
<td>Assessment:</td>
<td>History and Literature — Two written assignments (2000 words each) and a final test. Composition and Arrangement — A folio of work throughout the year plus end of year test. Practical Studies — progressive assessment and final test.</td>
</tr>
</tbody>
</table>

Required Reading:
Bachelor of Education/Diploma of Teaching


**MUSIC PRACTICAL 320**

*Availability:* Day or evening classes

*Prerequisite:* Music Practical 220

*Level:* Third year

*Value:* 12 points (one unit)

*Commitment:* Demand time 12 hrs per week — Contact time 4 hrs per week

*Content:* This unit has four components:

1. **Solo Practical Study 321** — This is the third and final sequence in this component and the program of works studied and presented should include complete major works from various periods and styles.

2. **Instrumental 322** — Continuation of orchestra/small ensemble and workshops on orchestral instruments.

3. **Vocal 323** — Preparation and conducting of vocal scores by students in vocal ensembles/choir as well as building further choral repertoire.

4. **Ancient Instruments 325** — Playing Renaissance instruments in ensemble.

*Assessment:* Solo practical study — A 50-minute practical examination in Term III. Instrumental, vocal and ancient instruments ensemble will have progressive practical assessment and a final practical test.

*Required Reading:* To be advised.

**MUSIC THEORETICAL 330**

*Availability:* Day or evening classes

*Prerequisite:* Music Theoretical 230

*Level:* Third year

*Value:* 12 points (one unit)

*Commitment:* Demand time 12 hrs per week — Contact time 4 hrs per week

*Content:* The unit has three components:

1. **History and Literature 337** — A study of Western Medieval Renaissance music and the Baroque period from Monteverdi to C.P.E. Bach.

2. **Harmony 338** — The study of styles and techniques of Baroque instrumental and vocal works.

3. **Orchestration 339** — The arrangement of music for a variety of classroom instruments.

*Assessment:* History — Two written assignments (2000 words) and a 3-hour paper. Harmony and Orchestration — Folio of work completed throughout the year plus end of year examination.

*Required Reading:*


*Prescribed Scores* — to be advised.

**MUSIC EDUCATION FOR CLASSROOM TEACHERS 350**

*Availability:* Evening classes

*Prerequisite:* Nil

*Level:* Third year

*Value:* 8 points (half unit)

*Commitment:* Demand time 6 hrs per week — Contact time 3 hrs per week

172
Music

This half unit has three components:
- Music Workshop 351
- Movement and Dance 352
- Choral Training and Repertoire 353

**Music Workshop 351**
**Content:** The techniques of splicing, editing, mixing and the making of tape loops and recording and the use of tape recorder and synthesizer as musical approaches.
**Assessment:** A folio and performance of selected works completed during the year. Preparation of individual/group assignments for workshop performance.

**Movement and Dance 352**
**Content:** A basic understanding of the Laban principle of body awareness, body activity, force, space and time through participation in movement workshops.
**Assessment:** Group participation and the presentation of a folio of children's movement activities.
**Required Reading:**

**Choral Training and Repertoire 353**
**Content:** The study and performance of a repertoire of vocal music suitable for upper primary/lower secondary levels to include unison, rounds, canons and part-songs.
**Assessment:** Satisfactory participation in workshops and the completion of a repertoire of vocal music for school use.
**Required Reading:**

**TEACHING AND CURRICULUM STUDIES 359** *(Music Professional Orientation)*
For details see the Teaching and Curriculum Studies section of this Handbook.

**MUSIC EDUCATION FOR CLASSROOM TEACHERS 360**
**Availability:** Evening classes
**Level:** Third year
**Value:** 6 points (half unit)
**Commitment:** Demand time 6 hrs per week - Contact time 3 hrs per week
This half unit has two components:
- Music Education 363
- Guitar 364

**Music Education 363**
**Content:** An introduction to modern activity methods in music education and the sequencing of a music program.
**Assessment:** Participation in workshops, discussion, demonstration and practical assignments.
**Required Reading:**

**Guitar 364**
**Content:** Extension in technique, style and interpretation.
**Assessment:** Progressive practical testing in accompanying techniques.
**Required Reading:**
Bachelor of Education/Diploma of Teaching

MUSIC STUDIES 380
Availability: Day classes

Prerequisite: Approved qualifications or demonstrated competence in theoretical and practical music.

Level: Third year
Value: 12 points (one unit)
Duration: Whole year

Commitment: Demand time 12 hrs per week -- Contact time 6 hrs per week

This unit has five components:
- Aural Training 389
- Instrumental Music 382
- Movement and Dance 384
- Conducting Skills 386
- Vocal Skills 385

Instrumental Music 382
Content: Recorder -- development of skills in fingering, tonguing and breath control. Recognition of and ability to produce good recorder tone. A knowledge of simple ornamentation. Performance of solo and consort music from the sixteenth to the twentieth centuries.
Guitar/Piano -- students will be placed in ability groups according to competence and will be extended in technique, style and interpretation on the particular instrument chosen.
Assessment: Preparation in weekly workshops and progressive practical assessment.

Required Reading:
Whateley, G., Lead On -- A Tutor in Melody Guitar, Mercy College.

Movement and Dance 384
Content: A study of the Laban principle of body awareness, body activity, force, space and time.
Assessment: Participation in weekly workshops, progressive practical assessment, and an essay of 2000 words.

Required Reading:

Vocal Skills 385
Content: Voice production -- projection and placement. Interpretation in singing.
Assessment: Participation in weekly workshops and progressive practical assessment.

Conducting Skills 386
Content: Practical conducting experience through working with choral and instrumental ensembles.
Assessment: Participation in weekly workshops and progressive practical assessment.

Required Reading:

Aural Training 389
Content: A knowledge of the solfa syllables and their associated hand signs as an aid to developing pitch relationships and aural memory, and a knowledge of the French time names as an aid to rhythmic security. Sight singing in pentatonic and diatonic tonalities. Elementary rhythmic and melodic improvisation, and rhythmic, melodic and harmonic dictation.

174
Music

Assessment: Participation in weekly workshops and progressive practical assessment.

Required Reading:

MUSIC PRACTICAL 420
Availability: Day or evening classes
Prerequisite: Music Practical 320
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: This unit has five components:
Chamber Music 421
Preparation, participation in and direction of percussion ensemble, vocal and instrumental consort, jazz ensemble and contemporary performing ensemble.

Instrumental 422
Participation in the orchestra. Small group ensemble work with an emphasis on twentieth century music repertoire.

Vocal 423
Participation in choir work. Preparing and conducting vocal ensemble with an emphasis on twentieth century music repertoire.

Conducting 424
Consolidation of stick technique, interpretation and development of individual skills in conducting.

Repertoire 426
This study offers guidance and instruction in the area of solo study teaching. Separate classes for voice, piano and orchestral instrument will prepare teachers in technical requirements and repertoire.

Assessment: Progressive practical assessment and a final practical test for all components.

Required Reading:

MUSIC THEORETICAL 430
Availability: Day or evening classes
Prerequisite: Music Theoretical 330
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: This unit has three components:
Harmony 438 — is a study of the compositional techniques of the twentieth century.
Orchestration 439 — is the arranging original or given music for orchestra and concert band.

Assessment: History — Two written assignments (2000 words) and a 3-hour paper.
Harmony — Folio of work completed and performed throughout the year.
Orchestration — Folio of work completed throughout the year plus an end of year examination.

Required Reading:
Bachelor of Education/Diploma of Teaching

Prescribed Scores — to be advised.

MUSIC EDUCATION STUDIES 450
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
This half unit has three components:
  Music Curriculum Planning 453
  Recorder Ensemble 455
  Arrangement 458

Music Curriculum Planning 453
Content: An examination of the curricula process and its application to curriculum development in music education.
An analysis of current curricula and the role of the music specialist. Construction of an overall plan for music in the primary school, plus a series of lessons.
Assessment: Participation in workshops and written assignments.
Required Reading:

Recorder Ensemble 455
Content: Development of skills in fingering, tonguing and breath control. Recognition of an ability to produce good recorder tone. Performance of solo and consort music from the 16th to 20th Centuries. A knowledge of simple ornamentation.
Assessment: Progressive practical testing.

Arrangement 458
Content: Diatonic chords and chord progression, cadences and modulation. Arrangement of pentatonic and diatonic material for ensembles of classroom instruments and voices.
Assessment: Participation in weekly workshops; a folio of works completed throughout the year, and an end of year examination.
Required Reading:

TEACHING AND CURRICULUM STUDIES 459 (Music Professional Orientation)
For details see the Teaching and Curriculum Studies section of this Handbook.

MUSIC EDUCATION STUDIES 460
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
This half unit has two components:
Evaluation in Music Education 461
Music Education 463

Evaluation in Music Education 461
Content: An introduction to the psychology of musical ability.
The Role of Evaluation in Music Education
Evaluation Techniques in Music Education
Required Reading:

Music Education 463
Content: A study of the content and method of the Kodaly Music Education program as adapted for Australian schools.
A theoretical and practical knowledge of the Orff Schulwerk.
Non-conventional approaches based on the work of such music educators as Self, Schafer and Paynter.
Assessment: Participation and contribution to workshops. Preparation of individual and group compositions.

MUSIC EDUCATION STUDIES 470
Availability: Day classes
Prerequisite: Approved qualification or demonstrated competence in theoretical and practical music.

Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
This unit has three components:
Measurement and Assessment in Music Education 471
Music Education 472
Music Curriculum Planning 473

Measurement and Assessment in Music Education 471
Assessment: Participation in workshops, five class exercises and one assignment of 2000 words.
Required Reading:

Music Education 472
Content: Acoustics, tape recorder techniques, and non-conventional approaches based on the work of such music educators as Self, Schafer and Paynter. A study of the content and method of the Kodaly music education program as adapted for Australian schools. A theoretical and practical knowledge of the Orff Schulwerk.
Assessment: Participation in workshops, and preparation of individual and group compositions.
Required Reading:

177
Music Curriculum Planning 473
Assessment: Participation in workshops, two written assignments, and an overall plan plus a series of lessons for a primary school music program to be implemented during field experience.
Required Reading:

MUSIC STUDIES 480
Availability: Day classes
Prerequisite: Approved qualifications or demonstrated competence in theoretical and practical music
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
This unit has four components:
- Choral Training and Repertoire 483
- Composition and Arrangement 488
- Instrumental Music 482
- Music Literature 487

Instrumental Music 482
Content: Performance in and direction of tuned and untuned percussion groups and ensembles of orchestral instruments.
Assessment: Participation in weekly workshops and progressive practical assessment.

Choral Training and Repertoire 483
Content: The study and performance of a varied repertoire of vocal music suitable for upper primary/lower secondary levels to include unison songs, rounds, canons and part-songs.
Assessment: Participation in weekly workshops.

Music Literature 487
Content: The language aspects of music and the nature of musical taste. An historical survey of music delineating the elements characterizing musical periods, styles and selected composers. Music and functionalism. The art of listening and the psychological impact of music.
Assessment: Participation in weekly workshops and two written assignments (2000 words).
Required Reading:

Composition and Arrangement 488
Content: Intervals, keys and chords, chord progressions, cadences and modulations. Rhythmic and melodic composition in the pentatonic tonality for solo instrument and
voice and tuned percussion ensemble. Arrangement of pentatonic and diatonic material for ensembles of classroom instruments and voices.

Assessment: Participation in weekly workshops, a folio of works completed throughout the year and an end-of-year examination.

Required Reading:
PRIMARY ORIENTATION (DAY CLASSES)

The four units of Primary Orientation together with the Applied Education units, are designed to prepare the student in the practical side of teaching at all levels of the primary school.

These units are compulsory for primary trainees.

The components of the units are developed by individual departments and will involve the students in studies of suitable methods, materials, curricula and background knowledge.

Aspects of the Education Units correlate closely with this program.

Associated with these in-college units is a fieldwork program where students will undertake learning activities and teaching sequences as prescribed in the Fieldwork Manuals.

Sequence
One unit — PO 109 is taken in Year 1
Two units — of PO 209 are taken in Year 2
One unit — PO 309 is taken in Year 3

Components of Primary Orientation Units (Day Classes)

Each Primary Orientation Unit has three components. Language Arts and Mathematics have a component in each of the three years of the course while the department of Art; Health, Physical Education and Recreation; Music; Science; Social Sciences have one component in either Year 1 or Year 2. Primary School Curricula is taken in Year 3.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 109</td>
<td>Language Arts 109</td>
</tr>
<tr>
<td>PO 209</td>
<td>Language Arts 209</td>
</tr>
<tr>
<td>PO 309</td>
<td>Language Arts 309</td>
</tr>
<tr>
<td></td>
<td>Maths 109 One other component</td>
</tr>
<tr>
<td></td>
<td>Maths 209 One other component</td>
</tr>
<tr>
<td></td>
<td>Maths 309 Primary School Curricula</td>
</tr>
</tbody>
</table>

Components of Primary Orientation (Evening Classes)

Two Primary Orientation half units at third year level are available in the evening. These are designed for experienced teachers.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>319</td>
<td>Language Arts 319</td>
</tr>
<tr>
<td>319</td>
<td>Maths 319</td>
</tr>
</tbody>
</table>

PRIMARY ORIENTATION 109

Availability: Day classes
Prerequisite: Nil

Level: First or second year
Value: 4 points (one-third unit)
Duration: Whole year

Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week

Content: By involvement in lectures, tutorials and practical activities the student is prepared for organizations and procedures needed for the effective teaching of art in the primary school.

Lectures involving the theory of art teaching plus workshop sessions in light sensitive materials, two dimensional work, three dimensional work, threads, and textiles are taken weekly throughout the year. All students must complete the art component of the Field Experience Manual.
Assessment: Workshop folios for Threads and Textiles, Light Sensitive Materials, Two dimensional area, Three dimensional area and submission of the Fieldwork Manual for teaching experience.

Required Reading:
Education Department Art Curriculum Guide
Education Department Course of Study
Teaching Primary Art — Burwood State College

HEALTH, PHYSICAL EDUCATION AND RECREATION PRIMARY ORIENTATION 109
Availability: Day or evening classes
Level: First or second year
Value: 4 points (one-third unit)
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: This component introduces students to the Primary School Health, Physical Education and Recreation curriculum through theory lectures, workshops and fieldwork tasks. It aims to develop teaching methodology and awareness of content within the areas of swimming, ball handling, gymnastics, athletics, dance, recreation outdoor adventure activities, minor games, major games and health education.

Required Reading:
Education Department of Victoria — Physical Education and related Curriculum Guides (to be purchased).

LANGUAGE ARTS PRIMARY ORIENTATION 109
Availability: Day classes
Level: First year
Value: 4 points (one-third unit)
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: The study covers the following areas:
- An introductory study of the nature of Language, its acquisition and use
- Children's oral language
- The use of oral literature in the classroom
- An introduction to Child Drame
- The initial teaching of reading and writing
Assessment: Assignments and examinations and practical fieldwork tasks.

Required Reading:

MATHEMATICS PRIMARY ORIENTATION 109
Availability: Day classes
Level: First year
Value: 4 points (one-third unit)
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
A special one-hour tutorial is also available.
Content: This component concentrates on the background knowledge and attendant skills required to teach mathematics effectively in the primary school. Related methods of teaching are introduced.
Assessment: Attendance is compulsory. Class tests, weekly exercise and assign-
ments. A mastery test in basic mathematical skills and two examinations must be passed.

**Required Reading:**
*Mathematics for Primary Schools, A Suggested Course of Study*, Melbourne Education Department of Victoria, 1972.

**MUSIC PRIMARY ORIENTATION 109**

**Availability:** Day classes

**Prerequisite:** Nil

**Level:** First or second year

**Value:** 4 points (one-third unit)

**Duration:** Whole year

**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week

**Content:** Make music using a variety of media: recorder, guitar, tuned/untuned percussion, voice. Conduct simple music. Utilize various types of notation. Utilize simple procedures used in composing music. Perceive aurally and respond physically to music. Structure and perform activities with and for children to aid their acquisition of music concepts with a special focus on song teaching, vocal skills and an appropriate song repertoire.

A special stream in year 2 only will constitute students who have already completed Music Part 1 and they will be extended in the activities and program material they cover.

**Assessment:** Assignments, written papers and practical tests.

**Required Reading:**

A collection of resource material to be purchased from the Music Department. Other texts to be advised.

**SCIENCE PRIMARY ORIENTATION 109**

**Availability:** Day classes

**Prerequisite:** Nil

**Level:** First or second year

**Value:** 4 points (one-third unit)

**Duration:** Whole year

**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week

**Content:** Experiences, skills and knowledge of resources required by the general classroom teacher to enable him to use science activities to help children learn about the world around them.

Practical activities based on the child's total environment, such as animal studies, plants, light, weather, floating and sinking.

Discussions and readings concerned with primary school science and opportunities to plan and present programs of work to children in a classroom situation.

**Assessment:** Practical reports, fieldwork tasks and a teaching kit.

**Required Reading:**
Education Department of Victoria — *Science In The Primary School*, Vol. 1-5
Macdonald Educational, Selected Titles from the 5/13 range.

**SOCIAL SCIENCES PRIMARY ORIENTATION 109**

**Availability:** Day classes

**Prerequisite:** Nil

**Level:** First or second year

**Value:** 4 points (one-third unit)

**Duration:** Whole year

**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week

**Content:** This component will examine the theoretical assumptions and practical implications underlying the aims of modern social studies programs. Students will discuss, practise and evolve various teaching strategies and learning activities, appropriate for different levels of the primary school, which will assist in the attainment of knowledge, skills, and values objectives within the framework of a social studies program.

182
Assessment: Resource development; field experience tasks; examinations; lesson and theme development exercises will form a basis of student evaluation.

Required Reading:

PRIMARY ORIENTATION 209

LANGUAGE ARTS PRIMARY ORIENTATION 209
Availability: Day classes  Prerequisite: Language Arts Primary Orientation 109
Level: Second year  Duration: Whole year
Value: 8 points (half unit)  Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week
Assessment: Assignments, examinations and practical fieldwork tasks.
Required Reading:
Victoria Education Department, A Guide to Developing Child Drama in the Primary School, Melbourne, 1976.
Victoria Education Department, Spelling: Grade III to Form II, Melbourne, 1971.

MATHEMATICS PRIMARY ORIENTATION 209
Availability: Day classes  Prerequisite: Mathematics Primary Orientation 109
Level: Second year  Duration: Whole year
Value: 2 points (one-sixth unit)  Commitment: Demand time 2 hrs per week — Contact time 1 hr per week
Content: A study of methods and materials used in teaching primary school mathematics Computer applications in primary education.
Assessment: Attendance is compulsory. Assignments, tests and practical fieldwork tasks. A mastery test in mathematical skills and a final examination must be passed.
Required Reading:
Mathematics for Primary Schools, A Suggested Course of Study, Melbourne Education Department of Victoria, 1972.

PRIMARY ORIENTATION 309

LANGUAGE ARTS PRIMARY ORIENTATION 309
Availability: Day classes  Prerequisite: Language Arts Primary Orientation 209
Level: Third year  Duration: Whole year
Value: 4 points (one-third unit)  Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: First half year — A study of the effective use of literature in the primary classroom.
Bachelor of Education/Diploma of Teaching

Second half year — Students will choose from one of the following options, each of which will extend studies done earlier in the study:

- Reading Disability
- Teaching English as a Second Language
- Child Drama
- Initial Teaching of Reading and Writing
- Thematic Approach to Language

Assessment: Assignments, examination and practical fieldwork tasks.

Required Reading:

For Literature in the Primary Classroom
Education Department of Victoria: A Guide to Children's Literature in the Classroom:
The following texts in paperback editions:
Armstrong, W., Sounder.
Berna, P., A Hundred Million Francs.
Carpenter, R., Cstweaz/e.
Dahl, R., James and the Giant Peach.
Kipling, R., Just-So Stories.
Williams, U., Gobbolino, the Witch's Cat.
O’Dell, S., Island of the Blue Dolphins.
Thiele, C., Storm Boy.
For Reading Disability
For Teaching English as a Second Language
For Child Drama
Education Department of Victoria, A Guide to Developing Child Drama in the Primary School, Melbourne, 1976.
For Initial Teaching of Reading and Writing
For Thematic Approach to Language Arts

MATHEMATICS PRIMARY ORIENTATION 309
Availability: Day classes
Prerequisite: Mathematics Primary Orientation 209
Level: Third year
Value: 4 points (one-third unit)
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: A study of the practical details of the teaching of primary school mathematics.
Assessment: Attendance is compulsory. Assignments and tests — students must demonstrate mastery of basic mathematical skills and competency in methods of teaching mathematics in the classroom.

PRIMARY SCHOOL CURRICULA 301
Availability: Day classes
Prerequisite: Primary Orientation 209 (2 units)
Level: Third year
Value: 4 points (one-third unit)
Duration: Whole year
Commitment: Demand time 4 hrs per week — Contact time 2 hrs per week
Content: Groups of students will develop detailed curricula and related units of work for all subjects at all levels of the primary school.
Primary Orientation

These curricula will then be evaluated and synthesized into weekly programs, yearly courses or units of work to suit the needs of the individual teacher.

Assessment: Presentation of completed programs.

Required Reading:
This will vary depending on the area of specialization chosen.

LANGUAGE ARTS PRIMARY ORIENTATION 319

Availability: Evening classes

Prerequisite: Successful completion of the studies equivalent to Language Arts P.O. 109 & 209

Level: Third year
Value: 8 points (half unit)
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: In the first half-year the study is concerned with children's oral and written language. The purposes for which children speak and write, and the teacher's role in both the development of their speech and writing and the evaluation of the products are studied.

In the second half-year attention is given to modern developments in the teaching of reading, with emphasis on the psycholinguistic approach. In addition, study is made of the development of a literature program for the primary classroom.

Assessment: Two seminar papers (1000 words), one in each half-year. A practical assignment (2000 words), related to children's speech and writing. A practical assignment (2000 words), related to children's reading.

Required Reading:

A list of six children's novels will be issued at the commencement of the course.

MATHEMATICS PRIMARY ORIENTATION 319

Availability: Evening classes

Prerequisite: Mathematics Primary Orientation 209 or equivalent.

Level: Third year
Value: 8 points (half unit)
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: A study of the practical details of the teaching of primary school mathematics.

Assessment: Attendance is compulsory. Assignments and tests — students must demonstrate mastery of basic mathematical skills and competency in methods of teaching mathematics in the classroom.
TEACHING AND CURRICULUM STUDIES

T.A.C.S. comprises co-ordinated studies in Applied Education and Professional Orientations (method studies) appropriate to the subject method combinations elected by students. The co-ordination function is the responsibility of the Department of Applied Education.

The contents of the units concerned have been developed by staff from the respective departments and the teaching commitments are shared.

The content selected is aimed at initiating student development in the following areas:
- Planning for Teaching
- Teaching Skills
- Resources for Teaching — Media Skills
- Class management and School Organization

Associated with these in-college studies is a fieldwork program where students undertake learning activities and teaching sequences as prescribed in the Fieldwork Manuals. In addition, aspects of units offered by the Department of Education Studies correlate closely with the T.A.C.S. program.

Allocation of Units

Year 1 T.A.C.S. 100 ½ unit
Year 2 T.A.C.S. 200 ½ unit
Year 3 T.A.C.S. 300 1½ unit
Year 4 T.A.C.S. 400 1 unit

Eligibility of students to progress from one year level of T.A.C.S. to the next is decided by contributing staff after consideration of student performance in each component.

Components of T.A.C.S. Units

Studies in Applied Education comprise Organization for Learning and Teaching (all years of the program) and Curriculum Planning (years 3 and 4).

Professional Orientation Studies comprise specialist area Orientation in each year of the program and may incorporate additional teaching subject orientation (where appropriate) in years 3 and 4.

<table>
<thead>
<tr>
<th>Applied Education</th>
<th>Professional Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.A.C.S. 100</td>
<td>OLT (Spec.) 112 (3/8 unit)</td>
</tr>
<tr>
<td>T.A.C.S. 200</td>
<td>OLT (Spec.) 212 (3/8 unit)</td>
</tr>
<tr>
<td>T.A.C.S. 300</td>
<td>OLT (Spec.) 312 (1/2 unit)</td>
</tr>
<tr>
<td></td>
<td>CP (Spec.) 313 (1/2 unit)</td>
</tr>
<tr>
<td>T.A.C.S. 400</td>
<td>OLT (Spec.) 412 (3/8 unit)</td>
</tr>
<tr>
<td></td>
<td>CP (Spec.) 413 (3/8 unit)</td>
</tr>
</tbody>
</table>
TEACHING AND CURRICULUM STUDIES LEVEL 1

APPLIED EDUCATION COMPONENTS

ORGANIZATION FOR LEARNING AND TEACHING (SPEC.) 112
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 4 1/2 points (3/8 unit)
Duration: Whole year
Commitment: Demand time 4 1/2 hrs per week — Contact time 1 1/2 hrs per week
Content:
Planning for teaching
Introduction to basic lesson planning.
Teaching skills
Explanation of four basic teaching skills: Introductory procedures and closure, variability, verbal and non-verbal classroom communication. Basic questioning in a micro teaching situation, and in the primary school setting.
Resources for teaching
Workshop in media skills and communication in teaching settings.
Classroom management and school organization
An introduction to the role of a teacher in both the primary and secondary school.
Assessment: Presentation of a teaching Resources File and a Teaching Plans File in interview.
Presentation of a series of practical assignments in classroom media skills.
Graded tutorial assignments.
Demonstration of competence in teaching skills in field experience.
Required Reading:

PROFESSIONAL ORIENTATION COMPONENTS

ART/CRAFT PROFESSIONAL ORIENTATION 159
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 1 1/2 points (1/8 unit)
Duration: Half year
Commitment: Demand time 1 1/2 hrs per week — Contact time 1 hr per week
Content:
An overview of the structure of art programs from kindergarten to Year 12.
The art lesson — practical and theory — introduction and motivation.
The development of a personal style in art teaching.
Assessment: Tutorial assignments and satisfactory participation in all sessions.
Required Reading:
To be advised.

MUSIC PROFESSIONAL ORIENTATION 159
Availability: Day classes
Prerequisite: Nil
Level: First year
Value: 1 1/2 points (1/8 unit)
Duration: Whole year
Commitment: Demand time 1 1/2 hrs per week — Contact time 1 hr per week
Content: The music component aims at initiating student development in planning and teaching music for primary schools. Concepts of music will be demonstrated and participation by students in lessons on these concepts to their peer group will be emphasized.
Bachelor of Education/Diploma of Teaching

Assessment: Regular attendance and participation in class activities. The preparation and performance of teaching tasks in workshops.

Required Reading:

PHYSICAL EDUCATION PROFESSIONAL ORIENTATION 159

Availability: Day classes
Prerequisite: Nil.
Level: First year
Value: 1½ points (1/8 unit)
Duration: Half year
Commitment: 1 hour per week (semester one)
Content: A theoretical and practical approach to the design and implementation of a P.E. lesson.
Assessment: Satisfactory participation in the peer teaching sessions. Submission of a teaching resource folder related to P.E. lesson planning.
Required Reading:
To be advised.

TEACHING AND CURRICULUM STUDIES LEVEL 2

APPLIED EDUCATION COMPONENTS

ORGANIZATION FOR LEARNING AND TEACHING (SPEC.) 212

Availability: Day classes
Prerequisite: OLT (Spec.) 112 and permission to advance to T.A.C.S. 200
Level: Second year
Value: 4½ points (3/8 unit)
Duration: Whole year
Commitment: Demand time 4½ hrs per week — Contact time 1½ hrs per week
Content: Planning for teaching
Planning and implementing the four advanced skills:
- Introductory procedures and closure
- Reinforcement
- Questioning
- Explaining
In microteaching situations and in the classroom.

Teaching skills
Explication of advanced teaching skills with particular emphasis on their applications in the specialist areas.

Media skills
Practice with chalkboard, spirit duplicator, overhead projector, 35 mm photography, audio tapes and videotape techniques.

Classroom management and school organization
The basic teaching model and its application in the determination of teaching strategies and lesson planning and in the identification of items specified for directed observation.

Assessment: Mastery tests plus presentation of: Teaching skills videotapes; tasks on educational objectives and units of work; teaching plans file; teaching resources file.

Required Reading:
Burwood State College — specially prepared materials for teaching studies.

PROFESSIONAL ORIENTATION COMPONENTS

ART/CRAFT PROFESSIONAL ORIENTATION 259

Availability: Day classes
Prerequisites: Art/Craft Professional Orientation 159 and permission to advance to T.A.C.S. 200
Teaching and Curriculum Studies

Level: Second year
Value: 1 1/2 points (1/8 unit)
Duration: Half year
Commitment: Demand time 1 1/2 hrs per week — Contact time 1 hr per week
Content:
The transition from the primary to the secondary school's art department.
Mechanics of art teaching — organization and management.
Development of the art curriculum.
Innovative ways of art teaching.
Assessment: Tutorial assignments and satisfactory participation in all sessions.

MUSIC PROFESSIONAL ORIENTATION 259
Availability: Day classes
Prerequisite: Music Professional Orientation 159 and permission to advance to T.A.C.S. 200

Level: Second year
Value: 1 1/2 points (1/8 unit)
Duration: Whole year
Commitment: Demand time 1 1/2 hrs per week — Contact time 1 hr per week
Content: A study of the place of music and music teaching in the school and community. Practical experience in stating objectives and planning lessons in all aspects of music teaching. The development of teaching skills and their application to music lessons in the school. A study and preparation of unit studies in music.
Assessment: Regular attendance and participation in class activities. The preparation and performance of teaching tasks in workshops.
Required Reading:

PHYSICAL EDUCATION PROFESSIONAL ORIENTATION 259
Availability: Day classes
Prerequisite: Education Professional Orientation 159 and permission to advance to T.A.C.S. 200

Level: Second year
Value: 1 1/2 points (1/8 unit)
Duration: Whole year
Commitment: Half hour demand time per week.
Content: Lesson Planning and consolidation of basic teaching fundamentals, particularly related to words of command, spacing, and grouping. The method teaching of gymnastics and swimming emphasizing skill progression and lesson organisation.
Assessment: Resource folder and lesson plans associated with teaching rounds and peer teaching sessions. Peer teaching skills, attendance, and participation.
Required Reading and Prescribed Text:
A list will be distributed during the first week of lectures.

TEACHING AND CURRICULUM STUDIES LEVEL 3
APPLIED EDUCATION COMPONENTS

ORGANIZATION FOR LEARNING AND TEACHING (SPEC.) 312
Availability: Day classes
Prerequisite: OLT (Spec.) 212 and permission to advance to T.A.C.S. 300
Bachelor of Education/Diploma of Teaching

Level: Third year
Value: 6 points (½ unit)                Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week

Content:
Teaching skills
An introductory examination of various models of teaching, including the model outline, social environment, characteristics of application and necessary support systems.

Major families of models considered are:
- Social Interaction models
- Personal Source models
- Information Processing models
- Behaviour Modification models

The selection and practice of appropriate teaching strategies in each model family including team-teaching, non-grading, individualizing instruction, group activity and simulation games.

Classroom management and school organisation
Examination of alternative forms of classroom organisation with emphasis on the relationship between the organisation pattern and its aims and including consideration of factors such as safety, resources placement and access, community involvement, classroom management and other issues.

Resources for teaching
Continued work in the selection and preparation of appropriate audio-visual materials.

Assessment:
- Three major assignments of 500 words each. Satisfactory completion of peer teaching exercises. One major assignment of approximately 2000 words and two class tests.

Required Reading:

CURRICULUM PLANNING (SPEC.) 313

Availability: Day classes             Prerequisite: Permission to advance to T.A.C.S. 300
Level: Third year
Value: 6 points (½ unit)                Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week

Content:
Collection and organisation of curriculum materials:

Selection and analysis of curriculum plans:

Detailed description of a curriculum plan:
- Description of learning activities, selection of evaluation procedures and detailed description of a curriculum plan.

Required Reading:

PROFESSIONAL ORIENTATION COMPONENTS

HEALTH EDUCATION PROFESSIONAL ORIENTATION 357
Availability: Day classes
Prerequisites: Health Education 206 and permission to advance to T.A.C.S. 300
Level: Third year
Value: 4½ points (2/8 unit)
Duration: Whole year
Commitment: Demand time 4½ hrs per week — Contact time 2 hrs per week
Content: A study of the special teaching methods associated with Health Education and of the varied health resources available to both the school and community.
Assessment: Activities report and presentation (oral), collation of an activities file, resource report of approximately 1000 words.

RECREATION PROFESSIONAL ORIENTATION 358
Availability: Day classes
Prerequisites: Recreation 214 and 224 and permission to advance to T.A.C.S. 300
Level: Third year
Value: 4½ points (3/8 unit)
Duration: Whole year
Commitment: Demand time 4½ hrs per week — Contact time 2 hrs per week
Assessment: Regular attendance and participation in class activities. The development of a teaching kit for Outdoor Recreation. Development of relevant curriculum guidelines.

PHYSICAL EDUCATION PROFESSIONAL ORIENTATION 359
Availability: Day classes
Prerequisite: T.A.C.S. 259
Level: Third year
Value: 1½ points (1/8 unit)
Duration: Whole year
Commitment: Demand time 1½ hrs per week — Contact time 1½ hrs per week
Content: A practical as well as theoretical approach to basic principles involved in teaching physical education. This encompasses alternative methods of teaching physical education; the use of small apparatus in the physical education lesson; organization and administrative tasks in physical education.
Required Reading and Prescribed Text:
A list will be distributed during the first week of lectures.

ART/CRAFT PROFESSIONAL ORIENTATION 359
Availability: Day classes
Prerequisites: Art/Craft Professional Orientation 259 and permission to advance to T.A.C.S. 300
Level: Third year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Bachelor of Education/Diploma of Teaching

Content:
- Further development of the art curriculum.
- Development of teaching skills and classroom management.
- Evaluation procedures.
- Teaching art history, culture, appreciation.
- Integration with the other arts.
- Use of aids — electronic, graphic.
- Community involvement in school arts.

Assessment: Tutorial assignments and satisfactory participation in all sessions.

Required Reading: To be advised.

ENGLISH PROFESSIONAL ORIENTATION 359

Availability: Day classes

Prerequisites: The required English minor sequence: Children's Literature 102, Writing 103, Language Criticism 199, Literary Studies 201 and permission to advance to T.A.C.S. 300

Level: Third year

Value: 4½ points (3/8 unit)

Duration: Whole year

Commitment: Demand time 4½ hrs per week — Contact time 1 hr per week

Content: This study is designed to develop teachers of secondary students. Three principles are held to be important in the training of secondary teachers of English:

- an appreciation of the individual differences in children;
- an understanding of the principle of activity, based on children's interests; and
- an awareness of the cultural conflict between the values of English teaching and those current in the children's environment.

The following topics are treated: Oral English — Listening — Writing — Reading — Poetry — Drama — Interdisciplinary studies and teacher expertise.

The total approach will imply a stress on communication, at adult and child level, that is not only correct but also effective, and which includes training in the ability to use the proper time for either or both.

The presentation of the study will suggest that the accepted knowledge and practice of the language arts can be translated into creative teaching by using the strategies of language-based, thought-centred, problem-solving situations with students.

Assessment: Students must demonstrate through their practical work in schools that they are competent, and ready, to teach. Assessment may include field-work exercises, collection of resource material, essays and tutorial papers. If performance in these is unsatisfactory, an examination will be set.

Required Reading

Reeves, James, Teaching Poetry, Heinemann, London, 1958.
GENERAL SCIENCE PROFESSIONAL ORIENTATION 359

Availability: Day classes
Prerequisites: 3 Science units or concurrent with Science 3 and permission to advance to T.A.C.S. 300

Level: Third year
Value: 4½ points (3/8 unit)
Duration: Whole year
Commitment: Demand time 4½ hrs per week — Contact time 1½ hrs per week
Content: Science curriculum: definition and influences affecting it. Science and children’s development. Teaching approaches, the teacher’s role, instructional materials, outcomes of science education. Practical skills of teaching; preparation, equipment, laboratory classes, excursions.
Assessment: By assignment and reports (total approximately 5000 words).

HISTORY/SOCIAL STUDIES PROFESSIONAL ORIENTATION 359

Availability: Day classes
Prerequisites: Social Sciences 200 and permission to advance to T.A.C.S. 300

Level: Third year
Value: 4½ points (3/8 unit)
Duration: Whole year
Commitment: Demand time 4½ hrs per week — Contact time 2 hrs per week
Content: This study is designed to present students with a multi-disciplinary approach to the study and teaching of the Social Sciences in secondary schools. It aims to explore (among other things) the following themes:
- The establishment of objectives — what is our aim in teaching Social Studies?
- How do we define Social Studies?
- The study will draw upon a variety of disciplines to examine the content of particular subject areas taught in both traditional and ‘innovative’ schools to different age groups.
- Students will also be asked to examine a variety of methods and approaches to these areas, with a critical evaluation.
- The study will be presented as a series of lectures/seminars/tutorials/workshops/demonstrations, including students’ reports on ‘work in progress’, and analyses of courses currently conducted in various secondary schools.
Assessment: Class papers, assignments and reports.
Required Reading:

MATHEMATICS PROFESSIONAL ORIENTATION 359/459

Availability: Day classes
Prerequisites: An approved two year Mathematics sequence and permission to advance in the T.A.C.S. sequence

Level: Third year
Value: 6 points (half unit)
Duration: Whole year
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: Modern theories of mathematics learning teaching strategies which will motivate children to learn mathematics; evaluation techniques and the preparation of well designed tests; modern trends in secondary mathematics curricula particularly in Australia; tests, resources and facilities available to mathematics teachers. These areas will be integrated to provide a basis for the effective planning, presentation and evaluation of mathematics curricula for years 7-11.
Assessment: Regular attendance is necessary to reap the benefit of this essentially practical program. Assessment will include research assignments, individually presented teaching topics, fieldwork exercises, surveys of schools, workshop activities and the collection of resource material. The student must demonstrate through practical work that he is competent in teaching at this level. Written work will not exceed 6000 words overall.
TEACHING AND CURRICULUM STUDIES LEVEL 4

APPLIED EDUCATION COMPONENTS

ORGANIZATION FOR LEARNING AND TEACHING (SPEC) 412

Availability: Day classes
Prerequisite: OLT (Spec) 312 and permission to advance to T.A.C.S. 400

Level: Fourth year
Value: 4½ points (3/8 unit)
Duration: Whole year

Commitment: Demand time 4½ hrs per week — Contact time 1½ hrs per week

Content: Planning for teaching
Students will not only recognise, describe and analyse teaching models in operation but be able to demonstrate them in a school or peer group situation.

Teaching skills
Research on what constitutes the criteria of effective teaching.
Using resources for teaching
Within subject specialist areas students will prepare, trial and present a learning activity package.

Classroom management and school organization
Alternative forms of school and subject organisation.

Assessment: Satisfactory completion of peer teaching activities involving different models of teaching, one case study, one learning activity package, and two minor assignments of 500 words each.

Required Reading:
Teaching and Curriculum Studies

CURRICULUM PLANNING (SPEC.) 413
Availability: Day classes
Prerequisite: Curriculum Planning (Spec.) 313 and permission to advance to T.A.C.S. 400

Level: Fourth year
Duration: Whole year
Value: 4.5 points (3/8 unit)
Commitment: Demand time 4.5 hrs per week — Contact time 1.5 hrs per week
Content: A series of curriculum plans of various types which develop a number of year’s work in sequence will be collected and analysed. Skills will be developed in the redesigning of curriculum guides to suit particular teaching contexts. Examination of the external social factors within which a curriculum is implemented in a school and the administrative factors which affect such implementation.
Assessment: Reports upon the planning and implementation of curriculum plans. Redesign of a curriculum guide in at least a four-year sequence. Completion of a series of reports on the process of curriculum implementation.
Required Reading:

PROFESSIONAL ORIENTATION COMPONENTS

HEALTH EDUCATION PROFESSIONAL ORIENTATION 457
Availability: Day classes
Prerequisite: Health Education Professional Orientation 357 and permission to advance to T.A.C.S. 400

Level: Fourth year
Duration: Whole year
Value: 1.5 points (1/8 unit)
Commitment: Demand time 1.5 hrs per week — Contact time 1 hr per week

RECREATION PROFESSIONAL ORIENTATION 458
Availability: Day classes
Prerequisite: Recreation Professional Orientation 358 and permission to advance to T.A.C.S. 400

Level: Fourth year
Duration: Whole year
Value: 1.5 points (1/8 unit)
Commitment: Demand time 1.5 hrs per week — Contact time 1 hr per week
Content: Identification of components of an Outdoor Recreation Curriculum. The development of the components of curriculum into teaching units. Teaching methods for specific outdoor recreational activities. Resources available for the teaching of Outdoor Recreation.
Assessment: Regular attendance and participation in class activities. Participation in the development of an Outdoor Recreation curriculum. Participation in the development of resource files for the teaching of outdoor recreation.
Bachelor of Education/Diploma of Teaching

PHYSICAL EDUCATION PROFESSIONAL ORIENTATION 459
Availability: Day classes
Prerequisite: Physical Education Professional Orientation 359 and permission to advance to T.A.C.S. 400

Level: Fourth year
Value: 1 1/2 points (1/8 unit) Duration: Half year

Commitment: Demand time 1 1/2 hrs per week — Contact time 1 1/2 hrs per week

Content: A practical approach to teaching physical education involving alternative methods of teaching specific areas of the physical education program. Attention will be on progressive skill practices relating to core practical areas of work (gymnastics, swimming, athletics). Organization of tournaments, carnivals and small group competitions.

Assessment: Submission of a satisfactory Teaching and Resource Folder. A series of Task Sheets completed at various times during the study. Satisfactory implementation of a coaching practicum in a school or in the community.

ART/CRAFT PROFESSIONAL ORIENTATION 459
Availability: Day classes
Prerequisite: Art/Craft Professional Orientation 359 and permission to advance to T.A.C.S. 400

Level: Fourth year
Value: 3 points (half unit) Duration: Whole year

Commitment: Demand time 6 hrs per week — Contact time 1 hr per week

Content:
- Methodology for the study of Art and Culture.
- Classroom and workshop organization and management.
- Professional growth as a teacher and as an artist.
- Community commitment.

Assessment: One assignment of an investigative nature and one assignment of a practical nature will be set for the year.

Required Reading: To be advised.

ENGLISH PROFESSIONAL ORIENTATION 459
Availability: Day classes
Prerequisite: An approved two-year English sequence, English Professional Orientation 359, and permission to advance to T.A.C.S. 400

Level: Fourth year
Value: 1 1/2 points (1/8 unit) Duration: Whole year

Commitment: Demand time 1 1/2 hrs per week — Contact time 1 hr per week

Content: This study is designed to extend the work of Teaching and Curriculum Studies 359.

Assessment: Students must demonstrate through their practical work in schools that they are competent, and ready, to teach. Assessment may include field-work exercises, collection of resource material, essays and tutorial papers. If performance in these is unsatisfactory, an examination will be set. Guidelines for final assessment can be found under general assessment for Teaching and Curriculum Studies 452.

Required Reading
Teaching and Curriculum Studies

Reeves, James, Teaching Poetry, Heinemann, London, 1958.

GENERAL SCIENCE PROFESSIONAL ORIENTATION 459
Availability: Day classes
Prerequisite: 3 Science units and T.A.C.S. Science 359
Level: Fourth year
Value: 1 ½ points (1/8 unit)
Duration: Whole year
Commitment: Demand time 1 ½ hrs per week — Contact time 1 hr per fortnight
Assessment: By assignment and reports (total approximately 2000 words).

HISTORY/SOCIAL STUDIES PROFESSIONAL ORIENTATION 459
Availability: Day classes
Prerequisite: Social Sciences 300, History/Social Studies Professional Orientation 359, and permission to advance to T.A.C.S. 400
Level: Fourth year
Value: 1 ½ points (3/8 unit)
Duration: Whole year
Commitment: Demand time 1 ½ hrs per week — Contact time 1 ½ hrs per week
Content: This study is designed to present students with a multi-disciplinary approach to the study and teaching of the Social Sciences in secondary schools. It aims to explore (among other things) the following themes:
- The establishment of objectives — what is our aim in teaching Social Studies?
- How do we define Social Studies?
- The study will draw upon a variety of disciplines to examine the content of particular subject areas taught in both traditional and ‘innovative’ schools to different age groups.
- Students will also be asked to examine a variety of methods and approaches to these areas, with a critical evaluation.
- The study will be presented as a series of lectures/seminars/tutorials/workshops/demonstrations, including student’s reports on ‘work in progress’, and analyses of courses currently conducted in various secondary schools.
Assessment: Class papers, assignments and reports.
Required Reading:

MUSIC PROFESSIONAL ORIENTATION 459
Availability: Day classes
Prerequisite: Music Professional Orientation 359 and permission to advance to T.A.C.S. 400
Level: Fourth year
Value: 3 points (¼ unit)
Duration: Whole year
Commitment: Demand time 3 hrs per week — Contact time 3 hrs per week
Content: The development of each student’s rationale for the inclusion of music in a school curriculum. The study of techniques appropriate for the evaluation of a music program. The study of music curricula currently in use in schools. The preparation of
Bachelor of Education/Diploma of Teaching

a term's program for various levels of classroom music with an emphasis on the development of composition, audition and performance skills. A study of guidelines for the establishing, development and maintenance of a viable and effective music program.

Assessment: Regular attendance and participation in class activities. One 2-hour examination. Two assignments of approximately 1500 words.

Required Reading:
Metz, D., Teaching General Music in Grades 6-9, Charles Merrill, Ohio, 1980.
AIMS

Studies in the Department of Science are designed to:

1. Give students a wide and balanced experience of the various branches of science and the techniques used in science investigation.
2. Stimulate interest in the environment and examine problems relating to its management, conservation and pollution.
3. Further an understanding of the biology and behaviour of the individual and thus promote an awareness of health and human development.
4. Develop the teacher’s awareness of, and expertise in the use of science materials and methods to promote the development of the child.

PREREQUISITES

There are no prerequisites at Year 12 level but students without a background of some science in Years 11 and 12 may be required to do additional reading.

DESIGN OF THE STUDIES

Students may elect to attempt a MAJOR study, a MINOR study or a SINGLE UNIT in Science. A major study consists of 4 units of Science taken in consecutive years, a minor study consists of 2 units, with each unit having a demand time of 12 hours per week throughout the academic year.

Teachers who are entering the course with advanced standing may take Science 303 and/or Science 404 in the evening to complete their major. Two half units in science are available at year 2 level for those who need to build up their science background.

Science education half units are offered at year 4 level.

ASSESSMENT

A variety of methods of assessment will be used in Science studies, including practical reports, practical tests, assignments, projects, theses and written examinations.

ATTENDANCE

Students should attend all sessions since firsthand examination of materials and practical work are an essential part of the study.

Students who fail to attend all sessions may incur a penalty in their assessment. The nature of this penalty will be notified at the beginning of each topic.

Major students may be required to attend a camp during the whole of the Major Study week period in year 2 and year 3. Students with family commitments or other extenuating circumstances may be able to make alternative arrangements with the Head of Department.
**SEQUENCES IN SCIENCE**

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGLE UNIT</td>
<td>Science 101</td>
<td>Science 201</td>
<td>Science 301</td>
<td>Science 201</td>
</tr>
<tr>
<td>MINOR STUDY</td>
<td>Science 101</td>
<td>Science 201</td>
<td>Science 303</td>
<td>Science 404</td>
</tr>
<tr>
<td>MAJOR STUDY</td>
<td>Science 201</td>
<td>Science 303</td>
<td>Science 404 or Advanced Teaching in Science 411</td>
<td>Science Co-ordinator in the Primary School 412</td>
</tr>
<tr>
<td>GRADUATE STUDIES</td>
<td>Environmental Science Activities 211/½ unit</td>
<td>Science 404 or Advanced Teaching in Science 411</td>
<td>Science Co-ordinator in the Primary School 412</td>
<td>Teaching in Science 411</td>
</tr>
<tr>
<td></td>
<td>Science Activities in the Primary School 210</td>
<td>Science 411 or Advanced Teaching in Science 411</td>
<td>Science Co-ordinator in the Primary School 412</td>
<td>Teaching in Science 411</td>
</tr>
<tr>
<td></td>
<td>(½ unit)</td>
<td>(½ unit)</td>
<td>(½ unit)</td>
<td>(½ unit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science 411</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Possible Teaching Experience</td>
<td></td>
</tr>
</tbody>
</table>

**SCIENCE 101**

**Availability:** Day classes  
**Prerequisite:** Nil  
**Level:** First year  
**Value:** 12 points (one unit)  
**Duration:** Whole year  
**Commitment:** Demand time 12 hrs per week — Contact time 6 hrs per week  
**Content:** The Biological Environment: A study of the biology and ecology of organisms to be found in a variety of habitats, e.g. forest, saltmarsh, marine rock platform, freshwater lake, etc.  
The Physical Environment: The nature and origin of the universe, earth and atmosphere. The earth's interior and surface activity; energy balances and atmospheric circulation. Local studies will be included.  
The Human Animal: Aspects of human anatomy and physiology (cells to systems); human evolution and Australian prehistory.  
**Assessment:** By means of practical work reports, essays and excursion reports.  
**Required Reading:** Will be detailed in the first lecture of each component.  

**SCIENCE PRIMARY ORIENTATION 109**

For details see the Primary Orientation section of this Handbook.  

**SCIENCE 201**

**Availability:** Day classes  
**Prerequisite:** Science 101  
**Level:** Second year  
**Value:** 12 points (one unit)  
**Duration:** Whole year  
**Commitment:** Demand time 12 hrs per week — Contact time 6 hrs per week  
**Content:** Resources and Man: A study of the earth's resources, their uses and abuses, problems and future alternatives, introduction to some concepts and principles of science as applied to a variety of common resources such as minerals, oil, home and industrial products; water pollution and recycling.  
Energy Sources for Man: Energy use and conservation in the home, commerce, industry and agriculture. Alternative energy sources and the difficulties associated with their large scale development.  
Together with two of the following:  
Habitat Ecology: A practical field and laboratory study of fresh-water ecosystems using the Yarra River watershed, concentrating on the changing ecology of the river.
Science

from its source to the sea. Emphasis will be on water quality, aquatic invertebrates, fish, birds and land use assessment.


Human Biology: A study of human nervous and regulatory systems. An ethological approach to behaviours and learning. Health in contemporary society, including stress, diet, exercise, drugs, health care, preventative medicine, being different.

Assessment: Will be by assignments, projects and practical reports and seminars.

Required Reading: Will be detailed during lectures.

SCIENCE ACTIVITIES IN THE PRIMARY SCHOOL 210
Availability: Evening classes
Prerequisite: Nil
Level: Second year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Discussion of the nature of science activities suitable for primary schools. Experience with these activities and the materials available to mount them in workshop sessions. Experience in developing units of work in primary school science. Evaluation of techniques for conducting science in the primary school.
Assessment: Continuous assessment by means of ten practical reports and a field work report (5000 words overall).

ENVIRONMENTAL SCIENCE ACTIVITIES 211
Availability: Evening classes
Prerequisite: Nil
Level: Second year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week.
Content: Development of basic knowledge of environmental science concepts. Experience, in workshop situations, with the elementary skills of environmental investigation and with activities suitable for primary school children. Evaluation of techniques for conducting environmental science activities in the primary school.
Assessment: Continuous assessment by means of ten practical reports and a field work report (5000 words overall).

SCIENCE 301
Availability: Day classes
Prerequisite: Science 201
Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
Content: Earth Science: This component will emphasize methods of investigation including measurement, mapping and microscopy. Aspects of earth materials and history will also be considered.
Australian Vertebrates: A study of the Australian vertebrate fauna — its evolution, present composition and distribution; research methods and literature.
Thinking Man: Aspects of the History and Philosophy of Science leading to the environmental crisis and social responsibility of scientists.
Guided Project: Two guided projects in the area of Environmental Science or of Human Biology will be undertaken.
Assessment: Will be by assignment and project reports.
Required Reading: Will be detailed at the start of each section.
Bachelor of Education/Diploma of Teaching

SCIENCE 301 (Second Method Option)
Availability: Day classes
Prerequisite: Science 201
Level: Third year
Value: 12 points (one unit)  Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 6 hrs per week
Content: Physical Sciences (60%): Valency, atomic structure, chemical reactions, air chemistry, dynamics, wave motion, hydrostatics and thermodynamics, electrostatics, current electricity, electromagnetism, quantum theory and biological applications, e.g. photosynthesis, atomic and nuclear physics.
Thinking Man (10%): Aspects of the History and Philosophy of Science leading to the environmental crisis and social responsibility of scientists.
Guided Project (30%): A guided project in an area of environmental science will be undertaken by the group and then further developed by individual students.
Assessment: Will be by assignment and project reports.
Required Reading: Will be detailed during lectures.

SCIENCE 303
Availability: Evening classes
Prerequisite: Science 201 or equivalent
Value: 12 points (one unit)  Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A study of four areas of science chosen from the following groupings: Creek studies/Atmospheric studies; Animal Behaviour/Anthropology; Invertebrate studies/Vertebrate studies; Energy Resources/Earth studies. These aspects will be used to broaden the scientific background of the student as well as to develop the basic skills of scientific data collection and analysis.
Assessment: Continuous assessment by means of essays, practical reports and collections (equivalent to 4 x 4000 words).

TEACHING AND CURRICULUM STUDIES 359 (Science Professional Orientation)
For details see the Teaching and Curriculum Studies section of this Handbook.

SCIENCE 404
Availability: Evening classes
Prerequisite: Science 301 or Science 303
Level: Fourth year
Value: 12 points (one unit)  Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A study of a selection of appropriate scientific reports and investigations. The elements of scientific investigation in the areas of environmental science or human biology. Experience in using the tools of science investigation including library research in an individual project.
Assessment: Practical reports 50%. Final Project Report including Literature Review (5,000 words) 50%.

ADVANCED TEACHING IN SCIENCE 411
Availability: Evening classes
Prerequisite: Science 301 or Science 303 or equivalent
Level: Fourth year
Value: 6 points (half unit)  Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This study will cover a variety of topics relevant to the introduction, supervision and development of science-based activities in the primary school. Topics to be
Science
discussed include: what is science, aims and methods for science activities, types of
activities and courses, evaluation.
Assessment: Development of a teaching unit and a seminar paper (5000 words over­
all).

SCIENCE CO-ORDINATOR IN THE PRIMARY SCHOOL 412
Availability: Evening classes
Prerequisite: Science 301 or Science
303 or equivalent
Level: Fourth year
Value: 8 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: This study will help teachers develop science resources in their own school
— including the establishment and use of equipment, library resources and school­
based courses. At the same time teachers will evaluate the wide range of resources
available in Victoria.
Assessment: Development of activity based science sessions; presentation of two
assignments from a given list of options (5000 words overall).

TEACHING AND CURRICULUM STUDIES 459 (General Science
Professional Orientation)
For details see the Teaching and Curriculum Studies section of this Handbook.
DEPARTMENT OF SOCIAL SCIENCES

AIMS

The department offers a number of units in which people and their environments are studied from a variety of angles, with the overriding aim of promoting students' understanding of the actions, attitudes, hopes and achievements — past and present — of themselves and others.

It is an important part of this aim to assist students in becoming self-directed people, capable of responding flexibly and intelligently to changing conditions — whether in the school or in the world beyond. All units involve students actively in their own learning, in an endeavour to equip them with generally useful social research skills, including appropriate standards of verbal and written reporting.

Whilst these aims are concerned with broadening social horizons and improving social skills, it is also a major objective to achieve this in ways which will introduce students to the excitement of discovering unfamiliar things, and of finding new ways of looking at things which seemed familiar.

DESIGN OF THE STUDY

A principal feature of the study is its flexible design, which enables students to draw on particular strengths and interests whilst pursuing its major aims.

A major sequence is available having two options in the first year, four options in second year and two options in third and fourth years.

A minor sequence is available having two options in first year and four options in fourth year.

A student taking a four year B.Ed. specialist course in Music or HPER will normally complete the minor in year 2.

In addition there are two half units on offer to Graduate students who are enrolled in advanced practical teaching and educational leadership and planning interest areas.

SEQUENCES IN SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINOR SEQUENCE</td>
<td>PAC101</td>
<td>SS200</td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAJOR SEQUENCE</td>
<td>PAC101</td>
<td>SS200</td>
<td>PE207</td>
</tr>
<tr>
<td>IN</td>
<td>SS100</td>
<td>OR</td>
<td>(any 2 half units of)</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>OR</td>
<td>CT201</td>
<td>SS300</td>
</tr>
</tbody>
</table>

SEE NOTE B

PAC People and Change
PC People and Cities
PE People and the Environment
WAU Aspects of Work Education and Unemployment
CT Children and Television
TCI Traditional and Contemporary Inequality
AS Australian Studies
OC Other Cultures
US Urban Studies
SSPS Social Studies for the Primary School
The Department of Social Sciences offers subjects to graduate students in the following categories:

- Two-year trained teachers: Diploma of Teaching (Conversion)
- Three-year trained teachers: Bachelor of Education Fourth year

**DIPLOMA OF TEACHING (Conversion)**

- Third year level studies (daytime and evening)
  - Australian Studies 301
  - Other Cultures 302

**BACHELOR OF EDUCATION (Fourth year)**

- Fourth year level studies (evening)
  - Social Sciences 400 — Urban and Regional Studies 401
  - Social Sciences Education 400 — Social Studies for the Primary School 402

- Third year level studies (daytime and evening)
  - Australian Studies 301
  - Other Cultures 302

- Second year level studies (daytime)
  - Aspects of Work, Education and Unemployment 216
  - Children and Television 201
  - People and the Environment 207
  - Traditional and Contemporary Inequality 205

**DEPARTMENTAL REGULATIONS**

Bachelor of Education students may select Social Sciences as a single unit elective (e.g. Urban Studies) or in groupings which conform to Bachelor of Education regulations (e.g. Urban Studies and Social Studies for the Primary School).

Students are also permitted to include a unit from those on offer in Year levels 1 and 2, subject to the discretion of the Department of Social Sciences and course regulations. Students taking day time units will be consulted at the commencement of the academic year in respect to lecture-tutorial arrangements.

**PREREQUISITE REQUIREMENTS**

Normally, the prerequisite requirement is two years of Social Sciences for Diploma of Teaching (Conversion) students and three years for Bachelor of Education students taking units at Year 4 level. Students who wish to take Social Sciences units but have not the prerequisites desired should consult in the first instance with the Social Sciences Department.

**SOCIAL SCIENCES 100**

- **Availability:** Day classes
- **Prerequisite:** Nil
- **Level:** First year
- **Value:** 12 points (one unit)
- **Duration:** Whole year
- **Commitment:** Demand time 12 hrs per week — Contact time 4 hrs per week
- **Content:** The unit uses the generation gap as the focus for examining changing attitudes to parents, work and authority; to responsibility and individualism; to sexual revolution and the 'permissive society' and to patterns of family living. Changes will be analysed by reference to the past. Students will conduct interviews and explore some of the media sources which play a part in opinion making. They will also undertake a brief study of today's counter-culture.
- **Assessment:** A written report of approximately 2000 words in length; on a supervised investigation; a content analysis of one magazine and television program each approximately 1500 words long, plus two small examinations.
Bachelor of Education/Diploma of Teaching

Required Reading:

**PEOPLE AND CITIES 102**
Availability: Day classes  
Level: First year  
Value: 12 points (one unit)  
Prerequisite: Nil  
Duration: Whole year  
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week  
Content: The objective of this unit is to develop an understanding of the relationship between people and their cities. To develop this understanding consideration is given to the changing nature of the human environment and its impact on human activities. Areas considered include the functions and activities of the modern city, the growth and development of Australian cities (especially Melbourne), twentieth century suburbs and challenges to the quality of urban life.  
Assessment: A preliminary assignment (1000 words), an essay (1500 words), a mid-year class test (1 hour), a fieldwork exercise (1500-2000 words), and an end-of-year examination (2 hours).  
Required Reading: A list of references will be provided at the commencement of the unit.

**SOCIAL SCIENCES PRIMARY ORIENTATION 109**
For details see the Primary Orientation section of this Handbook.

**SOCIAL SCIENCES 200**

**CHILDREN AND TELEVISION 201**
Availability: Day classes  
Level: Second year  
Value: 6 points (half unit)  
Prerequisite: Social Sciences Level 1  
Duration: Half year  
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week  
Content: This component looks at the place of television in our society with particular reference to the television viewing of children. Discussion will focus on the understanding of visual communication, the content of television programs, effects of viewing and the use of television in the classroom. Program regulations, government reports and the activities of public groups will also be studied.  
Assessment: Two written assignments and an examination.  
Required Reading:  
Edgar, P., *Children and Screen Violence*, University of Queensland Press, St Lucia, Qld., 1977.  

**TRADITIONAL AND CONTEMPORARY INEQUALITY 205**
Availability: Day classes  
Level: Second year  
Value: 6 points (half unit)  
Prerequisite: Social Sciences 100  
Duration: Half year  
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week  
Content: This component will examine the nature of inequality in peasant societies; the growth of poverty and under-development in the third world; and study the dynamics of inequality among caste, social and ethnic groups.  
Assessment: One minor paper 1800 words, and a major assignment of 2500 words.  
Required Reading:  
PEOPLE AND THE ENVIRONMENT 207
Availability: Day classes
Prerequisite: Social Sciences 100 (or equivalent)
Level: Second year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Students will examine a number of areas of traditional geographic inquiry in the light of contemporary problems. Themes will include Geography, leisure and outdoor recreation and competing uses for rural and urban locations. Major emphasis will be given to coastal, alpine and recreation areas adjacent to Melbourne.
Assessment: Major report of 4000 words, an excursion or alternative and an examination.
Required Reading:
ASPECTS OF WORK, EDUCATION AND UNEMPLOYMENT 206
Availability: Day classes
Prerequisite: Social Sciences year 1 (or equivalent)
Level: Second year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: An examination of the nature, role and changing attitudes to work, the allocation of people to jobs and the causes and subsequent effects of unemployment especially among young people. Some consideration will be given to work discrimination especially in respect to females, migrants and the young and the relationship between work, unemployment and education.
Assessment: An essay (2000 words), a research report and a 2-hour examination or suitable alternative.
Required Reading: A list of references will be provided at the commencement of the half unit.

SOCIAL SCIENCES 300
AUSTRALIAN STUDIES, LIFESTYLES IN HISTORICAL PERSPECTIVE 301/307
Availability: Day or evening classes
Prerequisite: Social Sciences 200
Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: Old and new Australians: students will examine the development of Australian society and through detailed case studies of city and country life-styles at various points in Australia's history, including the life-styles of today's multi-cultural Melbourne.
Assessment: Two tutorial papers of 1500 words each, and two case study reports of 2500 words each.
Required Reading:
OTHER CULTURES 302/306
Availability: Day or evening classes
Prerequisite: Social Sciences 200
Level: Third year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Bachelor of Education/Diploma of Teaching

Content: This unit will examine stability and change in a variety of non-western societies. Themes will include: Courtship and marriage procedures, the kinship dilemma, political systems, and magico-religious systems in tribal society. A study of change in Asian societies will treat the following themes: Islam, migrating communities, women's roles, education and accelerated modernization.

Assessment: Will consist of two 1500 word tutorial papers and two 3000 word essays.

Required Reading:

PRESSURE GROUPS AND EDUCATION 304 (Graduate Students Enrolled in the Advanced Practical Teaching and the Educational Leadership and Planning Interest Areas)

Availability: Evening classes
Prerequisite: A two year General Studies sequence or approved equivalent

Level: Third year
Value: 8 points (half unit)
Duration: Half year

Content: A number of contemporary demands made by specific pressure groups, as well as some more diffuse current pressures, will be examined in detail. The study of these issues, and of contemporary social pressures generally, will be set in the context of their implications for educational leadership in today's schools.

Assessment: Two reports of approximately 2500 words each.

Required Reading:

THE MIGRANT CHILD IN AUSTRALIAN SOCIETY 305 (Graduate Students Enrolled in the Advanced Practical Teaching and the Educational Leadership and Planning Interest Areas)

Availability: Evening classes
Prerequisite: A two year General Studies Sequence or approved equivalent

Level: Third year
Value: 6 points (half unit)
Duration: Half year

Content: In this study consideration is given to the nature of our multi-cultural society, the processes by which policies towards migrants are determined and the extent to which these policies are implemented. An examination is made of a variety of pressure groups which attempt to influence the relationships between migrant groups and also migrants and society in general.

Assessment: Two 2500 word reports related to class work.

Required Reading:

TEACHING AND CURRICULUM STUDIES 359 (History/Social Studies Professional Orientation)

For details see the Teaching and Curriculum Studies section of this Handbook.
SOCIAL SCIENCES 400

URBAN AND REGIONAL STUDIES 401
Availability: Evening classes
Prerequisite: Social Sciences 300
Level: Fourth year
Value: 12 points (1 unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: In the first half-year students are introduced to the functions, growth and development of urban areas, the origins of Melbourne including the process and pattern of settlement and urban residential structure and the spatial arrangement of present day Melbourne. During the remainder of the year students will be required to conduct some minor research in individually selected areas, for example some relevant urban issues, urban recreation and conservation, etc. supported by a combination of lectures, seminars and discussions.
Assessment: A 2000-word essay, a one-hour mid-year class test and two research reports not exceeding 3000 words (or equivalent).
Required Reading: A list of references will be provided at the commencement of the unit.

SOCIAL STUDIES FOR THE PRIMARY SCHOOL 402
Availability: Evening classes
Prerequisite: Social Sciences 300* or equivalent
Level: Fourth year
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 4 hrs per week
Content: The unit will examine the relationship of the various social science disciplines to the ideas, methods of enquiry and content of the primary school social studies curricula. Such an examination will necessitate the evaluation of a social studies program which illustrates the application of these areas and the strategies involved concerning the development of thinking, values and skills in the children. This examination will also draw on the classroom experiences of the participants. Consideration will be given to the development of school-based curricula and the use of models for the development of social studies units and their resources for use at various year levels.
Assessment: A research paper (3000 words) and a written unit of work (3000 words).
Required Reading:
* Students wishing to enrol in this unit will need to have experience in teaching of social studies in the primary school.

TEACHING AND CURRICULUM STUDIES 459 (History/Social Studies Professional Orientation)
For details see the Teaching and Curriculum Studies section of this Handbook.
INSTITUTE OF SPECIAL EDUCATION

The Institute of Special Education offers studies within the fourth year of the Bachelor of Education (Primary) degree course to teachers interested in the education of the disabled.

These studies cater both for the class teacher in the normal school who has an interest in Special Education but who intends to remain in the normal classroom and for the Special Educator, already trained in a specific Special Education area, who wishes either to extend his knowledge and skills in that field, or to develop competence in a new area.

STUDIES AVAILABLE

Studies are available within the areas of the learning impaired, the visually impaired, the intellectually handicapped, the orthopaedically handicapped, the learning disabled and the multiply handicapped and, within the general constraints of this final year of the degree course, students may develop a study program which is either broadly based or focussed more upon a particular area.

EDUCATION HALF UNITS

Each of these studies runs for a half-year and, typically, has a weekly contact time of three hours. Staffing and student demand may limit the availability of some half-units in 1982.

- Advanced Auditory Habilitation 431
- Behaviour Modification in Special Education Settings 444
- Children with Visual Impairment 415
- Children with Visual Impairment 435
- Current Issues and Problems in Special Education 416
- Curriculum Development and Supervision for the Hearing Impaired 433
- Curriculum Planning in Special Education 440
- Diagnostic Prescriptive Teaching 409
- Education of the Deaf-Blind Child 436
- Education of the Hearing Impaired 410
- Education of the Intellectually Impaired 411
- Education of the Multiply Handicapped 412
- Education of the Physically Handicapped 413
- Education of the Physically Handicapped 414
- Hearing Impaired Child in the Regular School 438
- Psychometric Assessment in the Definition of Learning Disabilities 422
- Reading Project 424
- Research Project 425
- Speech for the Hearing Impaired 421
- Systematic Instruction 445

GENERAL STUDIES HALF UNITS

Each of these studies runs for a half-year and, typically, has a weekly contact time of three hours. Staffing and student demand may limit the availability of some half-units in 1982.

- Cognitive Ability and Mental Retardation 446
- Counselling Parents of Exceptional Children 402
- Language Development in Exceptional Children 419
- Language, Social Class and Literacy 450
- Medical Aspects of Exceptionality 403
- Modern Theories of Communication with the Hearing Impaired 420
- Modern Theories of Learning 427
- Perceptual Basis of Learning Disability 439
EDUCATION STUDIES

DIAGNOSTIC AND PRESCRIPTIVE TEACHING 409

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study
Not available to GDSE (LD) graduates
Level: Third year
Value: 6 points (half unit)
Duration: Half year
Content: The component incorporates an introduction to diagnostic models, including basic tests of general ability, educational achievement, vision, hearing, language and motor perceptual development. Task analysis of varying skills is discussed as are methods of remediation.
Assessment: Case study and essay, 6000 words equivalent.
Required Reading:

EDUCATION OF THE HEARING IMPAIRED 410

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study
Not available to GDSE (HI) graduates
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Content: Anatomy and physiology, measurement of hearing loss, causes, audiograms, hearing aids and amplification, history of education of the deaf, methods of communication and research into methods, facilities in Victoria.
Assessment: Class test and assignment of 4000 words.
Required Reading:

EDUCATION OF THE INTELLECTUALLY HANDICAPPED 411

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study
Not available to GDSE (MR) graduate
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Content: Characteristics of the target group. The relevance of ‘normal’ educational principles to the search for a curriculum for the mentally retarded. Current practices, methods and materials, a critical evaluation.
Assessment: Seminar paper, 3000 words. Short answer tests and practical reports, 3000 words.
Required Reading:
Bachelor of Education


EDUCATION OF THE MULTIPLY HANDICAPPED 412

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An examination of the characteristics and personal/social and educational needs of severely multiply handicapped children and young people. Emphasis will be placed on individuals with combined handicap in the intellectual sensory and motor areas and/or behaviour disturbances (except for the deaf/blind).
Assessment: Assessment will be by an essay of 2000 words and an educational case study and development of a program for a severely multiply handicapped individual equivalent to 4000 words.
Required Reading:

EDUCATION OF THE PHYSICALLY HANDICAPPED 413

Availability: Evening classes
Not available to GDSE (PH) graduates
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Theory, practice and problems of children with cerebral palsy and other orthopaedic disabilities. The neurological basis for the handicap and the education programs developed for these children and physically handicapped children for whom mental retardation is an additional problem.
Assessment: Two essays and a seminar paper.
Required Reading:

EDUCATION OF THE PHYSICALLY HANDICAPPED 414

Availability: Evening classes
Prerequisite: GDSE (PH) or Education of the Physically Handicapped 414 or equivalent studies

Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Medical Aspects — normal physical development — some selected handicapping conditions.
Psychological Aspects — disorders of learning, motor impairment and motor skill learning.
Pedagogical Aspects — reading, spelling, mathematics.
Assessment: Two essays plus one seminar paper.

212
**Required Reading:**

**CHILDREN WITH A VISUAL IMPAIRMENT 415**

**Availability:** Evening classes  
**Prerequisite:** Education 300 or 320 or equivalent study

**Level:** Third year  
**Value:** 6 points (half unit)  
**Duration:** Half year

**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week.

**Content:** A definition of visual impairment.
The history and development of educational provisions in Victoria, and elsewhere.
The blindness system and attitudes towards people with visual impairments.
Physiological and anatomical bases of impaired vision — the common defects. Correction of defects via spectacles and visual aids, and a review of types available.
Visual perception, the visual perceptual development of the child and techniques for assessing the level of functioning and increasing stimulation.
Skills required by the specialist teacher — a review of present methods.
The visually impaired child in the normal classroom.

**Assessment:** One 4000 word essay and a seminar paper based on the essay.
Satisfactory attendance and participation in the weekly meetings. A one hour examination taken during class time.

**Required Reading:**

**CURRENT ISSUES AND PROBLEMS IN SPECIAL EDUCATION 416**

**Availability:** Evening classes  
**Prerequisite:** Education 300 or 320 or equivalent study

**Level:** Fourth year  
**Value:** 6 points (half unit)  
**Duration:** Half year

**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week.

**Content:** The history of attitudes towards and provision for the exceptional individual, especially as regards to education. Recent research in the sociology and psychology of deviance and exceptionality and its implications for special educators. Current issues in special education (mainstreaming, contract teaching, normalization, etc.).

**Assessment:** Essay 3500 words, seminar paper 2500 words.

**Required Reading:**

**SPEECH FOR THE HEARING IMPAIRED 421**

**Availability:** Evening classes  
**Prerequisite:** Education 300 or 320 or equivalent study

**Level:** Fourth year  
**Value:** 6 points (half unit)  
**Duration:** Half year

**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week

213
Bachelor of Education

Content: Advanced study of diagnosis and remediation of speech for the deaf, anatomy and physiology of the speech mechanisms including the basic concepts of neural functions associated with speech; acoustic phonetics segmental and supra-segmental; development of speech including normative data and development in the deaf child; differential diagnosis of speech problems; additional problems affecting speech development — organic and functional, fostering development, techniques for remediation.

Assessment: Assessment will be by essay and seminar paper; construction of a developmental or remedial speech program for a specified child, and a one-hour test.

Required Reading:

PSYCHOMETRIC ASSESSMENT IN THE DEFINITION OF LEARNING DISABILITIES

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit) Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: The historical pattern of research into learning disabilities with attention to the work of neurologists, psychologists, speech therapists, teachers and physiotherapists in the field, the models upon which their work is based and the programs which stem from the various orientations. Discussion and evaluation of current research. The I.T.P.A., Detroit and W.I.S.C. as examples of a psychometric approach to the problem of definition and diagnosis.


Required Reading:

READING PROJECT

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit) Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time as arranged by supervisor.

Content: The topic for the project must be approved by the staff member appointed by the Course Controller to act as consultant and supervisor. The form of the final presentation of the Reading Project is a matter for negotiation and agreement between student and supervisor; it need not be an essay, though this would be the usual form. Only one Reading Project may be credited towards the award of the degree.

RESEARCH EXERCISE

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit) Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time as arranged by supervisor.

Content: The project topic must be approved by the Course Controller who will assign each student to an appropriate supervisor. Normally, approved topics will be expected to contribute to the better teaching of exceptional children. Literature surveys are not acceptable but, by special arrangement with the Course Controller, empirical surveys of "basic research" may be undertaken.

Assessment: A research report of not less than 6000 words. Reports should be typed and must conform to the standards laid down in the Style Manual of the American Psychological Association (1974 Revision).

Required Reading: As determined by the supervisor.

ADVANCED AUDITORY HABILITATION 431

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Advanced study of the differential diagnosis of auditory problems; the study of auditory perception, and its relevance to classroom procedures and techniques.
Assessment: Assessment will be by two essays, construction of an auditory habilitation developmental or remediation program for a specified group.

Required Reading:

CURRICULUM DEVELOPMENT AND SUPERVISION FOR HEARING IMPAIRED 433

Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An examination of the principles and methods of curriculum construction in standard school content subjects and language, speech, and auditory training for hearing impaired children. The central discussion will be on whether curricula of hearing impaired children should be adaptations of regular curricula or should be specially developed for the needs of the hearing impaired children.
Assessment: Assessment will be by a major essay on the principles of curriculum construction for hearing impaired children, or an exercise in development of curriculum for a selected area of school subjects for hearing impaired children, maximum 6000 words.

Required Reading:

CHILDREN WITH A VISUAL IMPAIRMENT 435

Availability: Evening classes
Prerequisite: Children with a Visual Impairment 415 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A review of teaching methods and the changes necessary in curriculum content.
Bachelor of Education

Demonstration and practice of orientation and mobility techniques and low vision simulation exercises.
The teaching of reading via braille and via the Optacon.
The teaching of mathematics, science, physical education and social skills.
Early childhood development differences and the role of the family and influence of different educational environments, and consideration of the effects of a visual impairment on mother-child and inter-family relationships.
Assessment: A 4000 word essay and a seminar paper based on the essay. A short examination will also be included. Satisfactory attendance at the weekly meetings.
Required Reading:

EDUCATION OF DEAF/BLIND CHILDREN 436

Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: The causes of the dual handicap of hearing and visual impairment in children, adolescents and adults. The impact of this handicap upon development, and its implications for personal/social and educational development, with particular attention to the development of mobility and communicative language.
Assessment: Assessment will be by an essay of 2000 words and an educational case study and development of a program for a deaf/blind child, 4000 words equivalent.
Required Reading:

THE HEARING IMPAIRED CHILD IN THE REGULAR SCHOOL 438

Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Theoretical rationale for placing hearing impaired children in regular classes, including such factors as societal reaction to the handicap of deafness, the development of communicative competence, theories of integration and mainstreaming, and the concept of 'community' relation to the handicap of deafness. A variety of models for the placement of hearing impaired students in regular classrooms, and the implications of these placements for the types of programming provided for and educational opportunities open to the hearing impaired child in regular school programming. Consideration of such factors as individualized programming, one-to-one teaching, the problems involved in withdrawal sessions and the language resource room model.
Assessment: Assessment will be by essay and/or case study evaluation of the
theoretical and practical problems involved in the placement of hearing impaired children in regular schools (6000 words).

Required Reading:

CURRICULUM PLANNING IN SPECIAL EDUCATION 440
Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 1 2 hrs per week — Contact time 2 hrs per week.
Content: The theory underlying the development of curricula, Assessment of the child's current capacity matched with the establishment of appropriate objectives. Task analysis of various tasks applicable to special education. The development of a number of curriculum modules.
Assessment: Based on the development of an individual or joint module.
Required Reading:
Education Department of Victoria, Developing a Curriculum, Curriculum and Research Branch, Melbourne, 1979.

BEHAVIOUR MODIFICATION IN SPECIAL EDUCATIONAL SETTINGS 444
Availability: Evening classes
Prerequisite: Education 300 or 320 or equivalent study

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 1 2 hrs per week — Contact time 3 hrs per week.
Content: Operant and respondent conditioning, use of positive and negative reinforcement and punishment techniques within a classroom setting, applied behavioural educational strategies, parent training programs and self management techniques.
Assessment: Assessment will be by mid-term and final examination, shaping exercises and behaviour change project.
Required Reading:

SYSTEMATIC INSTRUCTION 445
Availability: Evening classes
Prerequisite: Behaviour Modification in Special Education Settings 444 or approved equivalent

Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 1 2 hrs per week — Contact time 3 hrs per week
Content: An examination of the principles and skills necessary to design and teach programs using the techniques of task analysis and direct instruction.
Assessment: Take home test (1000 words), examination (2000 words), and design
Bachelor of Education

of a unit including the setting of objectives, entry level skills, teaching procedures and evaluation strategies (3000 words).

Required Reading:

GENERAL STUDIES

COUNSELLING PARENTS OF EXCEPTIONAL CHILDREN 402
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: The impact of a handicapping condition on personality development. The impact of such a condition on a family and the family’s response to this situation. The need for the development of an adequate self-image and the consequences of failure to achieve same. The counselling relationship, methods of communication and problems in communication between child and parent, parent and school, teacher and child, child and child. Strategies for overcoming communication breakdowns.
Assessment: Essay 3500 words, book review 2500 words.
Required Reading:

MEDICAL ASPECTS OF EXCEPTIONALITY 403
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A survey of the many and diverse medical conditions that may affect children in the school situation.
Assessment: Essay — equivalent 6000 words.
Required Reading:
Wills, M., McLachlan, M. E., Medical Care in Schools, Edward Arnold, 1977.

SPEECH AND LANGUAGE DISORDERS 406
Availability: Evening classes
Level: Fourth year
Value: 6 points (half unit)
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A study of communication disorders with particular reference to educational and social implications. An examination of speech problems commonly associated with other handicaps.
Assessment: Major essay or case study (5000 words) and 1-hour test (1000 words).
Required Reading:

SOCIOLoGY OF DEVIANCE AND EXCEPTIONALITY 408
Availability: Evening classes
Prerequisite: General Studies 300 or equivalent studies
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: Essay 4500 words, project report 1500 words.
Required Reading:

LANGUAGE DEVELOPMENT IN EXCEPTIONAL CHILDREN 419
Availability: Evening classes
Prerequisite: General Studies 300 or equivalent study
Level: Fourth year
Value: 6 points (half unit)
Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Assessment and programming procedures in language both generally and as they exist for exceptional children. Time will be spent in looking at language acquisition in the normal child and a comparison made to the language acquisition of exceptional children. Opportunities will be given for the observation of practical language development sessions.
Assessment: Essay and case study (6000 words).
Required Reading:

MODERN THEORIES OF COMMUNICATION WITH THE HEARING IMPAIRED 420
Availability: Evening classes
Prerequisite: General Studies 300 or equivalent studies
Not available to GDSE (Hi) graduates
Level: Fourth year

219
Bachelor of Education

Value: 6 points (half unit)  Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An advanced study of methods of communication currently used in the education of hearing impaired children — Braille, Cued Speech, Rochester and Neo Oral Methods, and various systems using manual supplements. Study of current research into the use of various methods, and the influence of these methods on speech and language acquisition.
Assessment: Assignment of 6000 words.
Required Reading:
Kohl, H., Language and Education of the Deaf, Centre for Urban Studies, New York, N.D.

MODERN THEORIES OF LEARNING 427
Availability: Evening classes  Prerequisite: General Studies 300 or equivalent studies
Level: Fourth year
Value: 6 points (half unit)  Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: Assessment by class papers and 2500 word essay.
Required Reading:

SOCIOLOGY OF FAMILIES WITH A DISABLED CHILD 430
Availability: Evening classes  Prerequisite: General Studies 300 or equivalent studies
Level: Fourth year
Value: 6 points (half unit)  Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Assessment: Essay (4500 words), project report (1500 words).
Required Reading: Selected journal articles.

PERCEPTUAL BASIS OF LEARNING DISABILITIES 439
Availability: Evening classes  Prerequisite: General Studies 300 or equivalent studies
Level: Fourth year
Value: 6 points (half unit)  Duration: Half year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An introduction to perception, differentiating visual and auditory perception from vision and hearing. An examination of the conceptual content of the perception process. Discussion of the theories of Kephart and their relationship with Piagetian and Cognitivist language theorists — programs stemming from these theories.
Evaluation of the programs and theories of Frostig, Delacato, Cratty and Jean Ayers. 
Assessment: Essay 4200 words. Examination 20% or 1800 word equivalent. 
Required Reading: 
Ebersole, M., Kephart, N., and Ebersole, J. B., Steps to Achievement for the Slow Learner, Merrill, Columbus, Ohio, 1968. 

COGNITIVE ABILITY AND MENTAL RETARDATION 446 
Availability: Evening classes 
Prerequisite: General Studies 300 or equivalent study 
Level: Fourth year 
Value: 6 points (half unit) 
Duration: Half year 
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week 
Content: Methodological difficulties in evaluation of cognitive abilities of the intellectually retarded. Sensory and perceptual abilities. Memorial and metamemorial abilities, including the use and generalization of strategies in memory development. Motor organization and abilities. Attentional and motivational influences on cognition. Implications for theories about the nature of intelligence. 
Assessment: Essay and examination (6000 words equivalent). 
Required Reading: 
Other reading will be selected principally from the following journals: 
American Journal of Mental Deficiency 
Intelligence. 
Students will be advised regarding these references during lectures. 

PROGRAMMING AND STATISTICS 447 
Availability: Evening classes 
Prerequisite: General Studies 300 or equivalent studies 
Level: Fourth year 
Value: 6 points (half unit) 
Duration: Half year 
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week. 
Content: An examination of probability theory, data analysis, and computer operation, and a number of basic parametric and non-parametric statistical and computer based data treatment techniques. Instruction in basic computer terminal operation. 
Assessment: Class exercises (3000 words) and written examination (3000 words). 
Required Reading: 
Monash University Computer Centre User Information Sheets, Numbers 6716, 6717, 6731, 6734, 6740. 

PROGRAMMING AND STATISTICS 448 
Availability: Evening classes 
Prerequisite: Programming and Statistic 447 
Level: Fourth year 
Value: 6 points (half unit) 
Duration: Half year 
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week. 
Content: A review of a number of parametric techniques of data analysis and the conditions under which their use is appropriate. Non-parametric techniques such as
Bachelor of Education

Analysis of variance, factor analyses and multiple regression and the procedures for using S.P.S.S. programme.

Assessment: Class exercises (3000 words) and written examination (3000 words).

Required Reading:

RESEARCH DESIGN 449

Availability: Evening classes
Prerequisite: General Studies 300 or equivalent studies

Level: Fourth year
Value: 6 points (half unit)

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week.

Content: Research design from psychological and sociological perspectives. Methods of observation and data collection, sampling, experimental design and survey techniques.

Assessment: Class exercises (3000 words) and written examination (3000 words).

Required Reading:

LANGUAGE, SOCIAL CLASS AND LITERACY 450

Availability: Evening classes
Prerequisite: General Studies 300 or equivalent study

Level: Fourth year
Value: 6 points (half unit)

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: Survey of the research linking social class to language and academic performance. An examination of the research on bilingualism and the educational problems associated, of children for whom English is a second language. The theories of Bernstein, Labov and others are examined. Links are made between these theories and Goodman’s psycholinguistic model of the reading process.

Assessment: Seminar paper — 1500 words. Essay 4500 words.

Required Reading:
# Table of Contents

**Graduate Diploma in Educational Studies**
- Structure of the Course .................................................. 225
- Regulations ................................................................. 226
- Course Components ....................................................... 229

**Graduate Diploma in Health Education**
- Structure of the Course .................................................. 239
- Regulations ................................................................. 239
- Course Components ....................................................... 242

**Graduate Diploma in Physical Education and Recreation for the Disabled**
- Structure of the Course .................................................. 244
- Regulations ................................................................. 245
- Course Components ....................................................... 248

**Graduate Diploma in Special Education**
- General Information .......................................................... 249
- Regulations ................................................................. 249
- Course Information ......................................................... 253
- Core Units ................................................................. 256
- Specialities ................................................................. 258

**Master of Education (Special Education)**
- General Information .......................................................... 268
- Further Information ........................................................ 268
**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES**

**GENERAL INFORMATION**

The Graduate Diploma in Educational Studies is designed for teachers who have teaching responsibilities in and beyond their own classrooms. These people can be designated co-ordinators. The term is used to include subject or area co-ordinators, or those who have appropriate experience and aspire to a co-ordinating role. The course is not intended for beginning teachers or for educational administrators as both categories are amply provided for by other courses.

The admission requirements are, therefore, relevant teaching experience, plus a four year Bachelor of Education or its equivalent (including an undergraduate degree of the U.G.1. type plus a Diploma in Education). In a small number of cases, special entry may be approved by the Board of Studies.

**STRUCTURE OF THE COURSE**

The course for the Graduate Diploma in Educational Studies comprises four units taken over the equivalent of one year of full time study.

The units of the present course are:
- Advanced Teaching Studies (Core unit) — 1 unit
- Major Study — 2 units
- Field Study — 1 unit

The structure of the Graduate Diploma in Educational Studies, and its relationship to prerequisite courses may be illustrated as follows:

Advanced Teaching Studies will be taken by all students and will build upon previous undergraduate studies in Education. Students will be shown how to conduct small-scale investigations in their schools.

The Major Studies units will build upon an appropriate major sequence in a pre-service course, but the emphasis will be upon relevance to the investigation of syllabus-planning and classroom practice in schools.

The Field Study will be an individual practical project arising from the other units. It will involve the student in carrying out, in the area of his Major Study, the sort of task appropriate to a co-ordinator in a school.
Post-Graduate Courses

In order to accommodate part-time students the course has been arranged in the following way:

<table>
<thead>
<tr>
<th>Half year 1</th>
<th>Advanced Teaching Studies</th>
<th>Major Study I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Advanced Teaching Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Half year 3</th>
<th>Major Study II</th>
<th>Field Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Major Study II</td>
<td></td>
</tr>
</tbody>
</table>

Full-time students would undertake two units in each half of the academic year, as follows:

<table>
<thead>
<tr>
<th>Half year 1</th>
<th>Advanced Teaching Studies</th>
<th>Major Study I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Advanced Teaching Studies</td>
<td></td>
</tr>
</tbody>
</table>

MAJOR STUDIES

The College intends to offer major studies in the following areas. Student demand will determine which of these will be offered.

- Art
- Computer Studies
- English Language and Literature
- Mathematics
- Music
- Origins of Contemporary Culture in Education
- Science
- Social Sciences

REGULATIONS

1. THE AWARD

The Graduate Diploma in Educational Studies is awarded by Burwood State College to students who successfully complete the course, equivalent to one year of full-time study, outlined in these regulations. This award will be granted at pass level only.

2. DEFINITIONS

2.1 Unit — an approved one academic year of study involving twelve hours of student demand time per week, including contact time. Part-units may be offered. Recognised units and part-units and their point values are as set out in the Index of Units published by the College.

2.2 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.3 Student Demand Time — a course planning concept denoting the total time per week that a typical student is expected to devote to the study of a unit or part-unit. It includes lectures, practical work, private study and related activities.

2.4 Contact Time — the actual weekly time-tabled lecture/tutorial/workshop/practical work sessions required for each unit or part-unit.

2.5 Course — a program of study necessary to qualify for an award.

2.6 Department — any of the teaching departments in which units or part-units are offered.
3. ADMISSION TO THE COURSE

3.1 A student may be admitted to the course if he:
   3.1.1 holds an approved four-year Bachelor of Education degree; or
   3.1.2 holds qualifications approved by the Board of Studies as equivalent to 3.1.1 (above); or
   3.1.3 has satisfied special requirements for admission as determined by the Board of Studies from time to time; and
   3.1.4 has approved professional experience and responsibility.

3.2 In addition, admission to the course may depend upon suitability as determined by interview.

4. DESCRIPTION OF THE COURSE

The course comprises four units taken over a minimum of one year of full-time study or two years of part-time study. The four units are:

- Advanced Teaching Studies — 1 unit
- Major Study — 2 units
- Field Study — 1 unit

The two Major Study units and the Field Study must be chosen from the same area of study.

5. MAXIMUM PERIOD OF CANDIDATURE

5.1 Normally the maximum period of candidature for the course shall be two years when taken full-time and five years when taken part-time.

5.2 The maximum period of candidature for a student who changes from full-time to part-time studies or vice versa shall be determined by the Course Committee.

5.3 The maximum period of candidature as stated in 5.1 shall not normally be extended by any period during which a student is permitted to intermit his course.

5.4 In special circumstances the Course Committee may grant an extension of time.

6. PROGRESS THROUGH THE COURSE

6.1 On entry a student must have his overall study program approved by the Course Committee which must also approve his enrolment in units and part-units at the beginning of each year. Approval must also be obtained for any subsequent variation in enrolment.

6.2 Full-time enrolment

Normally a student undertaking the course by full-time study will enrol in studies to the value of at least thirty-six points.

6.3 Part-time enrolment

Except with the permission of the Course Committee a student proceeding by part-time study may not enrol in studies to the value of less than twelve points in any one year except when he is required to undertake studies to the value of less than twelve points to complete the requirements of the course.

6.4 A student may not undertake any unit until he has satisfied any prerequisite as published in the Handbook of Courses.

6.5 When a student fails any unit or part-unit his progress through the course will be governed by the following:

6.5.1 Unless he shows cause why not, the Course Committee normally shall terminate the course of a student who fails to obtain fifty percent of the points allotted to recognized units and part-units for which he is assessed in any year.
6.5.2 Where a student fails to obtain sixty percent of the points allotted to recognized units and part-units for which he is assessed over two successive years, the Course Committee shall review his progress and may specify conditions under which he may proceed.

6.5.3 A student whose course has been terminated shall not be permitted to re-enrol except with the approval of the Board of Studies.

6.6 A student’s use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published. The Board of Studies may at any time on the recommendation of the Course Committee suspend the course of a student failing to comply with these conditions.

6.7 Each student enrolled in the course is subject to the Discipline Regulations of the College.

7. ATTENDANCE AND ASSESSMENT

7.1 A student shall comply with the attendance requirements of individual departments responsible for the units and part-units in which he is enrolled.

7.2 Notwithstanding anything in the above regulation (7.1) the Course Committee may, under special circumstances, exempt a student from attendance at any class or other activity prescribed as part of the course.

7.3 The Course Committee may preclude a student from further attendance or the right to further assessment in a unit or part-unit if the Head of the Department offering that unit or part-unit reports the student’s attendance to be unsatisfactory.

7.4 Satisfactory completion of each unit or part-unit and of the practicum requirements shall be determined by the Course Committee on the advice of the appropriate department.

7.5 Assessment in the units or half-units of the course shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

8. COMPLEMENTARY STUDIES

A student may, on the recommendation of the Head of the relevant department, and with the prior approval of the Course Committee, enrol in complementary studies at another tertiary institution. Where such studies are satisfactorily completed they may be credited towards the student’s course.

9. SPECIAL CONSIDERATION

A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration.

10. INTERMISSION

At any time during a course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Course Committee such intermissions shall apply only until the beginning of the next academic year.

11. RELEASE OF RESULTS

The Academic Registrar is responsible for the release of official statements of results.

12. RIGHT OF APPEAL

12.1 A student may appeal to the Board of Studies against any decision reached under these regulations.

12.2 A student desiring to exercise his right of appeal shall specify the following particulars in writing:
the type of appeal and the name of the officer or body which made
the decision against which it is desired to appeal;
the contents of the decision;
the grounds upon which it is desired to appeal;
evidence supporting the appeal.

12.3.1 A student who feels aggrieved at a decision of the Course Committee on an academic matter, shall request the Committee to review its decision. If dissatisfied with the result of the review which shall be given in writing the student may appeal within 14 days of the review to the Academic Registrar.

12.3.2 On receiving notice of an appeal the Academic Registrar shall inform the Chairman of the Board of Studies who shall consult with such Deans as are not members of the committee subject to the appeal, and the Academic Registrar, and set up an Appeals Committee to hear the appeal.

12.3.3 The Appeals Committee shall consist of at least three members, one of whom shall be a student. Members of the Appeals Committee shall be independent of the dispute. The Committee shall determine its own procedures save that each appellant and the Chairman and representatives of the Course Committee shall have the right to appear before the Appeals Committee and to make written and/or oral submissions to the Committee.

12.3.4 The Appeals Committee shall report and make recommendations to the Board of Studies. The decision of the Board of Studies shall be conveyed to the appellant by the Academic Registrar.

13. PREROGATIVE OF THE BOARD OF STUDIES

Notwithstanding anything to the contrary contained in these regulations the Board may dispense with or suspend any requirement of or prescription of these regulations.

COURSE COMPONENTS

ADVANCED TEACHING STUDIES 801

Availability: Evening classes
Prerequisites: An approved major study in Education
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: The student will conduct four simple investigations in his school in his major study area. Simple research knowledge and skills will be taught to enable the student to conduct the investigation. The areas to be investigated in the selected subject area are: school resources, pupil and teacher performance and curriculum development.
Assessment: There will be one report on each of the four investigations conducted in the school. The reports should be contained within the 1500-2000 word range.
Required Reading: Special reading materials will be written for this unit.

COMPUTER STUDIES I 831

Availability: Evening classes
Prerequisites: Approved major study in Mathematics or Education
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Post-Graduate Courses

Content: The emphasis will be upon the languages of significance to computer usage in education, e.g., BASIC, PASCAL.

A critical review of the literature of computer usage in education will be undertaken. The content and methods of computer education, the use of computers in the teaching of the various school subjects, and computer assisted and managed instruction will be studied. Commercially produced educational programs will be reviewed and, wherever possible, tested in a school situation. Visits to institutions involved in computer education will be arranged.

Assessment: Regular programming exercises, and a two hour final examination. A critical review or an annotated bibliography of computer usage in education.

Required Reading: To be advised.

**COMPUTER STUDIES II 832**

<table>
<thead>
<tr>
<th>Availability: Evening classes</th>
<th>Prerequisite: Computer Studies I 831</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value: 12 points (one unit)</td>
<td>Duration: Whole year</td>
</tr>
</tbody>
</table>

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: A study will be made of:

- Further programming techniques to enable teachers to develop their own materials and to alter existing educational programs to suit their needs.
- Computing equipment including peripheral devices, tapes, disks and graphic terminals. An emphasis will be placed upon micro-computers and their peripheral devices.
- Simulation programs and their use in education.
- An introduction to operating systems and compiler techniques.
- Selected numerical methods and errors; numbers and computer arithmetic.
- Social implications beyond the field of education.

Assessment: Regular programming/problem assignments. A three hour final examination.

Required Reading: To be advised.

**EMERGING THEMES IN CHILDREN'S LITERATURE 821**

<table>
<thead>
<tr>
<th>Availability: Evening classes</th>
<th>Prerequisite: An approved major in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value: 6 points (half unit)</td>
<td>Duration: Whole year</td>
</tr>
</tbody>
</table>

Commitment: Demand time 6 hrs per week — Contact time 1 1/2 hrs per week

Content: Students will consider the ways in which literature explores current social problems. An examination will be made of a number of books dealing particularly with these problems: the physically and mentally handicapped, stress in family relationships, and conflicting social values.

Assessment: Preparation of a book list (some 30 items) with critical annotations of the books, their themes, and their levels for use in the classroom.

Required Reading:

Problems of children who are physically or mentally handicapped


Stress and conflict arising from disturbed family relationships


Graduate Diploma in Educational Studies

The pressures of conflicting social values

**TRENDS IN MODERN CHILDREN'S LITERATURE 822**

**Availability:** Evening classes  
**Prerequisite:** Emerging Themes in Children's Literature 821

**Value:** 6 points (half unit)  
**Duration:** Whole year

**Commitment:** Demand time 6 hrs per week  
— Contact time 1 1/2 hrs per week

**Content:** The unit will examine the ways in which some writers of children's literature enlarge the imaginative experience of children by using such genres as historical fiction, science fantasy and present-day realism. In each group, emphasis will be placed on the books' literary values and the relationship of these to the developing discriminatory powers of the child.

**Assessment:** An annotated list of some 15 books in one of the three main areas, with a critical introduction [to show how authors and illustrators convey imaginative impressions to readers whose ages range across the varying levels of the primary school].

**Required Reading:**

**Science fantasy**

**Historical fiction**
Burton, heater. *In Spite of All Terror*. World, California, 1969.

**Present-day realistic fiction**

**THE SCHOOL LITERATURE PROGRAM 823**

**Availability:** Evening classes  
**Prerequisite:** An approved major study in English

**Value:** 6 points (half unit)  
**Duration:** Whole year

**Commitment:** Demand time 6 hrs per week  
— Contact time 1 1/2 hrs per week

**Content:** The study will examine sets of assumptions identified as underlying the teaching of literature in primary schools. Literary concepts suitable for children at different stages of their schooling will be considered, and the criteria for selection of materials appropriate to a school literature program will be formulated and applied to the designing of sample programs.

**Assessment:** A detailed list of ten teaching activities, appropriate to teaching a range of literary concepts and skills at various levels.

**Required Reading:** Students will be required to make use of Educational Indexes in order to locate appropriate journal articles.
Post-Graduate Courses


**LITERATURE IN THE CURRICULUM 824**

**Availability:** Evening classes  
**Value:** 8 points (half unit)  
**Prerequisites:** The School Literature Program 823  
**Commitment:** Demand time 6 hrs per week — Contact time 1½ hrs per week  
**Duration:** Whole year  
**Content:** A study will be made of the psychological processes involved in reading and of the kinds of satisfactions that result from reading literature. The relationship between the teaching of literature in its own right and the child's language development will be examined. Ways of establishing a school literature program and the relationship of this program to the individual grade program, as well as ways of assessing the effectiveness of the school program will be explored.  
**Assessment:** An essay (2500 words) and a seminar paper (1500 words).  
**Required Reading:** Students will be required to make use of Educational Indexes in order to locate appropriate journal articles.


**LEARNING THEORIES IN MATHEMATICS EDUCATION 841**

**Availability:** Evening classes  
**Value:** 12 points (one unit)  
**Prerequisites:** Approved major study in Mathematics  
**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week  
**Duration:** Whole year  
**Content:** A consideration of past and current theories which may be applied to the teaching of mathematics. Students will engage in the preparation of Curriculum units which employ strategies suggested by contemporary learning theorists.  
**Assessment:** Two minor assignments (1000 words each) in which the implications of particular learning theories for the teaching of mathematics are considered. A major assignment (4000 words) in which teaching material and procedures based on contemporary learning theories are implemented and evaluated.  
**Required Reading:** To be advised.

**CURRICULUM THEORY AND DEVELOPMENT IN ART/CRAFT 811**

**Availability:** Evening classes  
**Value:** 12 points (one unit)  
**Prerequisites:** An approved major study in Art  
**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week  
**Duration:** Whole year  
**Content:** This unit is designed to enable students to explore systematically and in depth a number of curriculum issues concerning art and craft education. In the light of the issues raised, students will be required to examine recent curriculum projects in art and craft education. A study of the following areas prepares the way for such an examination of these issues:

232
Curriculum change and curriculum planning
Studies of aspects of creativity
Selected studies from the history of Art/Craft education
Curriculum evaluation.

Assessment: A 3000 word assignment and one minor assignment (approximately 1500 words) based on above content.

Required Reading:

PERPECTIVES OF ART/CRAFT EDUCATION 812
Availability: Evening classes
Prerequisites: Curriculum Theory and Development in Art/Craft 811
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: This unit will consider such concepts as:
Social change, social mobility, disadvantage and role as they relate to Art/Craft in education.
The artist and society.
The community in relation to the arts.
Visual perception and Art/Craft education.
Studies of artistic processes, production and performance.
Studies of appreciation, evaluation and criticism.
Research into a specific area of art/craft which has developed out of discoveries in previous experiences of practical skills.

Assessment: A 3000 word essay and one minor assignment (approximately 1500 words) based on above content.

Required Reading:

CURRICULUM STUDIES IN MATHEMATICS EDUCATION 842
Availability: Evening classes
Prerequisite: Learning Theories in Mathematics Education 841
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: Consideration of the factors involved in devising appropriate mathematics curricula for the primary school. A selection of curriculum projects in primary school mathematics will be examined in the light of the psychological and pedagogical influences affecting their designs.

Assessment: Presentation of two classroom papers in selected areas, such as the critical discussion of objectives of a particular curriculum project.
A major assignment (4000 words) involving the development, trialling and evaluation of a conceptually based curriculum unit.

Required Reading: To be advised.

MUSIC EDUCATION I 851
Availability: Evening classes
Prerequisite: An approved major in Music
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week

Content: An examination of the influence of social settings, individual's psychological characteristics and cognitive grasp of musical styles on meaningfulness in music, and an examination of the place of composition, audition, performance, literature studies and skill acquisition in music education activities.

Assessment: A seminar discussion paper and a 4000 word essay.
Post-Graduate Courses

Required Reading:

MUSIC EDUCATION II 852
Availability: Evening classes
Prerequisite: Music Education 1851
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Examination of the nature, assumption and relevance of creativity and integration in music education, and of the media and popular music influence on society and the individual.
Assessment: A seminar discussion paper and a 4000 word essay.
Required Reading:

ORIGINS OF CONTEMPORARY CULTURE IN EDUCATION I 861
Availability: Evening classes
Prerequisite: An approved major study in Education or Social Sciences
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Classical Civilization: Life in the Greek and Roman world. The role of education in the classical view of man. The contribution of the Greeks and Romans to the development of modern western civilization. Our indebtedness in many areas affecting the school curriculum.
Late Roman and Early Mediaeval Education and Culture: Survival of classical education and culture during the decline of the Roman Empire and the "Dark Ages". Influence of teachers and writers of this period on modern educational theory and practice.
Assessment: One class paper of approximately 1500 words, and one major essay of 3000 words involving investigation of the later influence of one aspect of classical or early mediaeval education.
Required Reading:

ORIGINS OF CONTEMPORARY CULTURE IN EDUCATION II 862
Availability: Evening classes
Prerequisite: Origins of Contemporary Culture in Education I 861
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Classical Writers and Today: Readings in translation from other important writers, e.g. of epic poetry, tragedies and comedies, history, letters and speeches. Their subsequent influence down to the present.
Assessment: One class paper of approximately 1500 words, and one major essay of 3000 words involving investigation of the later influence of a particular writer.
Required Reading:
MAJOR STUDY I - SCIENCE 871
Availability: Evening classes
Prerequisite: An approved major study in Science
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A study of concepts, skills and techniques important in an appropriate scientific area, e.g. environmental science, plant or animal science, human biology. Educational applications in this area and questions for investigation. Students will be required to carry out a minor scientific study and to develop a related curriculum unit.
Assessment: Brief but well-prepared class presentations of planning and progress (together with written comments), a curriculum unit and a study report. The total written requirement is approximately 5000 words.

MAJOR STUDY II - SCIENCE 872
Availability: Evening classes
Prerequisite: Major Study I — Science 871
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: A study of the problems and issues of science education and the classroom environment together with a review of relevant literature. Appropriate investigative techniques for the classroom teacher will be considered and tried on a small scale. Techniques for presenting in-service programs will be discussed and students will be required to develop and present a proposal for an in-service program based on some of the considerations above.
Assessment: Brief class presentations based on the required practical work (investigative techniques, etc.). A report of the aspects considered during the unit and an in-service proposal. The total written assessment is approximately 5000 words.

ISSUES IN SOCIAL STUDIES 881
Availability: Evening classes
Prerequisite: An approved major in Social Sciences
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: By exploring and seeking practical answers to impediments to children's development arising from heavy television viewing, lack of adequate parental guidance and adult models, culture clashes, and various forms of deprivation, this unit will illustrate how a Social Studies program may complement and supplement the role of parents.
Assessment: Two discussion papers of 1500 words each and one major paper of about 3000 words.
Required Reading: Will be detailed during lectures.

SOCIAL STUDIES CURRICULA 882
Availability: Evening classes
Prerequisite: Issues in Social Studies 881
Value: 12 points (one unit)
Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: The principal emphasis of the unit will be on the development of skills essential for a co-ordinator of Social Studies. Students will evaluate current Social Studies programs in the light of specific needs, explore ways and means of developing suitable school curricula, negotiating school wide commitment, parental and community involvement, and devising intra-school programs to monitor and review programs.
Assessment: One curriculum program evaluation of approximately 1200 words, one content outline of 1200 words and two reports of 1500 words.
Required Reading: Will be detailed during lectures.
FIELD STUDY

Availability: Evening classes

Prerequisite: Advanced Teaching Studies and a Major Study for the GOES

Value: 12 points (one unit)

Duration: Whole year

Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week (maximum)

Content: The student will pursue an investigation in an area of interest, building on his Major Study. He will further develop investigational skills learned in Advanced Teaching Studies, and will be guided in an appropriate procedure for applying these skills.

The following sequence may be varied according to the needs of the chosen area of study:

Stage 1  Write proposal
Stage 2  Plan and implement a program
Stage 3  Select and/or design data gathering instruments
Stage 4  Collect data
Stage 5  Analyse data
Stage 6  Interpret findings
Stage 7  Write report

Assessment: Satisfactory completion of a proforma provided for each stage. A final typewritten submission of a minimum of 12 and a maximum of 20 A4 pages of 1½ spacing. Appendices of various kinds may be submitted in addition to the report.

FIELD STUDY IN ART EDUCATION 819

Content: This unit will take the form of an empirical study arising from the options listed below or from a component within the major studies units. Field studies may be chosen from:

- School based observations: case studies of recorded or promoted art and craft programs.
- The study of artistic, craft or technological processes and their application to the primary school teaching milieu.
- The study of art and craft history and appreciation, and its application to the primary school teaching milieu.

FIELD STUDY IN COMPUTER EDUCATION 839

Content: This unit may involve a survey of approaches to educational computer usage. This may include teaching with a computer or teaching about computers. Examples are:

- the methods of computer usage in specific subject areas
- the methods by which teachers prepare materials for computer implementation
- the content of courses in which students are taught about computers — for example, applications and implications.

FIELD STUDY IN ENGLISH LANGUAGE AND LITERATURE; CHILDREN'S RESPONSES TO THEIR LITERATURE 829

Content: The student may investigate any of a variety of ways in which children respond to literature. Areas for investigation will include:

- Ways in which children perceive and respond to social themes that are treated in fiction.
- Children's perceptions of and responses to didacticism.
- Children's abilities to understand literary concepts such as plot, characterization and theme.
The stages at which children can distinguish between fantasy, fiction and reality.

The effects of particular books and methods of presentation on the subsequent reading patterns of children.

The nature of the child's affective response to fiction and poetry.

In some investigations, comparisons may be made between children's perceptions and those of adults.

FIELD STUDY IN MATHEMATICS EDUCATION 849

Content: This unit may involve a survey of approaches to the teaching of particular areas of mathematics in Victorian primary schools. Examples of such areas are:

- the teaching of basic mathematical processes
- the teaching of fractions and decimals
- the teaching of geometry and spatial concepts.

The student will be expected to evaluate the procedures adopted, in particular considering their relation to identified theories of mathematics education. The field study will culminate in recommendations of appropriate teaching procedures in the area investigated.

FIELD STUDY IN MUSIC EDUCATION 859

Content: This unit could include such approved investigations as:

- Teach and evaluate a composition, audition or performance program in a continuous situation. The critical appraisal will pay particular attention to the problems in content, technique, relevance and effectiveness that have been highlighted in the propositions and practices examined in Music Education I and II.
- Proposal for and appraisal of an in-school in-service program of music education for generalist teachers in primary schools.
- Study of the attitudes of fifth grade and eighth grade students to music education in a school district.
- Design and use of individualized instruction program for an aspect of music education.

The specific field study taken will depend on the student's background, interests and opportunity to carry out the particular study. This will be determined in consultation with staff and may be selected from the options above or other approved proposals.

FIELD STUDY IN ORIGINS OF CONTEMPORARY CULTURE IN EDUCATION 869

Content: The student will undertake an investigation related to the influence of earlier writers and teachers on contemporary education in his own school. Possible areas for investigation could include methods of teaching English language (e.g. the influence of Greek and Latin derivations and etymology), literature read in the school, influence of Greek myths and legends on the curriculum, and content of other subjects, e.g. mathematics and science. Another area for investigation could be values taught in contemporary schools: an examination of how these reflect the values of our society and whether they bear any relationship to classical values.

FIELD STUDY IN EVALUATION OF THE SCIENCE CURRICULUM AND MATERIALS IN THE SCHOOL, WITH PROPOSALS FOR DEVELOPMENT 879

Content: The student will investigate aspects of the following problems (singly or in combination):

- To evaluate the school curriculum in terms of balance of areas of study, e.g. matter, energy, life, over the grade levels.
- To devise and evaluate suitable topics in conjunction with appropriate materials to rectify any imbalances discovered or to expand existing areas.
Post-Graduate Courses

To survey and evaluate the materials and equipment available in the school and to submit a plan for the upgrading of those resources. To survey teachers' use of available materials and the organization of these materials within the school; to make suggestions for improvement.

FIELD STUDY IN SOCIAL STUDIES EDUCATION 889
Content: Areas of investigation may include aspects of children's construction of social reality and their ability to distinguish between factual and fictional representations; children's values; children's levels of social interaction outside the school, and specific problems caused by cultural differences.
GRADUATE DIPLOMA IN HEALTH EDUCATION

PREAMBLE
The course is designed for health educators in the school and in the community who wish to further their knowledge in the field of Health Education.

The aim of the course is to prepare health educators who can act as curriculum planners and co-ordinators in schools or colleges, or as health education program planners in the community at large.

The course is designed to be taken as one year full-time study or a minimum of two years part-time study.

ADMISSION REQUIREMENTS
Normal entry requirement is an approved degree or equivalent qualification but special entry may be available for applicants who hold a recognized diploma or other acceptable tertiary qualification.

STRUCTURE OF THE COURSE
The course for the Graduate Diploma in Health Education comprises four units taken over the equivalent of one full-time year of study.

The units of the course are as follows:

- Health and Society
- Health Education — Curriculum and Programme Development and Education Strategies
- Health Education — Interpersonal Relations and Group Processes
- Health Education Project

While there is no fixed sequence in which units must be taken, in general, the above listing indicates the present intention that studies in Health and Society and Curriculum and Programme Development and Education Strategies should form the basis of the first half-year of the work.

REGULATIONS

1. THE AWARD
The Graduate Diploma in Health Education is awarded by Burwood State College to students who successfully complete the equivalent of a one-year full-time course as outlined in these regulations. The Graduate Diploma in Health Education is awarded at pass level only.

2. DEFINITIONS
2.1 Unit — an approved one academic year of study involving twelve hours of student time per week, including contact hours. Part-units may be offered. Recognised units and part-units and their point values are as set out in the Index of Units published by the College.

2.2 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.3 Student Demand Time — a course planning concept denoting the total time per week that a typical student is expected to devote to the study of a unit or part-unit. It includes lectures, practical work, private study and related activities.

2.4 Contact Time — the actual weekly time-tabled lecture/tutorial/workshop/practical work sessions required for each unit or part-unit.

2.5 Course — a program of study necessary to qualify for an award.
2.6 Department — any of the teaching departments in which units or part-units are offered.

Unless otherwise stated 'approval' or 'approved' in relation to courses refers to approval of the Board of Studies.

3. ADMISSION TO THE COURSE

3.1 A student may be admitted to the course if he:

3.1.1 Holds an approved degree; or

3.1.2 has satisfied special requirements for admission as determined by the Board of Studies from time to time.

4. DESCRIPTION OF THE COURSE

The course comprises four units taken over one year full-time or a minimum of two years part-time.

5. MAXIMUM PERIOD OF CANDIDATURE

5.1 The maximum period of candidature for the course shall be three times the minimum period set down in Regulation 1.1, provided that in special circumstances the Course Committee may grant an extension of that period.

5.2 The maximum period of candidature as stated in 5.1 shall not normally be extended by any period during which a student is permitted to intermit his course.

5.3 In special circumstances the Course Committee may grant an extension of time.

6. PROGRESS THROUGH THE COURSE

6.1 On entry a student must have his overall study program approved by the Course Committee which must also approve his enrolment in units and part-units at the beginning of each year. Approval must also be obtained for any subsequent variation in enrolment.

6.2 In the case of students who do not complete successfully any unit or part unit of the course the lecturer concerned may, with the approval of the committee, conduct such special examinations as he deems fit.

6.3 The candidate must complete satisfactorily such assignments, exercises, written papers, projects or other requirements specified by the course committee.

6.4 The Course Committee may at any time terminate the course of a student failing to make progress deemed satisfactory.

6.5 A student whose course has been termination shall not be permitted to re-enrol except with the permission of the Board of Studies.

6.6 A student's use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published. The Board of Studies may at any time on the recommendations of the Course Committee suspend the course of a student failing to comply with these conditions.

6.7 Each student enrolled in the course is subject to the Discipline Regulations of the College.

7. ATTENDANCE AND ASSESSMENT

7.1 A student shall comply with the attendance requirements of individual departments responsible for the units and part-units in which he is enrolled.
7.2 Notwithstanding anything in the above regulation (8.1) the Course Committee may, under special circumstances, exempt a student from attendance at any class or other activity prescribed as part of the course.

7.3 The Course Committee may preclude a student from further attendance or the right to further assessment in a unit or part-unit if the Head of the Department offering that unit or part-unit reports the student's attendance to be unsatisfactory.

7.4 Satisfactory completion of each unit or part-unit and of the practicum requirements shall be determined by the Course Committee on the advice of the appropriate department.

7.5 Assessment in the units or part-units of the course shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

8. SPECIAL CONSIDERATION
A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration.

9. INTERMISSION
At any time during the course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Course Committee such intermission shall apply only until the beginning of the next academic year.

10. RELEASE OF RESULTS
The Academic Registrar shall be responsible for the release of official statements of results.

11. RIGHT OF APPEAL
11.1 A student may appeal to the Board of Studies against any decision reached under these regulations.

11.2 A student desiring to exercise his right of appeal shall specify the following particulars in writing:
(a) the type of appeal and the name of the officer or body which made the decision against which it is desired to appeal;
(b) the contents of the decision;
(c) the grounds upon which it is desired to appeal;
(d) evidence supporting the appeal.

11.3 Appeals Against Course Committee Decisions
11.3.1 A student who feels aggrieved at a decision of the Course Committee on an academic matter, shall request the Committee in writing to review its decision. If dissatisfied with the result of the review which shall be given in writing the student may appeal within 14 days of the review to the Academic Registrar.

11.3.2 On receiving notice of an appeal the Academic Registrar shall inform the Chairman of the Board of Studies who shall consult with such Deans as are not members of the committee subject to the appeal, and the Academic Registrar, and set up an Appeals Committee to hear the appeal.

11.3.3 The Appeals Committee shall consist of at least three members, one of whom shall be a student. Members of the Appeals Committee shall be independent of the dispute. The Committee shall deter-
mine its own procedures save that each appellant and the Chairman and representatives of the Course Committee shall have the right to appear before the Appeals Committee and to make written and/or oral submissions to the Committee.

11.3.4 The Appeals Committee shall report and make recommendations to the Board of Studies. The decision of the Board of Studies shall be conveyed to the appellant by the Academic Registrar.

12. PREROGATIVE OF THE BOARD OF STUDIES

Notwithstanding anything to the contrary contained in these regulations the Board of Studies may dispense with or suspend any requirement or prescription of these regulations.

COURSE UNITS

HEALTH AND SOCIETY 851
Availability: Evening classes
Prerequisite: Nil
Value: 12 points (one unit) Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Social and individual responsibility in health care. Health attitudes and values in contemporary society.
Assessment: Two seminar papers of 1000 words. One assignment of 2500 words.
Required Reading:
Devenon, A., Australians at Risk, Cassell, N.S.W., 1978.

HEALTH EDUCATION CURRICULUM AND PROGRAM DEVELOPMENT AND EDUCATIONAL STRATEGIES 854
Availability: Evening classes
Prerequisite: Nil
Value: 12 points (one unit) Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: An introduction and study of basic principles in curriculum design. Special strategies associated with the promotion of Health Education.
Assessment: Health resources report (1000 words) Curriculum design report (4000 words)
Workshop participation.
Required Reading:

HEALTH EDUCATION — INTERPERSONAL RELATIONS AND GROUP PROCESSES 857
Availability: Evening classes
Prerequisite: Nil
Value: 12 points (one unit) Duration: Whole year
Commitment: Demand time 12 hrs per week — Contact time 3 hrs per week
Content: Students will investigate aspects of social psychology and its relevance to Health Education.
Assessment: Major assignment 2000 word essay. Ten weekly reports on workshop activities. Optional final examination.
Required Reading:

**HEALTH EDUCATION PROJECT 858**

**Availability:** Evening classes
**Prerequisite:** Nil
**Value:** 12 points (one unit)
**Duration:** Whole year

**Commitment:** Demand time 12 hrs per week — Contact time 3 hrs per week
**Content:** Seminar/workshop/discussions to survey available health literature and current health education programs.

Develop an area of interest into a health project.

**Assessment:** Oral presentation of proposed project, literature review outline (2000 words), final written presentation of paper.

**Required Reading:**
GRADUATE DIPLOMA IN PHYSICAL EDUCATION AND RECREATION FOR THE DISABLED

OBJECTIVE

The objective of the course is to provide already qualified and experienced physical education and recreation personnel with specialist understanding of the needs of disabled individuals and their physical education and recreation needs. Entry requirements assume that all students already have a theoretical and practical background in modern physical education and/or recreation techniques. The course will therefore be devoted to increasing their depth of knowledge in these new specialist areas.

To this end, one eighth of the work in the course will be devoted to an examination of the characteristics of disabled individuals in the areas of visual impairment, hearing impairment, physical handicap, intellectual handicap, learning disability and social disadvantage.

DURATION OF THE COURSE

One-year full-time, or its part-time equivalent. It is anticipated that only part-time students will be admitted in the first few years of the course.

ADMISSION REQUIREMENTS

To gain entry to the course, students must be in one of the following categories:
(a) holders of a UG1 or UG2 degree or diploma with major studies in physical education and/or recreation.
(b) holders of the equivalent to (a)
(c) "special entry" students who do not meet the requirements of (a) or (b) but who have other attainments and qualities appropriate to the course.

In addition: students must have a minimum of one year of appropriate post-training field experience.

STRUCTURE OF THE COURSE FOR A PART-TIME STUDENT

<table>
<thead>
<tr>
<th>FIRST HALF-YEAR</th>
<th>Overview of Disability (Half-unit)</th>
<th>Field Work (Half-unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND HALF-YEAR</td>
<td>Overview of Physical Education for the Disabled (Half-unit)</td>
<td>Overview of Recreation for the Disabled (Half-unit)</td>
</tr>
<tr>
<td>THIRD HALF-YEAR</td>
<td>Disability Specializations (2 quarter-units)</td>
<td>Physical Education Specialization A (quarter-unit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recreation Specialization A (quarter-unit)</td>
</tr>
<tr>
<td>FOURTH HALF-YEAR</td>
<td>Physical Education Specialization B (quarter-unit)</td>
<td>Physical Education Specialization Practicum (quarter-unit)</td>
</tr>
<tr>
<td>HALF-YEAR</td>
<td>Recreation Specialization B (quarter-unit)</td>
<td>Recreation Specialization Practicum (quarter-unit)</td>
</tr>
</tbody>
</table>
Graduate Diploma in Physical Education and Recreation for the Disabled

REGULATIONS

1. THE AWARD

1.1 The Graduate Diploma in Physical Education and Recreation for the Disabled is awarded by Burwood State College to students who successfully complete the equivalent of a one-year full-time course as outlined in these regulations. The Graduate Diploma in Physical Education and Recreation for the Disabled is awarded at pass level only.

2. DEFINITIONS

2.1 Unit — an approved one academic year of study involving twelve hours of student demand time per week, including contact time. Part-units may be offered. Recognised units and part-units and their point values are as set out in the Index of Units published by the College.

2.2 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.3 Student Demand Time — a course planning concept denoting the total time per week that a typical student is expected to devote to the study of a unit or part-unit. It includes lectures, practical work, private study and related activities.

2.4 Contact Time — the actual weekly time-tabled lecture/tutorial/workshop/practical work sessions required for each unit or part-unit.

2.5 Course — a program of study necessary to qualify for an award.

2.6 Department — any of the teaching departments in which units or part-units are offered.

2.7 Area of Interest — groups of units or part-units offered by the College from within which the student will undertake studies.

3. ADMISSION TO THE COURSE

3.1 A student may be admitted to the course if he:

3.1.1 holds an approved degree or three year diploma in physical education and/or recreation or an approved equivalent; or

3.1.2 has satisfied special requirements for admission as determined by the Board of Studies from time to time.

4. DESCRIPTION OF THE COURSE

4.1 The course comprises four units taken over one year full-time or a minimum of two years part-time.

4.2 Each student on seeking admission to the course shall nominate to the co-ordinator his area of interest.

4.3 Details of areas of interest offered by the College are published in the Handbook of Courses. Students are advised that in certain areas quotas may from time to time be imposed.

4.4 The Board of Studies reserves the right to withdraw the offering of any area of interest if enrolment in that area falls below a minimum level or if staffing difficulties arise.

4.5 The studies undertaken in the student's chosen areas shall constitute not less than two units.

5. MAXIMUM PERIOD OF CANDIDATURE

5.1 The maximum period of candidature for the course shall be three times
Post-Graduate Courses

the minimum period set down in Regulation 1.1, provided that in special circumstances the Course Committee may grant an extension of that period.

5.2 The maximum period of candidature as stated in 5.1 shall not normally be extended by any period during which a student is permitted to intermit his course.

5.3 In special circumstances the Course Committee may grant an extension of time.

6. PROGRESS THROUGH THE COURSE

6.1 On entry a student must have his overall study program approved by the Course Committee which must also approve his enrolment in units and part-units at the beginning of each year. Approval must also be obtained for any subsequent variation in enrolment.

6.2 In the case of students who do not complete successfully any unit or part-unit of the course the lecturer concerned may, with the approval of the committee conduct such special examination as he deems fit.

6.3 The candidate must complete satisfactorily such assignments, exercises, written papers, projects or other requirements specified by the course committee.

6.4 The Course Committee may at any time terminate the course of a student failing to make progress deemed satisfactory.

6.5 A student whose course has been terminated shall not be permitted to re-enrol except with the permission of the Board of Studies.

6.6 A student’s use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published. The Board of Studies may at any time on the recommendation of the Course Committee suspend the course of a student failing to comply with these conditions.

6.7 Each student enrolled in the course is subject to the Discipline Regulations of the College.

7. ATTENDANCE AND ASSESSMENT

7.1 A student shall comply with the attendance requirements of individual departments responsible for the units and part-units in which he is enrolled.

7.2 Notwithstanding anything in the above regulation (7.1) the Course Committee may, under special circumstances, exempt a student from attendance at any class or other activity prescribed as part of the course.

7.3 The Course Committee may preclude a student from further attendance or the right to further assessment in a unit or part-unit if the Head of Department offering that unit or part-unit reports the student’s attendance to be unsatisfactory.

7.4 Satisfactory completion of each unit or part-unit and of the practicum requirements shall be determined by the Course Committee on the advice of the appropriate department.

7.5 Assessment in the units or part-units of the course shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

8. SPECIAL CONSIDERATION

A student whose work during the academic year or whose performance in
examinations is affected by illness or other serious cause may apply to the
Academic Registrar for special consideration.

9. INTERMISSION
At any time during the course a student may apply to the Academic Registrar to
intermit his studies. Except with the permission of the Course Committee such
intermission shall apply only until the beginning of the next academic year.

10. RELEASE OF RESULTS
The Academic Registrar shall be responsible for the release of official state­
ments of results.

11. RIGHT OF APPEAL
11.1 A student may appeal to the Board of Studies against any decision
reached under these regulations.
11.2 A student desiring to exercise his right of appeal shall specify the follow­
ing particulars in writing:
(a) the type of appeal and the name of the officer or body which made
the decision against which it is desired to appeal;
(b) the contents of the decision;
(c) the grounds upon which it is desired to appeal;
(d) evidence supporting the appeal.

11.3 Appeals Against Course Committee Decisions
11.3.1 A student who feels aggrieved at a decision of the Course Commit­
tee on an academic matter, shall request the Committee in writing

to review its decision. If dissatisfied with the result of the review
which shall be given in writing the student may appeal within 14
days of the review to the Academic Registrar.

11.3.2 On receiving notice of an appeal the Academic Registrar shall
inform the Chairman of the Board of Studies who shall consult with
such Deans as are not members of the committee subject to the
appeal, and the Academic Registrar, and set up an Appeals Com­
mittee to hear the appeal.

11.3.3 The Appeals Committee shall consist of at least three members,
one of whom shall be a student. Members of the Appeals Commit­
tee shall be independent of the dispute. The Committee shall deter­
mine its own procedures save that each appellant and the Chair­
man and representatives of the Course Committee shall have the
right to appear before the Appeals Committee and to make written
and/or oral submissions to the Committee.

11.3.4 The Appeals Committee shall report and make recommendations to
the Board of Studies. The decision of the Board of Studies shall be
conveyed to the appellant by the Academic Registrar.

12. PREROGATIVE OF THE BOARD OF STUDIES
Notwithstanding anything to the contrary contained in these regulations the
Board of Studies may dispense with or suspend any requirement or prescription
of these regulations.

COURSE UNITS
In this course four units are taken over the equivalent of one year of full-time study.
Initially studies will be offered only in the evening although some opportunities exist
for day-time studies in some areas.
The six broad categories of disability which are studies in this course are as follows:

- learning disability
- hearing impairment
- visual impairment
- social disadvantage
- intellectual handicap
- physical disability.

The units studied are:

**Overview of disability** (half unit)
An introductory study of technical background, problems issues and programs in all the areas of disability.

**Field Work** (half-unit)
Visits to institutions, discussions with staff and some work experience in order to familiarize students with the existing programs.

**Overview of Physical Education for the Disabled** (half-unit)
An introductory course to prepare teachers in the area of adopted Physical Education.

**Overview of Recreation for the Disabled** (half-unit)
An introductory course which seeks to lay the philosophical and practical foundations necessary for the planning and implementation of Recreation Programs.

**Disability Specialization** (half-unit)
An in depth study of two of the areas of disability, causes, problems and teaching strategies.

**Physical Education Specializations A and B** (half-unit)
Courses planned to develop understanding and skills necessary for the teaching of an adopted Physical Education program in two areas of disability.

**Practicum — Physical Education and Recreation** (half-unit)
A period under staff and co-operating professional supervision when students are expected to interact with disabled groups and individuals and plan and conduct appropriate programs in Physical Education and Recreation.

Students must choose the same two areas of disability for the following components:

- Disability Specialization
- Physical Education Specialization
- Recreation Specialization
- Practicum in Physical Education and Recreation

**General enquiries concerning method of application should be directed to:**
Ms V. Cook, Admissions Officer
Telephone: 285 0264

**Specific enquiries regarding course content should be directed to:**
Bill McLaughlin
Telephone: 285 0230
GRADUATE DIPLOMA IN SPECIAL EDUCATION

This is a one-year full-time or part-time equivalent course, designed to give initial professional training for qualified teachers who wish to enter a particular field of special education. The Institute has a special responsibility to "low incidence" handicaps and interprets this responsibility to encompass visual and auditory impairments, moderate and severe mental retardation, severe physical handicaps and learning disability.

The Graduate Diploma in Special Education offers five areas of special study, and students will select one area.

The five areas are:
- Education of the Hearing Impaired
- Education of the Visually Impaired
- Education of the Learning Disabled
- Education of the Physically and Orthopaedically Handicapped
- Education of the Mentally Retarded

REGULATIONS FOR THE GRADUATE DIPLOMA IN SPECIAL EDUCATION COURSE

1. THE AWARD

1.1 The Graduate Diploma in Special Education is awarded by Burwood State College to those who successfully complete the one-year course as outlined in these regulations. The Graduation Diploma in Special Education is awarded at pass level only.

2. DEFINITIONS

2.1 Unit — an approved one academic year of study involving twelve hours of student demand time per week, including contact time. Part-units may be offered. Recognised units and part-units and their point values are as set out in the Index of Units published by the College.

2.2 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.3 Student Demand Time — a course planning concept denoting the total time per week that a typical student is expected to devote to the study of a unit or part-unit. It includes lectures, practical work, private study and related activities.

2.4 Contact Time — the actual weekly time-tabled lecture/tutorial/workshop/practical work sessions required for each unit or part-unit.

2.5 Course — a program of study necessary to qualify for an award.

2.6 Department — any of the teaching departments in which units or parts of units are offered.

3. ADMISSION TO THE COURSE

3.1 A student may be admitted to the course if he:

3.1.1 has qualified for the award of the Diploma of Teaching (Primary) from a tertiary institution approved by the Board of Studies; or

3.1.2 holds an approved equivalent or higher teaching qualification; or

3.1.3 has satisfied special requirements for admission as determined by the Board of Studies from time to time.
In addition, admission to the course may depend upon suitability for work in special education.

Special Entry provisions

Places may be reserved for mature age and overseas applicants whose qualifications are regarded as equivalent to the Diploma of Teaching. Of these places, some may be allocated to overseas applicants with considerable teaching experience who hold only a two-year teaching qualification.

4. DESCRIPTION OF THE COURSE

The course comprises four units and an approved practicum normally taken over one year of full-time study or two years of part-time study.

The four units comprise an equal division between core studies (2 units) and speciality studies (2 units).

5. MAXIMUM PERIOD OF CANDIDATURE

The maximum period of candidature for the course shall be two years for students undertaking the course by full-time study and four years for students undertaking the course by part-time study.

The maximum period of candidature for a student who changes from full-time to part-time studies or vice versa shall be determined by the Course Committee.

The maximum period of a candidature as stated in 5.1 shall not normally be extended by any period during which a student is permitted to intermit the course.

In special circumstances the Course Committee may grant an extension of time.

6. PROGRESS THROUGH THE COURSE

On entry a student must have his overall study program approved by the Course Committee which must also approve his enrolment in units and part-units at the beginning of each year. Approval must also be obtained for any subsequent variation in enrolment.

If permitted to proceed by part-time studies, a student must enrol in studies to the value of at least one unit in any one year, except when the student is required to complete studies to the value of less than one unit to satisfy the requirements of the courses.

A student may not undertake any unit or part-unit until he has satisfied any prerequisite as published in the Handbook of Courses.

Where appropriate, the Course Committee may vary the core studies requirement and/or restrict the availability of speciality studies to ensure that a student does not include in the work for the Graduate Diploma units or part-units the content of which substantially overlap the contents of studies completed to enrolment in the course.

A student's progress through the course will be governed by the following regulations:

Unless he shows cause why not, the Course Committee normally shall terminate the course of a student who fails to obtain fifty per cent of the points allotted to recognised units and part-units for which he is assessed in any year.

Where a student fails to obtain sixty per cent of the points allotted to recognised units and part-units for which he is assessed over
two successive years, the Course Committee shall review his progress and may specify conditions under which he may proceed.

6.6 Progress in practicum is subject to the above regulations with the provision that the Course Committee may at any time terminate the course of a student whose performance in practicum is deemed unsatisfactory.

6.7 A student whose course has been terminated shall not be permitted to re-enrol except with the permission of the Board of Studies.

6.8 A student’s use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published. The Board of Studies may at any time on the recommendation of the Course Committee suspend the course of a student failing to comply with these conditions.

6.9 Each student enrolled in the course is subject to the Discipline Regulations of the College.

7. ATTENDANCE AND ASSESSMENT

7.1 A student shall comply with the attendance requirements of individual departments responsible for the units and part-units in which he is enrolled.

7.2 Notwithstanding anything in the above regulation (7.1) the Course Committee may, under special circumstances, exempt a student from attendance at any class or other activity prescribed as part of the course.

7.3 The Course Committee may preclude a student from further attendance or the right to further assessment in a unit or part-unit if the Head of the Department offering that unit or part-unit reports the student’s attendance to be unsatisfactory.

7.4 Satisfactory completion of each unit or part-unit and of the practicum requirements shall be determined by the Course Committee on the advice of the appropriate department.

7.5 Assessment in the units or part-units of the course shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

8. COMPLEMENTARY STUDIES AT OTHER INSTITUTIONS

A student may, on the recommendation of the Head of the relevant department, and with the prior approval of the Course Committee, enrol in complementary studies at another tertiary institution. Where such studies are satisfactorily completed they may be credited toward the student’s course.

9. SPECIAL CONSIDERATION

A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration.

10. INTERMISSION

At any time during the course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Course Committee such intermission shall apply only until the beginning of the next academic year.

11. RELEASE OF RESULTS

The Academic Registrar shall be responsible for the release of official statements of results.
12. **RIGHT OF APPEAL**

12.1 A student may appeal to the Board of Studies against any decision reached under these regulations.

12.2 A student desiring to exercise his right of appeal shall specify the following particulars in writing:

(a) the type of appeal and the name of the officer or body which made the decision against which it is desired to appeal;

(b) the contents of the decision;

(c) the grounds upon which it is desired to appeal;

(d) evidence supporting the appeal.

12.3 **Appeals Against Course Committee Decisions**

12.3.1 A student who feels aggrieved at a decision of the Course Committee on an academic matter, shall request the Committee in writing to review its decision. If dissatisfied with the result of the review which shall be given in writing the student may appeal within 14 days of the review to the Academic Registrar.

12.3.2 On receiving notice of an appeal the Academic Registrar shall inform the Chairman of the Board of Studies who shall consult with such Deans as are not members of the committee subject to the appeal, and the Academic Registrar, and set up an Appeals Committee to hear the appeal.

12.3.3 The Appeals Committee shall consist of at least three members, one of whom shall be a student. Members of the Appeals Committee shall be independent of the dispute. The Committee shall determine its own procedures save that each appellant and the Chairman and representatives of the Course Committee shall have the right to appear before the Appeals Committee and to make written and/or oral submissions to the Committee.

12.3.4 The Appeals Committee shall report and make recommendations to the Board of Studies. The decision of the Board of Studies shall be conveyed to the appellant by the Academic Registrar.

13. **PREROGATIVE OF THE BOARD OF STUDIES**

Notwithstanding anything to the contrary contained in these regulations the Board of Studies may dispense with or suspend any requirement or prescription of these regulations.
THE AIMS AND OBJECTIVES OF THE COURSE

The detailed structure and conduct of the course is designed to achieve the following:

1. **AIMS**
   - To develop a set of skills to facilitate the personal and interpersonal development of exceptional children.
   - To expose teachers to a set of procedures basic to the development of knowledge and skills in exceptional children.
   - To give teachers an understanding of the personal, social, vocational and educational needs of exceptional children.
   - To inform teachers about the evolving philosophies of special education and the current organization and administration of special education services.

2. **OBJECTIVES**
   - To provide initial professional training for qualified teachers who wish to enter a particular field of special education.

COURSE INFORMATION

**DEFINITION OF TERMS**

1. “Admission” is defined as the student’s acceptance of a place which has been offered to him.
2. “Enrolment” is defined as the acceptance by the Institute of a student’s application to study particular subjects. It may be thought of as a contract between the student and the Institute. The enrolment for a course is completed when the student has enrolled for all the subjects necessary to comply with the regulations pertaining to that course.
3. “Course Approval” is defined as the approval (by an appropriately authorized Course Approval Officer) of the total course for which the student has enrolled. Such approval is official acknowledgement that the selection and distribution of specialist subjects conforms to the regulations pertaining to that course.
4. “Registration” occurs after enrolment and course approval, and whereas enrolment is essentially a contractual arrangement between student and the Institute, registration is a contractual arrangement between the student and the college. It is defined as the acceptance by the Academic Registrar of a student’s application to study an approved course.

**ENROLMENT AND REGISTRATION**

1. At the time of reporting to the College students will receive further information.
   a. at central briefing, concerning course structure and enrolment procedures, and
   b. from the Institute concerning the nature of subjects offered.
2. Students will present completed cards to a Course Approval Officer who will sign both and return one to the student as evidence of registration.

**LENGTH OF THE COURSE, INCLUDING MAJOR STUDIES INVOLVED IN EACH ACADEMIC YEAR**

The program is of forty one weeks duration.

Students are required to undertake a minimum, of fifty days school experience. The remaining time is devoted to academic subjects. This year is intended to provide initial training sufficient to prepare students to commence teaching exceptional children. Details of subjects are specified below.
Post-Graduate Courses

TEACHING TECHNIQUES OTHER THAN LECTURES

This Institute subscribes to the well-established view that the lecture has limited effectiveness in tertiary education. Individualized work in the form of seminars, class papers, tutorials, etc. is exploited in all aspects of the course.

COURSE STRUCTURE

The program has two major components
1. School Experience, and
2. Academic Studies

1. School Experience Program. The School Experience Program forms a major part of the year's work. During the year there will be three placements and each student will be assigned to a co-operating teacher who will arrange and assist with his training. Students will be expected to participate in all activities of the school and there will be regular seminars conducted during and after school by the staff of the Institute.

2. Academic Studies. The subjects covered are as listed in the 'Core and Speciality' sections. Lectures and discussions are held in each of these areas and student performance is assessed on the quality of written and practical assignments. Details of the structure of the course and its units will be found below. (One unit demands four hours class time and eight hours private study per week.)

CORE UNITS
(Mandatory for all students)

1. HUMAN DEVELOPMENT 801
   a. Neurophysiological
   b. cognitive
   c. Social

2. HUMAN COMMUNICATIONS 802
   a. Linguistics
   b. Language
   c. Speech

3. THE SOCIOLOGY OF EXCEPTIONALITY 803
   a. The Sociology of Disability
   b. Sociological Aspects of Services to the Handicapped
   c. The Sociology of the Family with a Handicapped Member
   d. Legal and Social-Philosophical Issues

4. PRINCIPLES AND PRACTICE IN SPECIAL EDUCATION 804
   (all majors except Learning Disabilities)
   a. Modern Pedagogic Theory
   b. Diagnostic-Prescriptive Teaching
   c. Behaviour Modification
   d. Learning Disabilities

5. PARAMETERS IN SPECIAL EDUCATION 806
   a. Range and scope of Special Education
   b. Management of Exceptional Children
   c. Multi-handicapped children
   d. Current issues in Special Education

6. AUDITORY AND ARTICULATORY ASPECTS OF LEARNING DISABILITY 807
   (Learning disabilities major only)
   This unit is taught as an alternative to Principles and Practice in Special Education 804. It is available only to those students who are undertaking the LD major.
Graduate Diploma in Special Education

7. INTERPERSONAL RELATIONSHIPS 809
   a. Different approaches to personality development
   b. The relevance of different approaches to classroom practice
   c. Interactions between child, parent and teacher
   d. The effect of handicap on relationships between families and the school system

SPECIALITIES

Part units under each heading are mandatory for students of that major. There will also be mandatory tutorial and practicum components.

1. EDUCATION OF THE LEARNING DISABLED (2 units)
   a. Introduction to Learning Disabilities 810
   b. Reading for the Learning Disabled A 811
   c. Mathematics for the Learning Disabled 812
   d. Reading for the Learning Disabled B 813
   e. Curriculum Modification 814
   f. Child Management 815
   g. Perceptual Basis of Learning Disabilities 816
   h. Language and its Measurement 819
   i. Practicum 840

2. EDUCATION OF THE HEARING IMPAIRED (2 units)
   a. Communication with the Hearing Impaired 826
   b. Speech for the Hearing Impaired 827
   c. Language for the Hearing Impaired 828
   d. Audiology and Auditory Habilitation 829
   e. Psycho-social Aspects of Hearing Impairment 830
   f. Practicum 840

3. EDUCATION OF THE VISUALLY IMPAIRED (2 units)
   a. Medical and Functional Aspects of Visual Impairment 831
   b. Specialist skills for Teaching Children with a Visual Impairment 832
   c. Psycho-social Implications of Visual Impairment 833
   d. Methods and Materials for Teaching the Blind 834
   e. Utilization of Low Vision 835
   f. Practicum 840

4. EDUCATION OF THE PHYSICALLY AND ORTHOPAEDICALLY HANDICAPPED (2 units)
   a. Medical and Psychological Aspects of Classification in the Education of the Physically and Orthopaedically Handicapped 836
   b. Learning and the Physically Handicapped 837
   c. Psycho-social growth in Physically Handicapped Children 838
   d. Communication for the Physically Handicapped 839
   e. Assessment/Psychological considerations in Mental Retardation 841
   f. Behaviour Management Within Education Settings 846
   g. Pedagogical Issues and Scholastic Attainment in Physical Handicap 849
   h. Practicum 840

5. EDUCATION OF THE MENTALLY RETARDED (2 units)
   a. Assessment/Psychological Considerations in mental Retardation 841
   b. Philosophical Issues in the Field of Mental Retardation 842
Post-Graduate Courses

c. Individual Program Planning and Curriculum for the Mentally Retarded 843
d. Cognitive Functioning and Mental Retardation 844
e. Advocacy Practicum for the Mentally Retarded 845
f. Behaviour Management Within Educational Settings 846
g. Approaches to Prevocational Training for the Mentally Retarded 847
h. Practicum 840

TUTORIAL

In addition to the prescribed course work students are involved in 2 hours per week throughout the year in a variety of additional activities.

The most significant and regular activities are outlined below.

(i) Techniques of Manual/Nonverbal Communication

This study consists of 12 x 1 hour sessions concerned with the problem of the nonverbal or minimally speaking child, alternate forms of communication, research into the programs using alternatives to speech, and practical exposure to manual communication.

(ii) Field Visits

Students undertake a series of visits to various institutional and educational facilities concerned with different handicapping conditions.

(iii) Workshops in Specialist Teaching Skills

These workshops provide an opportunity to develop basic teaching skills and a familiarity with educational programs in specialist teaching areas (e.g., drama, physical education, etc.) for the handicapped.

CORE UNITS

1. HUMAN DEVELOPMENT 801

Availability: Day classes

Prerequisite: Nil

Value: 6 points

Duration: 24 weeks

Commitment: Demand time 6 hrs per week — Contact time 1 hr per week

Content: neurological development including the relationship between faulty neurological processes and disability. Perceptual, intellectual, memory and social development, with particular emphasis on disability.

Assessment: Examination.

Required Reading:


2. HUMAN COMMUNICATION 802

Availability: Day classes

Prerequisite: Nil

Value: 6 points

Duration: 24 weeks

Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week

Content: The component reviews language acquisition within the broader context of communication. Language breakdown, and assessment and intervention are also considered together with a short review of other communication problems.

Assessment: 50% assignment, 50% examination.

Required Reading:

### 3. SOCIOLOGY OF EXCEPTIONALITY 803

**Availability:** Day classes  
**Value:** 3 points  
**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week  
**Duration:** 12 weeks  
**Prerequisite:** Nil  
**Content:** The sociology of disability. Sociology aspects of organizations and services to the handicapped. Sociology of the family with a handicapped member. Particular emphasis will be given to the problem of secondary handicap and to the development of social intervention strategies.  
**Assessment:** Assignment 50% and final examination 50%.

**Required Reading:**  

### 4. PRINCIPLES AND PRACTICES IN SPECIAL EDUCATION 804

**Availability:** Day classes  
**Value:** 6 points  
**Commitment:** Demand time 4 hrs per week — Contact time 2 hrs per week  
**Duration:** 24 weeks  
**Prerequisite:** Nil  
**Content:** Modern pedagogic theory — task analysis and diagnostic/prescriptive teaching versus less structured approaches; an introduction to behaviour modification; learning disabilities due to non-sensory causes.  
**Assessment:** Assessment will be by essay and practicum performance.

**Required Reading:**  

### 5. PARAMETERS IN SPECIAL EDUCATION 806

**Availability:** Evening classes  
**Value:** 3 points  
**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week  
**Duration:** 12 weeks  
**Prerequisite:** Nil  
**Content:** An overview of special education and an introduction to the management of all types of exceptional children. An introduction to the contemporary issues and trends in special education and the exploration of relationships between special and regular education within the context of services for exceptional children.  
**Assessment:** Examination and Essay.

**Required Reading:**  

### 6. AUDITORY AND ARTICULATORY ASPECTS OF LEARNING DISABILITY 807

(alternative to Principles and Practice for Learning Disabilities students)  
**Availability:** Day classes  
**Value:** 3 points  
**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week  
**Duration:** 12 weeks  
**Prerequisite:** Nil  
**Content:** Introduction to the anatomy and physiology of the ear and hearing disorders. The interpretation of audiograms and the effect of hearing loss of speech perception. Auditory perception including auditory memory and auditory closure, speech sound
discrimination and figure-ground discrimination, and their relationship to learning and learning problems.

**Assessment:** Assessment will be by field work (50%) and progressive tests.

**Required Reading**


### 7. INTERPERSONAL RELATIONSHIPS 805

**Availability:** Day classes  
**Prerequisite:** Nil  
**Value:** 3 points  
**Duration:** 24 weeks  
**Commitment:** Demand time 6 hrs per week — Contact time 2 hrs per week

**Content:** Similarities and differences in the approaches of humanistic and behaviour schools of psychology to the development of personality and the implications for the classroom teacher. Effects of disability on the pattern and relationships within family, school and community.

**Assessment:** Examination. Seminar presentation.

**Required Reading**


### SPECIALITIES

#### 1. EDUCATION OF THE LEARNING DISABLED

(a) **INTRODUCTION TO LEARNING DISABILITIES 810**

**Availability:** Evening classes  
**Prerequisite:** Nil  
**Value:** 3 points  
**Duration:** 12 weeks  
**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week

**Content:** Models of diagnosis are introduced with relevant test materials. Definitions and incidence of learning disability are examined. Definition by exclusion and achievement versus potential approaches are explored. The effect of socio-economic status, ethnic background, intelligence, emotional disturbance on learning is discussed. Consultancy skills are developed by role playing and discussion. Case study report writing is introduced.

**Assessment:** Essay, 3000 words, plus school practicum case studies.

**Required Reading:**


(b) **READING FOR THE LEARNING DISABLED A 811**

**Availability:** Day classes  
**Prerequisite:** Nil  
**Value:** 3 points  
**Duration:** 12 weeks  
**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week

**Content:** The statistical base of testing, assessing a performance/potential discrepancy, reading achievement and diagnostic tests. Reading practice based on the morpheme, phoneme and utterance, remedial strategies in teaching reading.

**Assessment:** Students will carry out a diagnostic evaluation of two children, one from a primary school and one from a secondary school, who are referred as needing assistance in reading.

(c) **MATHEMATICS FOR THE LEARNING DISABLED 812**

**Availability:** Evening classes  
**Prerequisite:** Nil  
**Value:** 3 points  
**Duration:** 12 weeks
Graduate Diploma in Special Education

Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: The established mathematics curriculum, the theoretical base of competency in mathematics, the modification of curricula to suit needs of failing children, diagnostic procedures and program planning, a review of materials.
Assessment: By case study — students will complete a diagnostic evaluation of two children, one from a primary school and one from a secondary school who are referred as needing assistance in mathematics.

(d) READING FOR THE LEARNING DISABLED B 813
Availability: Evening classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: The correlates of reading ability and pre-reading skills, the reading task as described by Goodman, Della-Piana and Smith, Psycholinguistics and reading. Remedial implications of these theorists.
Assessment: Progressive tests at intervals throughout the lecture program.

(e) CURRICULUM MODIFICATION 814
Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: Assessment of curriculum principles of curriculum design, task analysis, language in curriculum development, readability of texts, assessing needs, designing and modifying curriculum to meet needs, organization and materials.

(f) CHILD MANAGEMENT 815
Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact 2 hrs per week
Content: Freudian concepts of unconscious behaviour are introduced and contrasted with Rogerian notion of self image. The theories and techniques of Rudolph Dreikurs and Adler are explored. Axline's Play Therapy, Behaviour Modification and Reality Therapy are also examined. Behavioural problems related to adolescence are also discussed.
Assessment: Essay, 3500 words.

(g) PERCEPTUAL BASIS OF LEARNING DISABILITIES 816
Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: The anatomy and physiology of the eye, visual defects and screening devices. The theories of visual perception of Piaget, Kephart, Rosner and Delacato are introduced and evaluated. The programs stemming from these theories are discussed.
Assessment: Examination 30%, Essay 70%.
Required Reading: Kephart, W., Slow Learner in the Classroom, 2nd ed., Merrill, Columbus, Ohio, 1971.
Post-Graduate Courses

(h) LANGUAGE AND ITS MEASUREMENT 819
Availability: Evening classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: The theories of Bernstein and Labov are introduced and evaluated. The implications of these theories for literacy are viewed in terms of Goodman's psycholinguistic model. Problems relating to children from non-English speaking homes are also discussed. A number of psycholinguistic measures, the ITPA and Detroit test are introduced. The language in IQ measurement is also treated. Language programs based on these tests and theories are also evaluated.
Assessment: Essay, 2500 words.
Required Reading:
Pickering, D. and Harrison, P., A Differential Language Program, Education Department of Victoria, Melbourne, 1976.

(i) PRACTICUM 840
Practicum will consist of a minimum of 50 days school practice during the year. They will comprise a number of case studies involving diagnosis, program planning, teaching and evaluation.

2. EDUCATION OF THE HEARING IMPAIRED

(a) COMMUNICATION WITH THE HEARING IMPAIRED 826
Availability: Day classes
Prerequisite: Nil
Value: 6 points
Duration: 24 weeks
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: A comparative study of important methods of communication used with hearing impaired children, research into methods, practical mastering of cueing, speech, finger-spelling and sign.
Assessment: Essay and practical mastery of manual systems.
Required Reading:

(b) SPEECH FOR THE HEARING IMPAIRED 827
Availability: Day classes
Prerequisite: Nil
Value: 6 points
Duration: 24 weeks
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: The component covers articulatory and acoustic phonetics, and includes practical sessions for transcription practice. Phonological development, including segmental and suprasegmental aspects is included. The study then moves into defective articulation and disordered phonology, with particular emphasis on hearing impairment. Articulatory assessment and management from the traditional, linguistic and Ling point of view is presented. Finally, voice profiling and habilitation is included.
Assessment: Two speech studies and an examination.
Required Reading:
(c) LANGUAGE FOR THE HEARING IMPAIRED 828
Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: Description of deaf children's language, formal and natural approaches to language teaching, assessment procedures such as T.S.A. and L.A.R.S.T., use of programs such as TATE, reading and language for the hearing impaired.
Assessment: One essay, one practical assignment.
Required Reading:

(d) AUDIOLOGY AND AUDITORY HABILITATION 829
Availability: Day classes
Prerequisite: Nil
Value: 6 points
Duration: 24 weeks
Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week
Content: Anatomy and physiology of the ear, Physics of sound, differential diagnosis and measurement of hearing loss, audiograms and interpretation, hearing aids and amplification equipment, auditory training techniques, development of habilitation programs.
Assessment: One essay, one examination.
Required Reading:

(e) PSYCHO-SOCIAL ASPECTS OF HEARING IMPAIRMENT 830
Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 1 hr per week
Content: Studies include prevalence and incidence terminology and definition, historical background to educational provisions. The impact of prelingual hearing impairment upon the areas of personality, socialization, cognition and academic achievement will also be studied.
Assessment: Examination and class papers.
Required Reading:

(f) PRACTICUM 840
Lectures in this area will be run in conjunction with and as an integral part of the School Experience Program.

3. EDUCATION OF THE VISUALLY IMPAIRED
(a) MEDICAL AND FUNCTIONAL ASPECTS OF VISUAL IMPAIRMENT 831
Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Post-Graduate Courses

Content: This study is designed to provide the teachers with the ability to interpret reports and understand relevant medical terminology. It should enable the student to understand the educational consequences of visual impairment.


Required Reading:
Marshall, G. H. The Eyes and Vision, Exhall Grange School, Coventry.

(b) SPECIALIST SKILLS FOR TEACHING CHILDREN WITH A VISUAL IMPAIRMENT 832
Availability: Evening classes
Value: 9 points
Duration: 24 weeks
Commitment: Demand time 9 hrs per week — Contact time 4 hrs per week

Content: Study and acquisition of competence in manual communication, braille, abacus, typing and orientation and mobility.

Assessment: Continuous evaluation and progress examined by specialist tutors.

Required Reading:
Bishop, V. E., Teaching the Visually Limited Child, C. C. Thomas, Springfield, 1971. (Chapter 6)

(c) PSYCHO-SOCIAL IMPLICATIONS OF VISUAL IMPAIRMENT 833
Availability: Evening classes
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: An introduction to psychological and social aspects of visual impairment from the point of view of both the visually impaired person and society.

Assessment: Essay, 2000 words.

Required Reading:

(d) METHODS AND MATERIALS FOR TEACHING THE BLIND 834
Availability: Day classes
Value: 3 points
Duration: 12 weeks
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: Selection, design and modification of curricula and instructional strategies for blind or severely visually impaired children, including pre-school, multi-handicapped and integrated school settings. Studies include the cognitive, social, perceptual and motor development of blind children.

Assessment: Essay — 2000 words or documented, practical curriculum project.

Required Reading:

262
Graduate Diploma in Special Education

(e) UTILIZATION OF LOW VISION 835

Availability: Day classes  
Prerequisite: Nil

Value: 6 points  
Duration: 24 weeks

Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week

Content: Two sections: (a) The educational needs of low vision children, development and stimulation in infancy; visual training activities, teaching materials, etc.
(b) Optometric aspects: vision screening, perceptual training, basic optics and low vision aids. This section is conducted by staff from the College of Optometry and the Low Vision Clinic.


Required Reading:


(f) PRACTICUM 840

Teaching practice of ten weeks duration is undertaken in each of: a residential special school, a visiting teacher service and a unit for multiply impaired children.

4. EDUCATION OF THE PHYSICALLY AND ORTHOPAEDICALLY HANDICAPPED

(a) MEDICAL AND PSYCHOLOGICAL ASPECTS OF CLASSIFICATION IN THE EDUCATION OF THE PHYSICALLY AND ORTHOPAEDICALLY HANDICAPPED 836

Availability: Evening classes  
Prerequisite: Nil

Value: 6 points  
Duration: 12 weeks

Commitment: Demand time 6 hrs per week — Contact time 3 hrs per week

Content: The component provides information concerning the conditions causing physical handicaps in children and the psychological sequelae following such maladies. A definition of the main groups and types of handicaps and the factors affecting cognitive, emotional and social development of this group. The sequential unfurling of behaviour within normal standard conditions and restrictive environments will be discussed.

Assessment: Examination.

Required Reading:


(b) LEARNING AND THE PHYSICALLY HANDICAPPED 837

Availability: Day classes  
Prerequisite: Nil

Value: 3 points  
Duration: 12 weeks

Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: Examines the relationship between physiological structure and behaviour in man. Consideration given to the physiological processes within the brain,
Post-Graduate Courses

especially the central nervous system and the evocation of response in individuals. Consideration of some views of learning, including aspects of cognitive growth and anomalous development in physically handicapped children. Assessment of learning in physically handicapped children.

Assessment: Examination.

Required Reading:

(c) PSYCHO-SOCIAL GROWTH IN PHYSICALLY HANDICAPPED CHILDREN 838
Availability: Day classes
Value: 3 points
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: Consideration of the effects of physical handicap on psycho-social development. Factors affecting motivation in physically handicapped children. The relationship between physical handicap and social skill learning. Suggestions for teachers in Special Schools to help develop social skills in physically handicapped children. The consequences of growing up outside the family.
Assessment: Examination.

Required Reading:

(d) COMMUNICATION FOR THE PHYSICALLY HANDICAPPED 839
Availability: Evening classes
Value: 3 points
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: The component reviews the communication problems seen in the physically handicapped together with the associated problems. It also reviews alternative communication methods with emphasis on finger-spelling and signing.
Assessment: Essay.

Required Reading:

(e) ASSESSMENT/PSYCHOLOGICAL CONSIDERATIONS IN MENTAL RETARDATION 841
Availability: Evening classes
Value: 3 points
Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week
Content: Concepts of mental retardation. Problems and methods in diagnosis and assessment. Assessment as a basis for programming. Associated disabilities and
their implications for programming. Special programs for non-school age groupings (pre & post).

**Assessment:** 40% class test, 60% essay.

**Required Reading:**


**(f) BEHAVIOUR MANAGEMENT WITHIN EDUCATIONAL SETTINGS 846**

**Availability:** Day classes

**Value:** 3 points

**Prerequisite:** Nil

**Duration:** 12 weeks

**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week

**Content:** Principles and techniques of behaviour modification: Operant conditioning, types of positive reinforcement, punishment, schedules and reinforcement, token economies, shaping and chaining procedures, response cost, time out, extinction; a critical analysis of the ethics of behavioural techniques; a comparison of behavioural techniques with the practices of Dreikursian Counselling and Parent Effectiveness Training.

**Assessment:** A baseline count: a shaping exercise and 1½ hour examination.

**Required Reading:**

**(g) PEDAGOGICAL ISSUES AND SCHOLASTIC ATTAINMENT IN PHYSICAL HANDICAP 849**

**Availability:** Day classes

**Value:** 3 points

**Prerequisite:** Nil

**Duration:** 12 weeks

**Commitment:** Demand time 3 hrs per week — Contact time 2 hrs per week

**Content:** The psychological and instructional factors affecting the acquisition of —

(a) reading

(b) number

(c) spelling

(d) writing skills in physically handicapped children.

A background of the incidence and prevalence of scholastic failure in children is provided, followed by an analysis of factors and sub-skills required for a child's success in the core scholastic subjects. Attention is drawn to areas of additional difficulty encountered by physically handicapped children. Lines of approach for their remedy are suggested.

**Assessment:** Examination.

**Required Reading:**


265
(b) PRACTICUM

This aspect of the study is designed to give students wanting to specialize in the anomalous development of children, practical skills in classroom management, experience in special schools and other approved centres for physically handicapped children.

5. EDUCATION OF THE MENTALLY RETARDED

(a) ASSESSMENT/PSYCHOLOGICAL CONSIDERATIONS IN MENTAL RETARDATION 841

<table>
<thead>
<tr>
<th>Availability: Evening classes</th>
<th>Prerequisite: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value: 3 points</td>
<td>Duration: 12 weeks</td>
</tr>
<tr>
<td>Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week</td>
<td></td>
</tr>
<tr>
<td>Assessment: 40% class test. 60% essay.</td>
<td></td>
</tr>
</tbody>
</table>

(b) PHILOSOPHICAL ISSUES IN THE FIELD OF MENTAL RETARDATION 842

<table>
<thead>
<tr>
<th>Availability: Day classes</th>
<th>Prerequisite: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value: 3 points</td>
<td>Duration: 12 weeks</td>
</tr>
<tr>
<td>Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week</td>
<td></td>
</tr>
<tr>
<td>Content: Philosophy of special education. The application of principles of social justice in the field of mental retardation. Service ideologies and social provision for the mentally retarded. Human rights and the status of retarded children and adults. Topical philosophical issues.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Essay 50% and final examination 50%.</td>
<td></td>
</tr>
</tbody>
</table>

(c) INDIVIDUAL PROGRAM PLANNING AND CURRICULUM FOR THE MENTALLY RETARDED 843

<table>
<thead>
<tr>
<th>Availability: Evening classes</th>
<th>Prerequisite: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value: 6 points</td>
<td>Duration: 24 weeks</td>
</tr>
<tr>
<td>Commitment: Demand time 6 hrs per week — Contact time 2 hrs per week</td>
<td></td>
</tr>
<tr>
<td>Content: Direct instructional approach to teaching: Reading and mathematics instruction for mildly and moderately mentally retarded; visual, self-help, motor and recreational programming for the severely and profoundly retarded; early intervention.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Development of unit of work, three class exercises, one student presentation evaluating a curriculum program.</td>
<td></td>
</tr>
</tbody>
</table>

266
(a) COGNITIVE FUNCTIONING AND MENTAL RETARDATION 844

Availability: Evening classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks

Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: Consideration of cognitive processes in association with mental retardation, including sensory functioning and perceptual processes; memorial and metamemorial functioning, with particular emphasis on strategy usage, training and generalization in the development of memory; motor functioning, including the organization, control and execution of movement; attentional and motivational influences on cognition.

Assessment: Examination.

Required Reading:

(b) ADVOCACY PRACTICUM FOR THE MENTALLY RETARDED 845

Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 24 weeks

Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: Theoretical: Wolfenberger’s model of advocacy — definition, advocacy roles, types of advocacy, assessment of advocacy needs, setting up of an advocacy office, monitoring and evaluating an advocacy match. Other forms of advocacy to include legal, consumer and systems. Practicum: a student will be required to meet with his protege once a week for two hours and submit a weekly report to the advocacy co-ordinator.

Assessment: Completion of practicum requirements.

Required Reading:

(c) BEHAVIOUR MANAGEMENT WITHIN EDUCATIONAL SETTINGS 846

Availability: Day classes
Prerequisite: Nil
Value: 3 points
Duration: 12 weeks

Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: Principles and techniques of behaviour modification: Operant conditioning, types of positive reinforcement, punishment, schedules of reinforcement, token economies, shaping and chaining procedures, response cost, time out, extinction; a critical analysis of the ethics of behavioural techniques; a comparison of behaviour techniques with the practices of Dreikursian Counselling and Parent Effectiveness Training.

Assessment: A baseline count: a shaping exercise and 1½ hour examination.

Required Reading:
Post-Graduate Courses

(g) APPROACHES TO PREVOCATIONAL TRAINING FOR THE MENTALLY RETARDED 847

Availability: Day classes  
Prerequisite: Nil

Value: 3 points  
Duration: 12 weeks

Commitment: Demand time 3 hrs per week — Contact time 2 hrs per week

Content: Aims and philosophies of prevocational training. Evaluation of predictors of vocational outcomes. Outline of principles underlying perceptual-motor skill acquisition and their application to the training of retarded individuals. Factors limiting the operation of training programs in the workshop situation. Effects of incentive schemes and social reinforcement on work and related behaviours. Identification and training of basic social skills.

Assessment: Examination and practical assignment.

Required Reading:

(h) PRACTICUM 840

Practicum will be in selected special schools, special developmental schools, day training centres and residential institutions.

MASTER OF SPECIAL EDUCATION (SPECIAL EDUCATION)

This postgraduate degree course in special education, which is awaiting accreditation, will normally be undertaken in a minimum of two years full-time or equivalent part-time study. It will be undertaken by advanced course work and thesis.

Initially the course will be offered in the areas of hearing impairment and neurological and orthopaedic handicap (physically handicapped).

To be eligible for consideration for admission to the course, applicants must have:
- an appropriate university honours degree, or its equivalent, and suitable work experience to the proposed field of study, or fulfilled the requirements of the degree of Bachelor of Education awarded by the SCV or an approved equivalent, in which the studies are judged to be an appropriate preparation for the applicant’s proposed field of study, and appropriate work experience in the proposed field of study.

Enquiries should be directed, in the first instance, to Ms Jean Thornton, Administrative Officer, Institute of Special Education, Telephone 285 0333.
# Table of Contents

## Bachelor of Education (Special Education)
- General ...................................................... 271
- Further Details ........................................... 210

## Certificate Courses
- Certificate in Aural Rehabilitation ..................... 271
- Certificate in Further Education and Employment of the Handicapped .................... 275

## Graduate Diploma in Special Education
- General ...................................................... 279
- Further Details ........................................... 249

## Master of Education (Special Education)
- General ...................................................... 279
BACHELOR OF EDUCATION (SPECIAL EDUCATION INTEREST AREA)

A 16 unit course for which a maximum of 12 units credit may be given.

The course is the equivalent of one full-time year's work; that is, four units. Units are generally offered during the evening, but some may be available during the day should the need arise. In addition, some units may be undertaken during Summer schools.

STUDENT DEMAND

The course consists of four units of study. A 'unit' is an expression of time demand made upon students. All subjects in B.Ed. (Special Education Interest Area) are half units, i.e., six hours per week demand time. For most subjects this means three hours per week in class and three out of class. The teaching year consists of two half-year sessions of fourteen weeks each. Teaching ceases during the school vacations.

ENTRY QUALIFICATIONS

Admission with advanced standing into this degree course is available to:

- teachers with qualifications in Special Education who wish to extend their knowledge of the field
- teachers who have no qualification in Special Education, but have an interest in the field.

A number of introductory half units are available to teachers who are not qualified in Special Education, and include half units which focus on Hearing Impairment, Learning Disabilities, Mental Retardation, Physical and Orthopaedic Handicaps, and Visual Impairment. Other half units cater for teachers who hold qualifications in Special Education and who wish to extend their knowledge of the field.

FURTHER DETAILS

Further details of this course may be found on page 271 of the Undergraduate-Graduate Courses Section of this handbook.

SPECIAL EDUCATION CERTIFICATES

A. CERTIFICATE IN AURAL REHABILITATION

1. REGULATIONS

1. The Award

The Certificate in Aural Rehabilitation is awarded by Burwood State College to those students who successfully complete the course as outlined in these regulations.

The Certificate in Aural Rehabilitation is awarded at pass level only.

2. Definitions

2.1 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.2 Course — a program of study necessary to qualify for an award. Unless otherwise stated, 'approval' or 'approved' in relation to courses refers to approval of the Board of Studies.

3. Admission to the Course

Admission to the Course is available to applicants displaying personal suitability, who can provide evidence of their capacity to complete the course and to work with handicapped adults. Intending candidates will be required to present for an interview.
4. Description of the Course

4.1 The Course is conducted over twenty-four weeks and requires a minimum of three hours attendance each week.

4.2 There are six areas of study: speech reading, phonetics, auditory rehabilitation, psychology of deafness and social problems, anatomy and physiology of the speech and hearing mechanisms, and workshops.

4.3 All areas of study must be passed at a satisfactory level.

5. Progress through the Course

5.1 The student must complete satisfactorily such assignments, exercises, written papers, projects or other requirements specified by the Certificate Course Committee.

5.2 In the case of a student who does not complete successfully any area of study, the lecturer concerned may, with the approval of the Certificate Course Committee, conduct such examinations as he deems fit.

5.3 The Certificate Course Committee may at any time terminate the course of a student failing to make satisfactory progress.

5.4 A student whose course has been terminated shall not be permitted to re-enrol except with the approval of the Board of Studies.

5.5 A student's use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published.

5.6 Each student enrolled in the course is subject to the Discipline Regulations of the College.

6. Attendance and Assessment

6.1 Attendance at lectures, workshops, tutorials and practical sessions is regarded as an integral part of the program of each student.

6.2 Students must comply with current attendance requirements.

6.3 Assessment will be by means of assignments, class exercises, tutorial papers, tests, practical work and/or final examinations.

6.4 Assessment shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

7. Special Consideration.

A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration.

8. Intermission

At any time during the course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Certificate Course Committee such intermission shall apply only until the beginning of the next academic year.

9. Release of Results

The Academic Registrar shall be responsible for the release of official statements of results.

10. Right of Appeal

10.1 A student may appeal to the Board of Studies against any decision reached under these regulations.
10.2 A student desiring to exercise his right of appeal under this regulation shall specify the following particulars in writing:
(a) the type of appeal and the name of the officer or body which made the decision against which it is desired to appeal;
(b) the contents of the decision;
(c) the grounds upon which it is desired to appeal;
(d) evidence supporting the appeal.

11.3 Appeals Against Course Committee Decisions
11.3.1 A student who feels aggrieved at a decision of the Certificate Course Committee on an academic matter, shall request the Committee in writing to review its decision. If dissatisfied with the result of the review which shall be given in writing the student may appeal within 14 days of the review to the Academic Registrar.
11.3.2 On receiving notice of an appeal the Academic Registrar shall inform the Chairman of the Board of Studies who shall consult with such Deans as are not members of the committee subject to the appeal, and the Academic Registrar, and set up an Appeals Committee to hear the appeal.
11.3.3 The Appeals Committee shall consist of at least three members, one of whom shall be a student. Members of the Appeals Committee shall be independent of the dispute. The Committee shall determine its own procedures save that each appellant and the Chairman and representatives of the relevant Course Committee shall have the right to appear before the Committee and to make written and/or oral submissions to the Committee.
11.3.4 The Appeals Committee shall report and make recommendations to the Board of Studies. The decision of the Board of Studies shall be conveyed to the appellant by the Academic Registrar.

12. Prerogative of the Board of Studies
Notwithstanding anything to the contrary contained in these regulations the Board of Studies may disperse with or suspend any requirement or prescription of these regulations.

2. INTRODUCTION
The Australian Association for Better Hearing (A.A.B.H.), a voluntary organization, has been conducting courses in lipreading for deafened adults for over 40 years. The Deafness Foundation and the A.A.B.H. in 1975 expressed an urgent need for more suitably qualified personnel with appropriate expertise to guide rehabilitation for the hearing impaired adult.

At the request of these organizations the Institute of Special Education has planned the Certificate in Aural Rehabilitation to provide adequate training for personnel involved in leading classes for the rehabilitation of adventitiously deafened adults.

3. AIMS OF THE COURSE
The course aims to give suitable workers a general familiarization with the social, educational, medical and psychological needs of the adventitiously deafened adult.
4. CONTENT OF THE COURSE — AURAL REHABILITATION

Duration: Whole year  
Prerequisite: Nil

Commitment: Demand time 3 hrs per week; Contact time 3 hrs per week

Content: The areas of study for the course are:

a. speech reading  
b. phonetics  
c. auditory rehabilitation  
d. psychology of deafness and social problems  
e. anatomy and physiology of the speech and hearing mechanisms  
f. workshops

The existing classes of the Australian Association for Better Hearing will be used for practical experience. Students will be required to participate in a minimum of 10 practical sessions. The course will cover the area specified in Section 4.4 of the Regulations.

Speechreading: methods and approaches to speechreading; planning and developing lessons for individuals and groups; information on tests of lipreading as used in clinical studies.

Phonetics: general discussion of place and manner of articulation of vowels and consonants; introduction to chart spelling; relation of hearing loss to speech perception.

Auditory Rehabilitation: basic audiological measurement of hearing and hearing loss, and implications for speech hearing; auditory rehabilitation techniques; planning and developing programs for individuals and groups; introduction to structure, function and practical use of hearing aids.

Psychology of Deafness and Social Problems: general problems of adventitiously deafened adults; group work in a social milieu; discussion of social services; professional problems and issues in aural rehabilitation; hearing tactics; general problems of ageing.

Anatomy and Physiology of the Speech and Hearing Mechanisms: general descriptions of structure and function of the ear and speech organs; general discussion of types of deafness, causes and treatment.

Workshops: films on aspects associated with the lecture material; demonstration, participation and discussion of techniques for speech reading; role playing, group management and interaction.

Assessment: Assessment will be by tests, practical work and a short essay.

Required Reading:

B. CERTIFICATE IN FURTHER EDUCATION AND EMPLOYMENT OF THE HANDICAPPED

1. REGULATIONS

1. The Award

The Certificate in Further Education and Employment of the Handicapped is awarded by Burwood State College to those students who successfully complete the course as outlined in these regulations. The Certificate in Further Education and Employment of the Handicapped is awarded at pass level only.

2. Definitions

2.1 Academic Year — for any course, this will consist of a number of weeks of study as set out in the Academic Calendar and/or the Handbook of Courses.

2.2 Course — a program of study necessary to qualify for an award. Unless otherwise stated 'approval' or 'approved' in relation to courses refers to approval of the Board of Studies.

3. Admission to the Course

3.1 An applicant may be admitted for candidature who:

3.1.1 has satisfied the Admissions Committee, in interview, of his suitability for the course; and

3.1.2 has satisfactorily completed an approved course of Leaving or Leaving Technical level, or an approved equivalent course, or in the absence of these academic qualifications, is considered to be sufficiently mature and experienced to undertake the course successfully.

3.2 It is desirable that an applicant shall have completed at least twelve months approved experience in a facility providing training for the exceptional.

3.3 The Admissions Committee shall be appointed as a sub-committee of the Certificate Course Committee, and shall include in its membership one member from Burwood State College, one representative from State College, Hawthorn, and one representative from the Mental Retardation Division of the Health Commission.

4. Description of the Course

This course has a specific vocational purpose and is designed to upgrade skills and provide qualification for people presently working or intending to work in adult units and sheltered workshops for handicapped people.

The course content is intended to sensitize students to the status of handicapped persons and to extend knowledge and develop skills in post-school education and vocational training.

5. Progress through the Course

5.1 The student must complete satisfactorily such assignments, exercises, written papers, projects or other requirements specified by the Certificate Course Committee.

5.2 In the case of a student who does not complete successfully any area of study, the lecturer concerned may, with the approval of the Certificate Course Committee, conduct such examinations as he deems fit.

5.3 The Certificate Course Committee, in consultation with Hawthorn College, may at any time terminate the course of a student failing to make satisfactory progress.
5.4 A student whose course has been terminated shall not be permitted to re-enrol except with the approval of the Board of Studies.

5.5 A student's use of the Education Resource Centre shall be subject to conditions approved by the Board of Studies and published. The Board of Studies may at any time on the recommendation of the Certificate Course Committee suspend the course of a student failing to comply with these regulations.

5.6 Each student enrolled in the course is subject to the Discipline Regulations of the College.

6. Attendance and Assessment

6.1 Attendance at lectures, workshops, tutorials and practical sessions is regarded as an integral part of the program of each student.

6.2 Students must comply with current attendance requirements.

6.3 Assessment will be by means of assignments, class exercises, tutorial papers, tests, practical work and/or final examinations.

6.4 Assessment shall be governed by the assessment policy of the College as determined from time to time by the Board of Studies.

7. Special Consideration.

A student whose work during the academic year or whose performance in examinations is affected by illness or other serious cause may apply to the Academic Registrar for special consideration.

8. Intermission

At any time during the course a student may apply to the Academic Registrar to intermit his studies. Except with the permission of the Certificate Course Committee such intermission shall apply only until the beginning of the next academic year.

9. Release of Results

The Academic Registrar shall be responsible for the release of official statements of results.

10. Right of Appeal

10.1 A student may appeal to the Board of Studies against any decision reached under these regulations.

10.2 A student desiring to exercise his right of appeal under this regulation shall specify the following particulars in writing:

(a) the type of appeal and the name of the officer or body which made the decision against which it is desired to appeal;
(b) the contents of the decision;
(c) the grounds upon which it is desired to appeal;
(d) evidence supporting the appeal

10.3 Appeals Against Course Committee Decisions

10.3.1 A student who feels aggrieved at a decision of the Certificate Course Committee on an academic matter, shall request the Committee in writing to review its decision. If dissatisfied with the result of the review which shall be given in writing the student may appeal within 14 days of the review to the Academic Registrar.

10.3.2 On receiving notice of an appeal the Academic Registrar shall inform the Chairman of the Board of Studies who shall consult with such Deans as are not members of the committee subject to the appeal, and the Academic Registrar, and set up an Appeals Committee to hear the appeal.
Special Education Certificates

0.3.3 The Appeals Committee shall consist of at least three members, one of whom shall be a student. Members of the Appeals Committee shall be independent of the dispute. The Committee shall determine its own procedures save that each appellant and the Chairman and representatives of the relevant Course Committee shall have the right to appear before the Committee and to make written and/or oral submissions to the Committee.

10.3.4 The Appeals committee shall report and make recommendations to the Board of Studies. The decision of the Board of Studies shall be conveyed to the appellant by the Academic Registrar.

11. Prerogative of the Board of Studies
Notwithstanding anything to the contrary contained in these regulations the Board of Studies may dispense with or suspend any requirement or prescription of these regulations.

2. INTRODUCTION
This new course of training was developed at the instigation of the Teacher Education Branch of the Education Department, and the Mental Health Authority. Representatives of the Spastic Society have also participated in the Course Planning Committee meetings.

The course is offered by the Institute of Special Education, Burwood State College, in conjunction with State College of Victoria at Hawthorn. Students will be required to attend lectures at each of these Colleges. The course is oriented to supervisory staff engaged in the supervision and training of workers in adult units and sheltered workshops for handicapped persons.

3. AIMS OF THE COURSE
3.1 The course does have a specific vocational purpose in that it is intended to upgrade the skills and provide a qualification for individuals presently working or intending to work in adult units for handicapped persons.

3.2 To sensitize students to the needs of the handicapped person in the work situation and to develop skills relevant to the training and personal development of the handicapped.

4. ADMISSION TO THE COURSE
(see regulations)

5. STRUCTURE OF THE COURSE
5.1 Structure of the course for a full time student:
The course will consist of a series of lectures or seminar discussions spread over 35 teaching weeks.
In addition there will be concurrent practicum placements of 6 hours per week over 30 weeks.

5.2 The course may be made available to part-time students.

CONTENT OF THE COURSE
There will be a one-week pre-course orientation consisting of introductory talks, discussion groups, practical assignments and social activities. In addition to the pre-course orientation, the practicum and excursions, the areas of study are:

- Medical Aspects of intellectual and physical disability
- Psychological Aspects of intellectual and physical disability
- Social Education
- Sociological Aspects of intellectual and physical disability
- Training Through Work Activities
Special Education Courses

MEDICAL ASPECTS OF INTELLECTUAL AND PHYSICAL DISABILITY
Duration: Half Year  Prerequisite: Nil
Content: Section 1 — background information on different handicaps, intellectual physical and sensory.
Section 2 — health related problems in the adult area — medication and its management, dietary problems, dental care, mental health and sexuality.
Required Reading:
Assessment: 1 short answer class test, 1 take home test.

PSYCHOLOGICAL ASPECTS OF INTELLECTUAL AND PHYSICAL DISABILITY
Duration: Whole Year  Prerequisite: Nil
Content: Section 1 — General principles — definitions, methods used in psychology.
Concepts of personal psychology.
Section 2 — developmental aspects. Physiological, intellectual, social and emotional aspects of growth. Specific problems of handicap in relation to all these aspects.
Required Reading:
Assessment: 80% attendance. Case study.

SOCIOLOGICAL ASPECTS OF INTELLECTUAL AND PHYSICAL DISABILITY
Duration: Whole Year  Prerequisite: Nil
Content: Section 1 — Theories of deviance and exceptionality. Social attitude towards handicapped persons, social intervention strategies, stereotypes and labelling, legal aspects and human rights.
Section 2 — organization of services to the handicapped, voluntary and government agencies. Functions of adult units, physical environment.
Assessment: Essay and practicum assignments.
Required Reading:

SOCIAL EDUCATION
Duration: Whole Year  Prerequisite: Nil
Content: Setting and writing goals and objectives. Assessing individual performance and the systematic planning and instructional procedures, in the areas of interpersonal skills, social-academic and personal care skills and community living skills. Recreation and use of leisure time.
Assessment: Essay and practicum assignments.
Required Reading:

TRAINING THROUGH WORK ACTIVITIES
Duration: Whole Year  Prerequisite: Nil
Assessment: Assessment is based on attendance and participation in scheduled sessions and completion of satisfactory assignment work.
Required Reading:
Special Education Certificates

Plus selected chapters from other texts.

GRADUATE DIPLOMA IN SPECIAL EDUCATION

This is a one-year full-time or part-time equivalent course, designed to give initial professional training for qualified teachers who wish to enter a particular field of special education. The institute has a special responsibility to 'low incidence' handicaps and interprets this responsibility to encompass visual and auditory impairments, moderate and severe mental retardation, severe physical handicaps and learning disability.

The Graduate Diploma in Special Education offers five areas of special study, and students will select one area.

The five areas are:
1. Education of the Hearing Impaired
2. Education of the Visually Impaired
3. Education of the Learning Disabled
4. Education of the Physically and Orthopaedically Handicapped
5. Education of the Mentally Retarded

FURTHER DETAILS

Further details of this course may be found on page 279 of the Post-Graduate Courses Section of this handbook.

MASTER OF EDUCATION (SPECIAL EDUCATION)

This postgraduate degree course in special education, which is awaiting accreditation, will normally be undertaken in a minimum of two years full-time or equivalent part-time study. It will be undertaken by advanced course work and thesis.

Initially the course will be offered in the areas of hearing impairment and neurological and orthopaedic handicap (physically handicapped).

To be eligible for consideration for admission to the course, applicants must have:
- an appropriate university honours degree, or its equivalent, and suitable work experience to the proposed field of study, or fulfilled the requirements of the degree of Bachelor of Education awarded by the SCV or an approved equivalent, in which the studies are judged to be an appropriate preparation for the applicant's proposed field of study, and appropriate work experience in the proposed field of study.

Enquiries should be directed, in the first instance, to Ms Jean Thornton, Administrative Officer, Institute of Special Education, Telephone 285 0333.
## INDEX OF UNITS

### DEPARTMENT OF APPLIED EDUCATION

<table>
<thead>
<tr>
<th>PRIMARY</th>
<th>DURATION</th>
<th>VALUE (points)</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE006102 Organization for Learning and Teaching 102</td>
<td>whole year</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>AE000107 Field Experience 107</td>
<td>whole year</td>
<td>N.A.</td>
<td>91</td>
</tr>
<tr>
<td>AE006202 Organization for Learning and Teaching 202</td>
<td>whole year</td>
<td>6</td>
<td>91</td>
</tr>
<tr>
<td>AE000207 Field Experience 207</td>
<td>whole year</td>
<td>N.A.</td>
<td>92</td>
</tr>
<tr>
<td>MD004301 Primary School Curricula 301</td>
<td>whole year</td>
<td>4</td>
<td>184</td>
</tr>
<tr>
<td>AE006302 Organization for Learning and Teaching 302</td>
<td>whole year</td>
<td>6</td>
<td>92</td>
</tr>
<tr>
<td>AE006303 Curriculum Development 303</td>
<td>whole year</td>
<td>6</td>
<td>93</td>
</tr>
<tr>
<td>AE000307 Field Experience 307</td>
<td>whole year</td>
<td>N.A.</td>
<td>93</td>
</tr>
<tr>
<td>AE000317 Field Experience 317 (Conversion)</td>
<td>whole year</td>
<td>N.A.</td>
<td>94</td>
</tr>
<tr>
<td>AE106402 Teaching and Curriculum Studies 402</td>
<td>1st ½-year</td>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>AE106403 Teaching and Curriculum Studies 403</td>
<td>2nd ½-year</td>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>AE106440 Action Research: Community/School Interaction 440</td>
<td>1st ½-year</td>
<td>6</td>
<td>95</td>
</tr>
<tr>
<td>AE206440 Action Research: Community/School Interaction 440</td>
<td>2nd ½-year</td>
<td>6</td>
<td>95</td>
</tr>
<tr>
<td>AE106441 Action Research: Curriculum Evaluation 441</td>
<td>1st ½-year</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>AE106442 Action Research: Teacher Effectiveness 442</td>
<td>1st ½-year</td>
<td>6</td>
<td>97</td>
</tr>
<tr>
<td>AE106443 Curriculum Planning 443</td>
<td>1st ½-year</td>
<td>6</td>
<td>97</td>
</tr>
<tr>
<td>AE206443 Curriculum Planning 443</td>
<td>2nd ½-year</td>
<td>6</td>
<td>97</td>
</tr>
<tr>
<td>AE106444 Curriculum Planning for Multi-Cultural Education 444</td>
<td>1st ½-year</td>
<td>6</td>
<td>97</td>
</tr>
<tr>
<td>AE206445 Curriculum Planning: Junior Primary 445</td>
<td>2nd ½-year</td>
<td>6</td>
<td>97</td>
</tr>
<tr>
<td>AE206446 Curriculum Planning: Senior Primary 446</td>
<td>1st ½-year</td>
<td>6</td>
<td>98</td>
</tr>
<tr>
<td>AE206447 Planning for Student Teaching 447</td>
<td>2nd ½-year</td>
<td>6</td>
<td>98</td>
</tr>
<tr>
<td>AE106449 Principles of Student Teaching Supervision 448</td>
<td>1st ½-year</td>
<td>6</td>
<td>98</td>
</tr>
<tr>
<td>AE106449 Teaching Community Languages in Primary School 449</td>
<td>1st ½-year</td>
<td>6</td>
<td>99</td>
</tr>
<tr>
<td>AE206450 Teaching English as a Second Language 450</td>
<td>1st ½-year</td>
<td>6</td>
<td>99</td>
</tr>
<tr>
<td>AE106451 Teaching Senior Primary Children 451</td>
<td>1st ½-year</td>
<td>6</td>
<td>99</td>
</tr>
<tr>
<td>AE106452 Teaching Junior Primary Children 452</td>
<td>1st ½-year</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>AE206453 Teacher Effectiveness Studies 453</td>
<td>1st ½-year</td>
<td>6</td>
<td>101</td>
</tr>
<tr>
<td>AE206454 Advanced Media 454</td>
<td>1st ½-year</td>
<td>6</td>
<td>101</td>
</tr>
</tbody>
</table>

### SECONDARY

<table>
<thead>
<tr>
<th>PRIMARY</th>
<th>DURATION</th>
<th>VALUE (points)</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE008112 Teaching and Curriculum Studies Organization for Learning and Teaching (Spec) 112</td>
<td>whole year</td>
<td>4½</td>
<td>187</td>
</tr>
<tr>
<td>AE000157 Field Experience 157</td>
<td>whole year</td>
<td>N.A.</td>
<td>91</td>
</tr>
</tbody>
</table>

280
(UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE00E212</td>
<td>Teaching and Curriculum Studies Organization for Learning and Teaching (Spec) 212</td>
<td>whole year</td>
<td>4½</td>
<td>188</td>
</tr>
<tr>
<td>AE000257</td>
<td>Field Experience 257</td>
<td>whole year</td>
<td>N.A.</td>
<td>92</td>
</tr>
<tr>
<td>AE006312</td>
<td>Teaching and Curriculum Studies Organization for Learning and Teaching (Spec) 312</td>
<td>whole year</td>
<td>6</td>
<td>189</td>
</tr>
<tr>
<td>AE006313</td>
<td>Teaching and Curriculum Studies Curriculum Planning (Spec) 313</td>
<td>whole year</td>
<td>6</td>
<td>190</td>
</tr>
<tr>
<td>AE000357</td>
<td>Field Experience 357</td>
<td>whole year</td>
<td>N.A.</td>
<td>94</td>
</tr>
<tr>
<td>AE106402</td>
<td>Teaching and Curriculum Studies 402</td>
<td>1st ½-year</td>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>AE206402</td>
<td>Teaching and Curriculum Studies 402</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>AE00E412</td>
<td>Teaching and Curriculum Studies Organization for Learning and Teaching (Spec) 412</td>
<td>whole year</td>
<td>4½</td>
<td>194</td>
</tr>
<tr>
<td>AE00E413</td>
<td>Teaching and Curriculum Studies Curriculum Planning (Spec) 413</td>
<td>whole year</td>
<td>4½</td>
<td>195</td>
</tr>
<tr>
<td>AE000457</td>
<td>Field Experience 457</td>
<td>whole year</td>
<td>N.A.</td>
<td>101</td>
</tr>
</tbody>
</table>

DEPARTMENT OF ART

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR012100</td>
<td>Art 100</td>
<td>whole year</td>
<td>12</td>
<td>106</td>
</tr>
<tr>
<td>AR012140</td>
<td>Art/Craft Education 140</td>
<td>whole year</td>
<td>12</td>
<td>104</td>
</tr>
<tr>
<td>AR012150</td>
<td>Art 150</td>
<td>whole year</td>
<td>'17</td>
<td></td>
</tr>
<tr>
<td>AR012200</td>
<td>Art 200</td>
<td>whole year</td>
<td>12</td>
<td>110</td>
</tr>
<tr>
<td>AR012240</td>
<td>Art/Craft Education 240</td>
<td>whole year</td>
<td>12</td>
<td>104</td>
</tr>
<tr>
<td>AR012250</td>
<td>Art 250</td>
<td>whole year</td>
<td>12</td>
<td>104</td>
</tr>
<tr>
<td>AR012300</td>
<td>Art 300</td>
<td>whole year</td>
<td>12</td>
<td>112</td>
</tr>
<tr>
<td>AR012400</td>
<td>Art 400</td>
<td>whole year</td>
<td>12</td>
<td>115</td>
</tr>
<tr>
<td>AR012430</td>
<td>Fine Arts 430</td>
<td>whole year</td>
<td>12</td>
<td>116</td>
</tr>
</tbody>
</table>

COMPONENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR002101</td>
<td>Woodcrafts 101</td>
<td>1st ½-year</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>AR002102</td>
<td>Woodcrafts 101</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002104</td>
<td>Woodcrafts 101</td>
<td>1st ½-year</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>AR002104</td>
<td>Woodcrafts 101</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002105</td>
<td>Textile Arts 105</td>
<td>1st ½-year</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>AR002105</td>
<td>Textile Arts 105</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002106</td>
<td>Painting 106</td>
<td>1st ½-year</td>
<td>2</td>
<td>109</td>
</tr>
<tr>
<td>AR002106</td>
<td>Painting 106</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002107</td>
<td>Ceramics 107</td>
<td>1st ½-year</td>
<td>2</td>
<td>109</td>
</tr>
<tr>
<td>AR002107</td>
<td>Ceramics 107</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002108</td>
<td>Sculpture 108</td>
<td>1st ½-year</td>
<td>2</td>
<td>N.A.</td>
</tr>
<tr>
<td>AR002108</td>
<td>Sculpture 108</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR004109</td>
<td>Art Primary Orientation 109</td>
<td>whole year</td>
<td>4</td>
<td>180</td>
</tr>
<tr>
<td>AR101111</td>
<td>Drawing 111</td>
<td>1st ½-year</td>
<td>1</td>
<td>109</td>
</tr>
<tr>
<td>AR101111</td>
<td>Drawing 111</td>
<td>2nd ½-year</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AR101112</td>
<td>Design 112</td>
<td>1st ½-year</td>
<td>1</td>
<td>109</td>
</tr>
<tr>
<td>AR201112</td>
<td>Design 112</td>
<td>2nd ½-year</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AR002133</td>
<td>Fine Arts 133</td>
<td>whole year</td>
<td>2</td>
<td>110</td>
</tr>
</tbody>
</table>

281
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR004141</td>
<td>Art Education Theory 141</td>
<td>whole year</td>
<td>4</td>
<td>104</td>
</tr>
<tr>
<td>AR004142</td>
<td>Art Education 142</td>
<td>whole year</td>
<td>4</td>
<td>105</td>
</tr>
<tr>
<td>AR004143</td>
<td>Art Education 143</td>
<td>whole year</td>
<td>4</td>
<td>105</td>
</tr>
<tr>
<td>AR004151</td>
<td>Woodcrafts (Minor) 151</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004151</td>
<td>Woodcrafts (Minor) 151</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004152</td>
<td>Printed Textiles and Printmaking (Minor)</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004152</td>
<td>Printed Textiles and Printmaking (Minor)</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004154</td>
<td>Jewellery and Silversmithing (Minor)</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004154</td>
<td>Jewellery and Silversmithing (Minor)</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004155</td>
<td>Textile Arts (Minor) 155</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004155</td>
<td>Textile Arts (Minor) 155</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004156</td>
<td>Painting (Minor) 156</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004156</td>
<td>Painting (Minor) 156</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004157</td>
<td>Ceramics (Minor) 157</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004157</td>
<td>Ceramics (Minor) 157</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004158</td>
<td>Sculpture (Minor) 158</td>
<td>1st ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004158</td>
<td>Sculpture (Minor) 158</td>
<td>2nd ½-year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR009159</td>
<td>Teaching and Curriculum Studies</td>
<td>whole year</td>
<td>1½</td>
<td>187</td>
</tr>
<tr>
<td>AR004161</td>
<td>Studio Drawing 161</td>
<td>whole year</td>
<td>4</td>
<td>117</td>
</tr>
<tr>
<td>AR004201</td>
<td>Woodcrafts 201</td>
<td>whole year</td>
<td>4</td>
<td>111</td>
</tr>
<tr>
<td>AR004202</td>
<td>Printed Textiles and Printmaking 202</td>
<td>whole year</td>
<td>4</td>
<td>111</td>
</tr>
<tr>
<td>AR004204</td>
<td>Jewellery and Silversmithing 204</td>
<td>whole year</td>
<td>4</td>
<td>111</td>
</tr>
<tr>
<td>AR004205</td>
<td>Textile Arts 205</td>
<td>whole year</td>
<td>4</td>
<td>111</td>
</tr>
<tr>
<td>AR004206</td>
<td>Painting 206</td>
<td>whole year</td>
<td>4</td>
<td>112</td>
</tr>
<tr>
<td>AR004207</td>
<td>Ceramics 207</td>
<td>whole year</td>
<td>4</td>
<td>112</td>
</tr>
<tr>
<td>AR004208</td>
<td>Sculpture 208</td>
<td>whole year</td>
<td>4</td>
<td>N.A.</td>
</tr>
<tr>
<td>AR102211</td>
<td>Drawing 211</td>
<td>1st ½-year</td>
<td>2</td>
<td>110</td>
</tr>
<tr>
<td>AR022211</td>
<td>Drawing 211</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002233</td>
<td>Fine Arts 233</td>
<td>1st ½-year</td>
<td>2</td>
<td>110</td>
</tr>
<tr>
<td>AR002233</td>
<td>Fine Arts 233</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR004241</td>
<td>Art Education Theory 241</td>
<td>whole year</td>
<td>4</td>
<td>105</td>
</tr>
<tr>
<td>AR006241</td>
<td>Art Education Theory 241</td>
<td>whole year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>AR004242</td>
<td>Art Education: 2D 242</td>
<td>whole year</td>
<td>4</td>
<td>106</td>
</tr>
<tr>
<td>AR004243</td>
<td>Art Education: 3D 243</td>
<td>whole year</td>
<td>4</td>
<td>106</td>
</tr>
<tr>
<td>AR002251</td>
<td>Woodcrafts (Minor) 251</td>
<td>whole year</td>
<td>8</td>
<td>119</td>
</tr>
<tr>
<td>AR002252</td>
<td>Woodcrafts (Minor) 252</td>
<td>whole year</td>
<td>8</td>
<td>118</td>
</tr>
<tr>
<td>AR012254</td>
<td>Jewellery and Silversmithing (Minor)</td>
<td>whole year</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>AR012255</td>
<td>Textile Arts (Minor) 255</td>
<td>whole year</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>AR012256</td>
<td>Painting (Minor) 256</td>
<td>whole year</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>AR012257</td>
<td>Ceramics (Minor) 257</td>
<td>whole year</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>AR012258</td>
<td>Sculpture (Minor) 258</td>
<td>whole year</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>AR008259</td>
<td>Teaching and Curriculum Studies</td>
<td>whole year</td>
<td>1½</td>
<td>188</td>
</tr>
<tr>
<td>AR008301</td>
<td>Woodcrafts 301</td>
<td>whole year</td>
<td>8</td>
<td>113</td>
</tr>
<tr>
<td>AR008302</td>
<td>Woodcrafts 302</td>
<td>whole year</td>
<td>8</td>
<td>113</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Duration</td>
<td>Value (points)</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>AR008304</td>
<td>Jewellery and Silversmithing 304</td>
<td>whole year</td>
<td>8</td>
<td>113</td>
</tr>
<tr>
<td>AR008305</td>
<td>Textile Arts 305</td>
<td>whole year</td>
<td>8</td>
<td>114</td>
</tr>
<tr>
<td>AR008307</td>
<td>Ceramics 307</td>
<td>whole year</td>
<td>8</td>
<td>114</td>
</tr>
<tr>
<td>AR008308</td>
<td>Sculpture 303</td>
<td>whole year</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td>AR102311</td>
<td>Drawing 311</td>
<td>1st ½-year</td>
<td>2</td>
<td>123</td>
</tr>
<tr>
<td>AR202311</td>
<td>Drawing 311</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR002333</td>
<td>Fine Arts 333</td>
<td>1st ½-year</td>
<td>2</td>
<td>122</td>
</tr>
<tr>
<td>AR002333</td>
<td>Fine Arts 333</td>
<td>2nd ½-year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AR043431</td>
<td>Art Education (Theory) 341</td>
<td>whole year</td>
<td>4</td>
<td>106</td>
</tr>
<tr>
<td>AR043432</td>
<td>Art Education (2D) 342</td>
<td>whole year</td>
<td>4</td>
<td>107</td>
</tr>
<tr>
<td>AR043433</td>
<td>Art Education (3D) 343</td>
<td>whole year</td>
<td>4</td>
<td>107</td>
</tr>
<tr>
<td>AR006369</td>
<td>Teaching and Curriculum Studies</td>
<td>Art Professional Orientation 359</td>
<td>whole year</td>
<td>6</td>
</tr>
<tr>
<td>AR008401</td>
<td>Woodcrafts 401</td>
<td>whole year</td>
<td>8</td>
<td>115</td>
</tr>
<tr>
<td>AR008402</td>
<td>Printed Textiles and Printmaking 402</td>
<td>whole year</td>
<td>6</td>
<td>115</td>
</tr>
<tr>
<td>AR008404</td>
<td>Jewellery and Silversmithing 404</td>
<td>whole year</td>
<td>8</td>
<td>115</td>
</tr>
<tr>
<td>AR008405</td>
<td>Textile Arts 405</td>
<td>whole year</td>
<td>8</td>
<td>116</td>
</tr>
<tr>
<td>AR008406</td>
<td>Painting 406</td>
<td>whole year</td>
<td>8</td>
<td>116</td>
</tr>
<tr>
<td>AR008407</td>
<td>Ceramics 407</td>
<td>whole year</td>
<td>8</td>
<td>116</td>
</tr>
<tr>
<td>AR008408</td>
<td>Sculpture 408</td>
<td>whole year</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td>AR004411</td>
<td>Drawing 411</td>
<td>whole year</td>
<td>4</td>
<td>115</td>
</tr>
<tr>
<td>AR006432</td>
<td>Fine Arts 432, Studies in Australian Art</td>
<td>whole year</td>
<td>6</td>
<td>116</td>
</tr>
<tr>
<td>AR006433</td>
<td>Fine Arts 433, Studies in Eastern Art</td>
<td>whole year</td>
<td>6</td>
<td>116</td>
</tr>
<tr>
<td>AR003459</td>
<td>Teaching and Curriculum Studies</td>
<td>Art Professional Orientation 459</td>
<td>whole year</td>
<td>3</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF EDUCATION STUDIES**

**PRIMARY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES006101</td>
<td>Education Studies 101</td>
<td>whole year</td>
<td>6</td>
<td>121</td>
</tr>
<tr>
<td>ES006201</td>
<td>Education Studies 201</td>
<td>whole year</td>
<td>6</td>
<td>122</td>
</tr>
<tr>
<td>ES106314</td>
<td>Thinking in Practice 314</td>
<td>1st ½-year</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>ES106315</td>
<td>Classroom Behaviour Modification 315</td>
<td>1st ½-year</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>ES206315</td>
<td>Classroom Behaviour Modification 315</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106317</td>
<td>Interpreting the Traditional Classroom</td>
<td>1st ½-year</td>
<td>6</td>
<td>127</td>
</tr>
<tr>
<td>ES206317</td>
<td>Interpreting the Traditional Classroom</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106318</td>
<td>Values in Education 318</td>
<td>2nd ½-year</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>ES106321</td>
<td>School Achievement 321</td>
<td>1st ½-year</td>
<td>6</td>
<td>122</td>
</tr>
<tr>
<td>ES206321</td>
<td>School Achievement 321</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106322</td>
<td>Teachers and Educational Choices</td>
<td>1st ½-year</td>
<td>6</td>
<td>123</td>
</tr>
<tr>
<td>ES206322</td>
<td>Teachers and Educational Choices</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES206323</td>
<td>An Investigation in the History of Education 323</td>
<td>2nd ½-year</td>
<td>5</td>
<td>124</td>
</tr>
<tr>
<td>ES106324</td>
<td>Learning Difficulties 324</td>
<td>1st ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES206324</td>
<td>Learning Difficulties 324</td>
<td>2nd ½-year</td>
<td>6</td>
<td>127</td>
</tr>
<tr>
<td>ES206325</td>
<td>Learning Difficulties 325</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106327</td>
<td>Philosophical Analysis 327</td>
<td>1st ½-year</td>
<td>6</td>
<td>129</td>
</tr>
<tr>
<td>ES106328</td>
<td>Philosophy of Education 328</td>
<td>1st ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Duration</td>
<td>Value (points)</td>
<td>Page</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>ES106334</td>
<td>Comparative Education 334</td>
<td>Not offered</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>ES206335</td>
<td>Contemporary Systems of Education 335</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>ES106413</td>
<td>Interpersonal Relations 413</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>127</td>
</tr>
<tr>
<td>ES206413</td>
<td>Interpersonal Relations 413</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>ES106414</td>
<td>Thinking in Practice 414</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>ES106415</td>
<td>Classroom Behaviour Modification 415</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>ES206415</td>
<td>Classroom Behaviour Modification 415</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES206416</td>
<td>Curriculum Theory 416</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td>126</td>
</tr>
<tr>
<td>ES106417</td>
<td>Interpreting the Traditional Classroom 417</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>127</td>
</tr>
<tr>
<td>ES206417</td>
<td>Interpreting the Traditional Classroom 417</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106418</td>
<td>Values in Education 419</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>ES106419</td>
<td>Measurement and Research in Education 419</td>
<td>Not offered</td>
<td></td>
<td>128</td>
</tr>
<tr>
<td>ES106420</td>
<td>Sociology of Deviant School Behaviour 420</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>131</td>
</tr>
<tr>
<td>ES206423</td>
<td>An Investigation in the History of Education 423</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td>124</td>
</tr>
<tr>
<td>ES106424</td>
<td>Learning Difficulties 424</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>127</td>
</tr>
<tr>
<td>ES206425</td>
<td>Learning Difficulties 425</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td>128</td>
</tr>
<tr>
<td>ES106426</td>
<td>Personality and Motivation 426</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>129</td>
</tr>
<tr>
<td>ES206426</td>
<td>Personality and Motivation 426</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106427</td>
<td>Philosophical Analysis 427</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>129</td>
</tr>
<tr>
<td>ES106428</td>
<td>Philosophy of Education 428</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>ES106429</td>
<td>Teachers and Pastoral Care 429</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>ES206429</td>
<td>Teachers and Pastoral Care 429</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES206431</td>
<td>Social Disadvantage and Education 431</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td>131</td>
</tr>
<tr>
<td>ES106432</td>
<td>Personnel Behaviour and Management 432</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>129</td>
</tr>
<tr>
<td>ES106433</td>
<td>School Governance and Community 433</td>
<td>Not offered</td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>ES206434</td>
<td>Comparative Education 434</td>
<td>Not offered</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>ES206435</td>
<td>Contemporary Systems of Education 435</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ES106499</td>
<td>Reading and Independent Project 499</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>ES206499</td>
<td>Reading and Independent Project 499</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**SECONDARY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES006151</td>
<td>Education Studies 151</td>
<td>whole year</td>
<td>6</td>
<td>121</td>
</tr>
<tr>
<td>ES006251</td>
<td>Education Studies 251</td>
<td>whole year</td>
<td>6</td>
<td>122</td>
</tr>
<tr>
<td>ES103371</td>
<td>School Achievement 371</td>
<td>1st 1/2-year</td>
<td>3</td>
<td>123</td>
</tr>
<tr>
<td>ES203372</td>
<td>Curriculum Theory 372</td>
<td>2nd 1/2-year</td>
<td>3</td>
<td>123</td>
</tr>
<tr>
<td>ES106463</td>
<td>Interpersonal Relations 463</td>
<td>1st 1/2-year</td>
<td>6</td>
<td>127</td>
</tr>
<tr>
<td>ES206463</td>
<td>Interpersonal Relations 463</td>
<td>2nd 1/2-year</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
DURATION | VALUE (points) | PAGE
ES106464 Thinking in Practice 464 | 1st ½-year | 6 | 132
ES206464 Thinking in Practice 464 | 2nd ½-year | 6 | 125
ES106465 Classroom Behaviour Modification 465 | 1st ½-year | 6 | 132
ES206465 Classroom Behaviour Modification 465 | 2nd ½-year | 6 | 125
ES106470 Sociology of Deviant School Behaviour 470 | 1st ½-year | 6 | 131
ES206470 Sociology of Deviant School Behaviour 470 | | 6 | 124
ES106472 Teachers and Educational Choices 472 | 1st ½-year | 6 | 124
ES206472 Teachers and Educational Choices 472 | 2nd ½-year | 6 | 125
ES106473 An Investigation in the History of Education 473 | 1st ½-year | 6 | 124
ES206473 An Investigation in the History of Education 473 | 2nd ½-year | 6 | 125
ES106475 Contemporary Systems of Education 475 | 1st ½-year | 6 | 125
ES206475 Contemporary Systems of Education 475 | 2nd ½-year | 6 | 126
ES106476 Personality and Motivation 476 | 1st ½-year | 6 | 125
ES206476 Personality and Motivation 476 | 2nd ½-year | 6 | 126
ES106481 History of Secondary Education 481 | 1st ½-year | 6 | 126
ES206481 History of Secondary Education 481 | 2nd ½-year | 6 | 127

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EL005101 Literary Studies 101 | whole year | 5 | 134
EL005102 Children's Literature 102 | whole year | 5 | 135
EL005103 Writing 103 | whole year | 5 | 136
EL025104 Drama 104 | whole year | 5 | 136
EL005105 Language 105 | whole year | 5 | 137
EL004106 Language Arts Primary Orientation 106 | whole year | 4 | 138
EL002106 Teaching Criticism 199 | whole year | 2 | 139
EL012201 Literary Studies 201 | whole year | 12 | 137
EL012202 Children's Literature 202 | whole year | 12 | 138
EL006209 Language Arts Primary Orientation 209 | whole year | 6 | 138
EL012301 Literary Studies 301 | whole year | 12 | 139
EL012302 Children's Literature 302 | whole year | 12 | 140
EL004209 Language Arts Primary Orientation 309 | whole year | 4 | 140
EL006319 Language Arts Primary Orientation 319 | whole year | 6 | 141
EL026312 Reading Disabilities 312 | 2nd ½-year | 6 | 142
EL026313 Language in the Multi-Cultural Classroom 313 | 2nd ½-year | 6 | 143
EL106321 Children's Literature in the Classroom 321 | 1st ½-year | 6 | 144
EL012322 Children's Literature in the Classroom 322 | | 6 | 145
ES106345 Language 345 | 1st ½-year | 6 | 146
EL00E359 Teaching and Curriculum Studies English Professional Orientation 359 | whole year | 4½ | 192

285
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL012401</td>
<td>Literary Studies 401</td>
<td>whole year</td>
<td>12</td>
<td>141</td>
</tr>
<tr>
<td>EL012402</td>
<td>Children's Literature 402</td>
<td>whole year</td>
<td>12</td>
<td>142</td>
</tr>
<tr>
<td>EL012409</td>
<td>Literature and Writing in the Classroom 409</td>
<td>whole year</td>
<td>12</td>
<td>143</td>
</tr>
<tr>
<td>EL012416</td>
<td>English and Under-achievement 416</td>
<td>whole year</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>EL008459</td>
<td>Teaching and Curriculum Studies English</td>
<td>whole year</td>
<td>1½</td>
<td>196</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP012101</td>
<td>HPER 101</td>
<td>whole year</td>
<td>12</td>
<td>147</td>
</tr>
<tr>
<td>HP012103</td>
<td>Biomechanics 103</td>
<td>whole year</td>
<td>12</td>
<td>147</td>
</tr>
<tr>
<td>HP004109</td>
<td>HPER Primary Orientation 109</td>
<td>whole year</td>
<td>4</td>
<td>131</td>
</tr>
<tr>
<td>HP106113</td>
<td>Biomechanics 113</td>
<td>1st ½-year</td>
<td>6</td>
<td>147</td>
</tr>
<tr>
<td>HP206123</td>
<td>Biomechanics 123</td>
<td>2nd ½-year</td>
<td>6</td>
<td>148</td>
</tr>
<tr>
<td>HP008159</td>
<td>Teaching and Curriculum Studies Physical Education</td>
<td>whole year</td>
<td>1½</td>
<td>188</td>
</tr>
<tr>
<td>HP012201</td>
<td>HPER 201</td>
<td>whole year</td>
<td>12</td>
<td>148</td>
</tr>
<tr>
<td>HP012202</td>
<td>Physical Education 202</td>
<td>whole year</td>
<td>12</td>
<td>148</td>
</tr>
<tr>
<td>HP012206</td>
<td>Health Education 206</td>
<td>whole year</td>
<td>12</td>
<td>149</td>
</tr>
<tr>
<td>HP006214</td>
<td>Outdoor Recreation 214</td>
<td>whole year</td>
<td>6</td>
<td>149</td>
</tr>
<tr>
<td>HP106217</td>
<td>Overview of Biological Aspects of P.E. 217</td>
<td>1st ½-year</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>HP006224</td>
<td>Leisure Studies 224</td>
<td>whole year</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>HP008259</td>
<td>Teaching and Curriculum Studies Physical Education</td>
<td>whole year</td>
<td>1½</td>
<td>189</td>
</tr>
<tr>
<td>HP012301</td>
<td>HPER 301</td>
<td>whole year</td>
<td>12</td>
<td>150</td>
</tr>
<tr>
<td>HP012302</td>
<td>Physical Education 302</td>
<td>whole year</td>
<td>12</td>
<td>151</td>
</tr>
<tr>
<td>HP012306</td>
<td>Health Education 306</td>
<td>whole year</td>
<td>12</td>
<td>152</td>
</tr>
<tr>
<td>HP006314</td>
<td>Outdoor Recreation 314</td>
<td>whole year</td>
<td>6</td>
<td>152</td>
</tr>
<tr>
<td>HP006324</td>
<td>Leisure Studies 324</td>
<td>whole year</td>
<td>6</td>
<td>153</td>
</tr>
<tr>
<td>HP206334</td>
<td>Overview of Recreation 334</td>
<td>2nd ½-year</td>
<td>6</td>
<td>153</td>
</tr>
<tr>
<td>HP106335</td>
<td>Overview of Socio-cultural aspects of P.E. 335</td>
<td>1st ½-year</td>
<td>6</td>
<td>153</td>
</tr>
<tr>
<td>HP206336</td>
<td>Overview of Health Education 336</td>
<td>2nd ½-year</td>
<td>6</td>
<td>153</td>
</tr>
<tr>
<td>HP106337</td>
<td>Overview of Biol. Aspects of P.E. 337</td>
<td>1st ½-year</td>
<td>6</td>
<td>154</td>
</tr>
<tr>
<td>HP106338</td>
<td>Overview of Psychological Aspects of P.E. 338</td>
<td>1st ½-year</td>
<td>6</td>
<td>154</td>
</tr>
<tr>
<td>HP00357</td>
<td>Teaching and Curriculum Studies Health Education Professional Orientation 357</td>
<td>whole year</td>
<td>4½</td>
<td>191</td>
</tr>
<tr>
<td>HP00358</td>
<td>Teaching and Curriculum Studies Recreation Professional Orientation 358</td>
<td>whole year</td>
<td>4½</td>
<td>191</td>
</tr>
<tr>
<td>HP008359</td>
<td>Teaching and Curriculum Studies Physical Education Professional Orientation 359</td>
<td>whole year</td>
<td>1½</td>
<td>191</td>
</tr>
<tr>
<td>HP012401</td>
<td>HPER 401</td>
<td>whole year</td>
<td>12</td>
<td>154</td>
</tr>
</tbody>
</table>

286
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP012402</td>
<td>Physical Education 402</td>
<td>whole year</td>
<td>12</td>
<td>155</td>
</tr>
<tr>
<td>HP006410</td>
<td>Project in HPER 410</td>
<td>whole year</td>
<td>5</td>
<td>155</td>
</tr>
<tr>
<td>HP012411</td>
<td>HPER 411</td>
<td>whole year</td>
<td>12</td>
<td>156</td>
</tr>
<tr>
<td>HP05414</td>
<td>Outdoor Recreation 414</td>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP106415</td>
<td>Sociology of Sport and Physical Education 415</td>
<td>1st ½-year</td>
<td>6</td>
<td>156</td>
</tr>
<tr>
<td>HP106416</td>
<td>Health Education Elective Study 416</td>
<td>1st ½-year</td>
<td>6</td>
<td>157</td>
</tr>
<tr>
<td>HP106417</td>
<td>Exercise Physiology 417</td>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP206418</td>
<td>Acquisition of Skill 418</td>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP106420</td>
<td>Project in HPER 420</td>
<td>whole year</td>
<td>12</td>
<td>157</td>
</tr>
<tr>
<td>HP106425</td>
<td>Aesthetics 425</td>
<td>1st ½-year</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td>HP106426</td>
<td>Health Education — Values and Skills 426</td>
<td>1st ½-year</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td>HP106427</td>
<td>Sports Medicine 427</td>
<td>1st ½-year</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td>HP106428</td>
<td>Psychology of Coaching 428</td>
<td>1st ½-year</td>
<td>6</td>
<td>159</td>
</tr>
<tr>
<td>HP106434</td>
<td>Overview of Recreation 434</td>
<td>1st ½-year</td>
<td>6</td>
<td>159</td>
</tr>
<tr>
<td>HP106436</td>
<td>Overview of Health Education 436</td>
<td>1st ½-year</td>
<td>6</td>
<td>160</td>
</tr>
<tr>
<td>HP106433</td>
<td>Advanced Biomechanics 443</td>
<td>1st ½-year</td>
<td>6</td>
<td>160</td>
</tr>
<tr>
<td>HP106444</td>
<td>Project in Recreation 444</td>
<td>whole year</td>
<td>6</td>
<td>160</td>
</tr>
<tr>
<td>HP106446</td>
<td>Project in Health Education 446</td>
<td>whole year</td>
<td>6</td>
<td>160</td>
</tr>
<tr>
<td>HP106457</td>
<td>Teaching and Curriculum Studies Health Education Professional Orientation 457</td>
<td>whole year</td>
<td>1 1/2</td>
<td>195</td>
</tr>
<tr>
<td>HP106458</td>
<td>Teaching and Curriculum Studies Recreation Professional Orientation 458</td>
<td>whole year</td>
<td>1 1/2</td>
<td>195</td>
</tr>
<tr>
<td>HP106459</td>
<td>Teaching and Curriculum Studies Physical Education Professional Orientation 459</td>
<td>whole year</td>
<td>1 1/2</td>
<td>196</td>
</tr>
<tr>
<td>HP206453</td>
<td>Advanced Biomechanics 453</td>
<td>2nd ½-year</td>
<td>6</td>
<td>161</td>
</tr>
</tbody>
</table>

DEPARTMENT OF MATHEMATICS

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA01201</td>
<td>Mathematics 101</td>
<td>whole year</td>
<td>12</td>
<td>162</td>
</tr>
<tr>
<td>MA004109</td>
<td>Mathematics Primary Orientation 109</td>
<td>whole year</td>
<td>4</td>
<td>181</td>
</tr>
<tr>
<td>MA01202</td>
<td>Mathematics 201</td>
<td>whole year</td>
<td>12</td>
<td>162</td>
</tr>
<tr>
<td>MA002209</td>
<td>Mathematics Primary Orientation 209</td>
<td>whole year</td>
<td>2</td>
<td>183</td>
</tr>
<tr>
<td>MA012301</td>
<td>Mathematics 301</td>
<td>whole year</td>
<td>12</td>
<td>183</td>
</tr>
<tr>
<td>MA006309</td>
<td>Mathematics Primary Orientation 309</td>
<td>whole year</td>
<td>4</td>
<td>184</td>
</tr>
<tr>
<td>MA006319</td>
<td>Mathematics Primary Orientation 319</td>
<td>whole year</td>
<td>6</td>
<td>185</td>
</tr>
<tr>
<td>MA006359</td>
<td>Teaching and Curriculum Studies Mathematics Professional Orientation 359</td>
<td>whole year</td>
<td>4 1/2</td>
<td>193</td>
</tr>
<tr>
<td>MA006401</td>
<td>Mathematics 401</td>
<td>whole year</td>
<td>6</td>
<td>163</td>
</tr>
<tr>
<td>MA006402</td>
<td>Mathematics 402</td>
<td>whole year</td>
<td>6</td>
<td>163</td>
</tr>
<tr>
<td>MA006403</td>
<td>Mathematics 403</td>
<td>whole year</td>
<td>8</td>
<td>163</td>
</tr>
<tr>
<td>MA006411</td>
<td>Mathematics 411</td>
<td>whole year</td>
<td>6</td>
<td>163</td>
</tr>
<tr>
<td>MA006412</td>
<td>Mathematics 412</td>
<td>whole year</td>
<td>6</td>
<td>164</td>
</tr>
<tr>
<td>MA106413</td>
<td>Mathematics 413</td>
<td>1st ½-year</td>
<td>6</td>
<td>164</td>
</tr>
</tbody>
</table>

287
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA206414</td>
<td>Mathematics 414</td>
<td>2nd ½-year</td>
<td>6</td>
<td>164</td>
</tr>
<tr>
<td>MA006415</td>
<td>Mathematics Education 415</td>
<td>Whole year</td>
<td>6</td>
<td>164</td>
</tr>
<tr>
<td>MA006416</td>
<td>Remedial Mathematics 416</td>
<td>Whole year</td>
<td>6</td>
<td>164</td>
</tr>
<tr>
<td>MA012421</td>
<td>Classroom Remediation in Mathematics 421</td>
<td>Whole year</td>
<td>1/2</td>
<td>165</td>
</tr>
<tr>
<td>MA106431</td>
<td>Computer Assisted Instruction 431</td>
<td>1st ½-year</td>
<td>6</td>
<td>165</td>
</tr>
<tr>
<td>MA206432</td>
<td>Computer Assisted Instruction Practicum 432</td>
<td>2nd ½-year</td>
<td>6</td>
<td>165</td>
</tr>
<tr>
<td>MA008459</td>
<td>Teaching and Curriculum Studies Mathematics Professional Orientation 459</td>
<td>Whole year</td>
<td>1½</td>
<td>193</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF MUSIC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU004109</td>
<td>Music Primary Orientation 109</td>
<td>Whole year</td>
<td>4</td>
<td>182</td>
</tr>
<tr>
<td>MU001112</td>
<td>Instrumental Ensemble 112</td>
<td>Whole year</td>
<td>1</td>
<td>168</td>
</tr>
<tr>
<td>MU002114</td>
<td>Accompanying 114</td>
<td>Whole year</td>
<td>2</td>
<td>168</td>
</tr>
<tr>
<td>MU002115</td>
<td>Recorder Ensemble 115</td>
<td>Whole year</td>
<td>2</td>
<td>168</td>
</tr>
<tr>
<td>MU002117</td>
<td>History and Literature 117</td>
<td>Whole year</td>
<td>2</td>
<td>168</td>
</tr>
<tr>
<td>MU002118</td>
<td>Composition and Arrangement 118</td>
<td>Whole year</td>
<td>2</td>
<td>168</td>
</tr>
<tr>
<td>MU003119</td>
<td>Aural Training 119</td>
<td>Whole year</td>
<td>3</td>
<td>168</td>
</tr>
<tr>
<td>MU003121</td>
<td>Solo Practical Study 121</td>
<td>Whole year</td>
<td>8</td>
<td>169</td>
</tr>
<tr>
<td>MU001122</td>
<td>Instrumental 122</td>
<td>Whole year</td>
<td>1</td>
<td>169</td>
</tr>
<tr>
<td>MU001123</td>
<td>Vocal 123</td>
<td>Whole year</td>
<td>1</td>
<td>169</td>
</tr>
<tr>
<td>MU002124</td>
<td>Accompanying 124</td>
<td>Whole year</td>
<td>2</td>
<td>169</td>
</tr>
<tr>
<td>MU002125</td>
<td>Recorder 125</td>
<td>Whole year</td>
<td>3</td>
<td>170</td>
</tr>
<tr>
<td>MU002127</td>
<td>History and Literature 217</td>
<td>Whole year</td>
<td>3</td>
<td>170</td>
</tr>
<tr>
<td>MU002218</td>
<td>Composition and Arrangement 218</td>
<td>Whole year</td>
<td>2</td>
<td>170</td>
</tr>
<tr>
<td>MU003219</td>
<td>Aural Training 219</td>
<td>Whole year</td>
<td>3</td>
<td>170</td>
</tr>
<tr>
<td>MU003221</td>
<td>Solo Practical Study 221</td>
<td>Whole year</td>
<td>8</td>
<td>170</td>
</tr>
<tr>
<td>MU001222</td>
<td>Instrumental 222</td>
<td>Whole year</td>
<td>1</td>
<td>170</td>
</tr>
<tr>
<td>MU001223</td>
<td>Vocal 223</td>
<td>Whole year</td>
<td>1</td>
<td>170</td>
</tr>
<tr>
<td>MU002224</td>
<td>Accompanying 224</td>
<td>Whole year</td>
<td>2</td>
<td>170</td>
</tr>
<tr>
<td>MU004237</td>
<td>History and Literature 237</td>
<td>Whole year</td>
<td>4</td>
<td>170</td>
</tr>
<tr>
<td>MU004238</td>
<td>Harmony 238</td>
<td>Whole year</td>
<td>4</td>
<td>170</td>
</tr>
<tr>
<td>MU004239</td>
<td>Aural Training 239</td>
<td>Whole year</td>
<td>4</td>
<td>171</td>
</tr>
<tr>
<td>MU103241</td>
<td>Music Philosophy 241</td>
<td>1st ½-year</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>MU103242</td>
<td>Music Philosophy 242</td>
<td>1st ½-year</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>MU003243</td>
<td>Music Philosophy 243</td>
<td>Whole year</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>MU003244</td>
<td>Music Philosophy 244</td>
<td>Whole year</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>MU008259</td>
<td>Teaching and Curriculum Studies Music Professional Orientation 259</td>
<td>Whole year</td>
<td>1½</td>
<td>189</td>
</tr>
<tr>
<td>MU101311</td>
<td>Philosophy of Music Education 311</td>
<td>1st ½-year</td>
<td>1</td>
<td>171</td>
</tr>
<tr>
<td>MU202312</td>
<td>Movement and Dance 312</td>
<td>2nd ½-year</td>
<td>2</td>
<td>171</td>
</tr>
<tr>
<td>MU001313</td>
<td>Vocal Ensemble 313</td>
<td>Whole year</td>
<td>1</td>
<td>171</td>
</tr>
<tr>
<td>MU002315</td>
<td>Recorder 315</td>
<td>Whole year</td>
<td>2</td>
<td>171</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Duration</td>
<td>Value (points)</td>
<td>Page</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>MU003317</td>
<td>History and Literature 317</td>
<td>whole year</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>MU002318</td>
<td>Composition and Arrangement 318</td>
<td>whole year</td>
<td>2</td>
<td>171</td>
</tr>
<tr>
<td>MU001319</td>
<td>Aural Training 319</td>
<td>whole year</td>
<td>1</td>
<td>171</td>
</tr>
<tr>
<td>MU003321</td>
<td>Solo Practical Study 321</td>
<td>whole year</td>
<td>8</td>
<td>172</td>
</tr>
<tr>
<td>MU001322</td>
<td>Instrumental 322</td>
<td>whole year</td>
<td>1</td>
<td>172</td>
</tr>
<tr>
<td>MU001323</td>
<td>Vocal 323</td>
<td>whole year</td>
<td>1</td>
<td>172</td>
</tr>
<tr>
<td>MU002325</td>
<td>Ancient Instruments 325</td>
<td>whole year</td>
<td>2</td>
<td>172</td>
</tr>
<tr>
<td>MU004337</td>
<td>History and Literature 337</td>
<td>whole year</td>
<td>4</td>
<td>172</td>
</tr>
<tr>
<td>MU004338</td>
<td>Harmony 338</td>
<td>whole year</td>
<td>4</td>
<td>172</td>
</tr>
<tr>
<td>MU004339</td>
<td>Orchestration 339</td>
<td>whole year</td>
<td>4</td>
<td>172</td>
</tr>
<tr>
<td>MU102351</td>
<td>Music Workshop 351</td>
<td>1st ½-year</td>
<td>2</td>
<td>173</td>
</tr>
<tr>
<td>MU102352</td>
<td>Movement and Dance 352</td>
<td>1st ½-year</td>
<td>2</td>
<td>173</td>
</tr>
<tr>
<td>MU102353</td>
<td>Choral Training and Repertoire 353</td>
<td>1st ½-year</td>
<td>2</td>
<td>173</td>
</tr>
<tr>
<td>MU006359</td>
<td>Teaching and Curriculum Studies</td>
<td>Music Professional Orientation 359</td>
<td>whole year</td>
<td>6</td>
</tr>
<tr>
<td>MU004363</td>
<td>Music Education 363</td>
<td>2nd ½-year</td>
<td>4</td>
<td>173</td>
</tr>
<tr>
<td>MU002364</td>
<td>Guitar 364</td>
<td>2nd ½-year</td>
<td>2</td>
<td>173</td>
</tr>
<tr>
<td>MU004382</td>
<td>Instrumental Music 1 382</td>
<td>whole year</td>
<td>4</td>
<td>174</td>
</tr>
<tr>
<td>MU002384</td>
<td>Movement and Dance 384</td>
<td>whole year</td>
<td>2</td>
<td>174</td>
</tr>
<tr>
<td>MU101385</td>
<td>Vocal Skills 385</td>
<td>1st ½-year</td>
<td>1</td>
<td>174</td>
</tr>
<tr>
<td>MU201386</td>
<td>Conducting Skills 386</td>
<td>2nd ½-year</td>
<td>1</td>
<td>174</td>
</tr>
<tr>
<td>MU004389</td>
<td>Aural Training 389</td>
<td>whole year</td>
<td>4</td>
<td>174</td>
</tr>
<tr>
<td>MU006421</td>
<td>Chamber Music 421</td>
<td>whole year</td>
<td>6</td>
<td>175</td>
</tr>
<tr>
<td>MU001422</td>
<td>Instrumental 422</td>
<td>whole year</td>
<td>1</td>
<td>175</td>
</tr>
<tr>
<td>MU001423</td>
<td>Vocal 423</td>
<td>whole year</td>
<td>1</td>
<td>175</td>
</tr>
<tr>
<td>MU002424</td>
<td>Conducting 424</td>
<td>whole year</td>
<td>2</td>
<td>175</td>
</tr>
<tr>
<td>MU002426</td>
<td>Repertoire 426</td>
<td>whole year</td>
<td>2</td>
<td>175</td>
</tr>
<tr>
<td>MU004437</td>
<td>History and Literature 437</td>
<td>whole year</td>
<td>4</td>
<td>175</td>
</tr>
<tr>
<td>MU004438</td>
<td>Harmony 438</td>
<td>whole year</td>
<td>4</td>
<td>175</td>
</tr>
<tr>
<td>MU004439</td>
<td>Orchestration 439</td>
<td>whole year</td>
<td>4</td>
<td>175</td>
</tr>
<tr>
<td>MU102453</td>
<td>Music Curriculum Planning 453</td>
<td>1st ½-year</td>
<td>2</td>
<td>176</td>
</tr>
<tr>
<td>MU102455</td>
<td>Recorder Ensemble 455</td>
<td>1st ½-year</td>
<td>2</td>
<td>176</td>
</tr>
<tr>
<td>MU102458</td>
<td>Arrangement 458</td>
<td>1st ½-year</td>
<td>2</td>
<td>176</td>
</tr>
<tr>
<td>MU003459</td>
<td>Teaching and Curriculum Studies</td>
<td>Music Professional Orientation 459</td>
<td>whole year</td>
<td>6</td>
</tr>
<tr>
<td>MU02461</td>
<td>Measurement and Assessment in Music Education 461</td>
<td>2nd ½-year</td>
<td>2</td>
<td>177</td>
</tr>
<tr>
<td>MU004463</td>
<td>Music Education 463</td>
<td>2nd ½-year</td>
<td>4</td>
<td>177</td>
</tr>
<tr>
<td>MU002471</td>
<td>Measurement and Assessment in Music Education 471</td>
<td>whole year</td>
<td>2</td>
<td>177</td>
</tr>
<tr>
<td>MU006472</td>
<td>Music Education (APM) 472</td>
<td>whole year</td>
<td>6</td>
<td>177</td>
</tr>
<tr>
<td>MU004473</td>
<td>Music Curriculum Planning 473</td>
<td>whole year</td>
<td>4</td>
<td>178</td>
</tr>
<tr>
<td>MU002482</td>
<td>Instrumental Music 482</td>
<td>whole year</td>
<td>2</td>
<td>178</td>
</tr>
<tr>
<td>MU002483</td>
<td>Choral Training and Repertoire 483</td>
<td>whole year</td>
<td>2</td>
<td>178</td>
</tr>
<tr>
<td>MU004487</td>
<td>Music Literature 487</td>
<td>whole year</td>
<td>4</td>
<td>178</td>
</tr>
<tr>
<td>MU004486</td>
<td>Composition and Arrangement 488</td>
<td>whole year</td>
<td>4</td>
<td>178</td>
</tr>
<tr>
<td>SC012101</td>
<td>Science 101</td>
<td>whole year</td>
<td>12</td>
<td>200</td>
</tr>
<tr>
<td>SC004109</td>
<td>Science Primary Orientation 109</td>
<td>whole year</td>
<td>4</td>
<td>182</td>
</tr>
<tr>
<td>SC012201</td>
<td>Science 201</td>
<td>whole year</td>
<td>12</td>
<td>200</td>
</tr>
</tbody>
</table>

DEPARTMENT OF SCIENCE
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC206210</td>
<td>Science Activities in the Primary School 210</td>
<td>2nd ½-year</td>
<td>6</td>
<td>201</td>
</tr>
<tr>
<td>SC106211</td>
<td>Environmental Science Activities 211</td>
<td>1st ½-year</td>
<td>6</td>
<td>201</td>
</tr>
<tr>
<td>SC012301</td>
<td>Science 301</td>
<td>whole year</td>
<td>12</td>
<td>201</td>
</tr>
<tr>
<td>SC012303</td>
<td>Science 303</td>
<td>whole year</td>
<td>12</td>
<td>202</td>
</tr>
<tr>
<td>SC00E359</td>
<td>Teaching and Curriculum Studies General Science Professional Orientation 359</td>
<td>whole year</td>
<td>4½</td>
<td>193</td>
</tr>
<tr>
<td>SC012404</td>
<td>Science 404</td>
<td>whole year</td>
<td>12</td>
<td>202</td>
</tr>
<tr>
<td>SC106411</td>
<td>Advanced Teaching in Science 411</td>
<td>2nd ½-year</td>
<td>6</td>
<td>202</td>
</tr>
<tr>
<td>SC00B459</td>
<td>Teaching and Curriculum Studies General Science Professional Orientation 459</td>
<td>whole year</td>
<td>1½</td>
<td>197</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF SOCIAL SCIENCES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS012101</td>
<td>People and Change 101</td>
<td>whole year</td>
<td>12</td>
<td>205</td>
</tr>
<tr>
<td>SS012102</td>
<td>People and Cities 102</td>
<td>whole year</td>
<td>12</td>
<td>206</td>
</tr>
<tr>
<td>SS004109</td>
<td>Social Sciences Primary Orientation 109</td>
<td>whole year</td>
<td>4</td>
<td>182</td>
</tr>
<tr>
<td>SS106201</td>
<td>Children and Television 201</td>
<td>1st ½-year</td>
<td>6</td>
<td>206</td>
</tr>
<tr>
<td>SS206201</td>
<td>Children and Television 201</td>
<td>2nd ½-year</td>
<td>6</td>
<td>206</td>
</tr>
<tr>
<td>SS106205</td>
<td>Traditional and Contemporary Inequality 205</td>
<td>1st ½-year</td>
<td>6</td>
<td>206</td>
</tr>
<tr>
<td>SS206205</td>
<td>Traditional and Contemporary Inequality 205</td>
<td>2nd ½-year</td>
<td>6</td>
<td>206</td>
</tr>
<tr>
<td>SS106206</td>
<td>Aspects of Work, Education and Unemployment 206</td>
<td>1st ½-year</td>
<td>6</td>
<td>207</td>
</tr>
<tr>
<td>SS206206</td>
<td>Aspects of Work, Education and Unemployment 206</td>
<td>2nd ½-year</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SS106207</td>
<td>People and the Environment 207</td>
<td>1st ½-year</td>
<td>6</td>
<td>207</td>
</tr>
<tr>
<td>SS206207</td>
<td>People and the Environment 207</td>
<td>2nd ½-year</td>
<td>6</td>
<td>207</td>
</tr>
<tr>
<td>SS012301</td>
<td>Australian Studies (Day) 301</td>
<td>whole year</td>
<td>12</td>
<td>207</td>
</tr>
<tr>
<td>SS012302</td>
<td>Other Cultures (Day) 302</td>
<td>whole year</td>
<td>12</td>
<td>207</td>
</tr>
<tr>
<td>SS206304</td>
<td>Pressure Groups and Education 304</td>
<td>2nd ½-year</td>
<td>6</td>
<td>208</td>
</tr>
<tr>
<td>SS106305</td>
<td>The Migrant Child in Australian Society 305</td>
<td>1st ½-year</td>
<td>6</td>
<td>208</td>
</tr>
<tr>
<td>SS012306</td>
<td>Other Cultures (Evening) 306</td>
<td>whole year</td>
<td>12</td>
<td>207</td>
</tr>
<tr>
<td>SS012307</td>
<td>Australian Studies (Evening) 307</td>
<td>whole year</td>
<td>12</td>
<td>207</td>
</tr>
<tr>
<td>SS00E359</td>
<td>Teaching and Curriculum Studies History/Social Studies Professional Orientation 359</td>
<td>whole year</td>
<td>4½</td>
<td>193</td>
</tr>
<tr>
<td>SS012401</td>
<td>Urban and Regional Studies 401</td>
<td>whole year</td>
<td>12</td>
<td>209</td>
</tr>
<tr>
<td>SS012402</td>
<td>Social Studies for the Primary School 402</td>
<td>whole year</td>
<td>12</td>
<td>209</td>
</tr>
<tr>
<td>SS00B459</td>
<td>Teaching and Curriculum Studies History/Social Studies Professional Orientation 459</td>
<td>whole year</td>
<td>1½</td>
<td>197</td>
</tr>
</tbody>
</table>

**INSTITUTE OF SPECIAL EDUCATION (BACHELOR OF EDUCATION)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Value</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE106310</td>
<td>Education of the Hearing Impaired (1)</td>
<td></td>
<td>#</td>
<td>6 NA</td>
</tr>
<tr>
<td>Code</td>
<td>Course Description</td>
<td>Duration</td>
<td>Value (points)</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>SE106311</td>
<td>Education of the Intellectually Handicapped 311</td>
<td>1st ½-year</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE806316</td>
<td>Visual Impairment 316</td>
<td>2nd term</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE206317</td>
<td>Mathematics for the Learning Disabled 417</td>
<td>#</td>
<td>6</td>
<td>218</td>
</tr>
<tr>
<td>SE106403</td>
<td>Medical Aspects of Exceptionality 403</td>
<td>1st ½-year</td>
<td>6</td>
<td>219</td>
</tr>
<tr>
<td>SE106408</td>
<td>Sociology of Deviance and Exceptionality 408</td>
<td>1st ½-year</td>
<td>6</td>
<td>211</td>
</tr>
<tr>
<td>SE106409</td>
<td>Diagnostic and Prescriptive Teaching 409</td>
<td>1st ½-year</td>
<td>6</td>
<td>212</td>
</tr>
<tr>
<td>SE206412</td>
<td>Education of Multiply Handicapped 412</td>
<td>2nd ½-year</td>
<td>6</td>
<td>213</td>
</tr>
<tr>
<td>SE206416</td>
<td>Current issues and Problems in Special Education 416</td>
<td>2nd ½-year</td>
<td>6</td>
<td>214</td>
</tr>
<tr>
<td>SE106418</td>
<td>Advanced Psychology of Deafness 416</td>
<td>#</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE206419</td>
<td>Language Development in Exceptional Children 419</td>
<td>#</td>
<td>6</td>
<td>219</td>
</tr>
<tr>
<td>SE106420</td>
<td>Modern Theories of Communication for the Hearing Impaired 420</td>
<td>#</td>
<td>6</td>
<td>219</td>
</tr>
<tr>
<td>SE006424</td>
<td>Reading Projects 424</td>
<td>whole year</td>
<td>6</td>
<td>214</td>
</tr>
<tr>
<td>SE006425</td>
<td>Research Projects 425</td>
<td>whole year</td>
<td>6</td>
<td>214</td>
</tr>
<tr>
<td>SE106427</td>
<td>Learning Theory 427</td>
<td>#</td>
<td>6</td>
<td>220</td>
</tr>
<tr>
<td>SE206430</td>
<td>Sociology of Families with Disabled Children 430</td>
<td>2nd ½-year</td>
<td>6</td>
<td>220</td>
</tr>
<tr>
<td>SE206431</td>
<td>Advanced Auditory Habilitation 431</td>
<td>#</td>
<td>6</td>
<td>215</td>
</tr>
<tr>
<td>SE206438</td>
<td>The Hearing Impaired Child in the Regular School 438</td>
<td>#</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE106439</td>
<td>Perceptual Basis of Learning Disabilities 439</td>
<td>#</td>
<td>6</td>
<td>220</td>
</tr>
<tr>
<td>SE106440</td>
<td>Statistics A 440</td>
<td>#</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE206441</td>
<td>Statistics B 441</td>
<td>#</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE206442</td>
<td>Research Design 442</td>
<td>#</td>
<td>6</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE106443</td>
<td>Curriculum Planning in Special Education Settings 443</td>
<td>1st ½-year</td>
<td>6</td>
<td>217</td>
</tr>
<tr>
<td>SE206444</td>
<td>Behaviour Modification (1) 444</td>
<td>2nd ½-year</td>
<td>6</td>
<td>217</td>
</tr>
<tr>
<td>SE206445</td>
<td>Behaviour Modification (2) 445</td>
<td>#</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SE206446</td>
<td>Cognitive Ability and Mental Retardation 446</td>
<td>2nd ½-year</td>
<td>6</td>
<td>221</td>
</tr>
<tr>
<td>SE006447</td>
<td>Programming and Statistics 447</td>
<td>#</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>SE006448</td>
<td>Programming and Statistics 448</td>
<td>#</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>SE006449</td>
<td>Research Design 449</td>
<td>#</td>
<td>222</td>
<td></td>
</tr>
</tbody>
</table>

### GRADUATE DIPLOMA IN SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE706801</td>
<td>Human Development 801</td>
<td>1st term</td>
<td>6</td>
<td>256</td>
</tr>
<tr>
<td>SE006802</td>
<td>Human Communication 802</td>
<td>1st &amp; 3rd  terms</td>
<td>6</td>
<td>256</td>
</tr>
<tr>
<td>SE703803</td>
<td>Sociology of Exceptionality 803</td>
<td>1st term</td>
<td>3</td>
<td>257</td>
</tr>
<tr>
<td>SE903806</td>
<td>Parameters in Special Education 806</td>
<td>3rd term</td>
<td>3</td>
<td>257</td>
</tr>
<tr>
<td>SE903807</td>
<td>Auditory and Articulatory Basis of Learning Disability 807</td>
<td>3rd term</td>
<td>3</td>
<td>257</td>
</tr>
<tr>
<td>SE903808</td>
<td>Diagnostic and Prescriptive Teaching 808</td>
<td>3rd term</td>
<td>3</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

# At time of printing specific half-year not determined.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Value Points</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE903809</td>
<td>Interpersonal Relationships 809</td>
<td>3rd term</td>
<td>3</td>
<td>258</td>
</tr>
<tr>
<td>SE703810</td>
<td>Introduction to Learning Disability 810</td>
<td>1st term</td>
<td>3</td>
<td>258</td>
</tr>
<tr>
<td>SE703811</td>
<td>Reading for the Learning Disabled A 811</td>
<td>1st term</td>
<td>3</td>
<td>258</td>
</tr>
<tr>
<td>SE703812</td>
<td>Mathematics for the Learning Disabled 812</td>
<td>1st term</td>
<td>3</td>
<td>258</td>
</tr>
<tr>
<td>SE803813</td>
<td>Reading for the Learning Disabled B 813</td>
<td>2nd term</td>
<td>3</td>
<td>259</td>
</tr>
<tr>
<td>SE703814</td>
<td>Curriculum Modification 814</td>
<td>1st term</td>
<td>3</td>
<td>259</td>
</tr>
<tr>
<td>SE903815</td>
<td>Child Management 815</td>
<td>3rd term</td>
<td>3</td>
<td>259</td>
</tr>
<tr>
<td>SE703816</td>
<td>Perceptual Basis of Learning Disability 816</td>
<td>1st term</td>
<td>3</td>
<td>259</td>
</tr>
<tr>
<td>SE803819</td>
<td>Language and its Measurement 819</td>
<td>2nd term</td>
<td>3</td>
<td>260</td>
</tr>
<tr>
<td>SE006826</td>
<td>Communication with the Hearing Impaired 826</td>
<td>1st &amp; 2nd terms</td>
<td>6</td>
<td>260</td>
</tr>
<tr>
<td>SE903827</td>
<td>Speech for the Hearing Impaired 827</td>
<td>1st &amp; 2nd terms</td>
<td>6</td>
<td>260</td>
</tr>
<tr>
<td>SE903828</td>
<td>Language for the Hearing Impaired 828</td>
<td>3rd term</td>
<td>3</td>
<td>261</td>
</tr>
<tr>
<td>SE703829</td>
<td>Audiology 829</td>
<td>1st term</td>
<td>3</td>
<td>261</td>
</tr>
<tr>
<td>SE703830</td>
<td>Psycho-social Aspects of Hearing Impairment 830</td>
<td>1st term</td>
<td>3</td>
<td>261</td>
</tr>
<tr>
<td>SE803831</td>
<td>Medical and Functional Aspects of Visual Impairment 831</td>
<td>2nd term</td>
<td>3</td>
<td>261</td>
</tr>
<tr>
<td>SE009832</td>
<td>Specialist Skills for Teaching Children with a Visual Impairment 832</td>
<td>1st &amp; 2nd terms</td>
<td>9</td>
<td>262</td>
</tr>
<tr>
<td>SE803833</td>
<td>Psycho-social Implications of Visual Impairment 833</td>
<td>2nd term</td>
<td>3</td>
<td>262</td>
</tr>
<tr>
<td>SE903834</td>
<td>Methods and Materials for Teaching Blind Children 834</td>
<td>3rd term</td>
<td>3</td>
<td>262</td>
</tr>
<tr>
<td>SE906835</td>
<td>Utilization of Low Vision 835</td>
<td>3rd term</td>
<td>6</td>
<td>263</td>
</tr>
<tr>
<td>SE006836</td>
<td>Medical and Psychological Aspects of Classification and Causation 836</td>
<td>1st &amp; 2nd terms</td>
<td>6</td>
<td>263</td>
</tr>
<tr>
<td>SE703837</td>
<td>Learning and the Physically Handicapped 837</td>
<td>1st term</td>
<td>3</td>
<td>263</td>
</tr>
<tr>
<td>SE703838</td>
<td>Psycho-social Growth in Physically Handicapped Children 838</td>
<td>1st term</td>
<td>3</td>
<td>264</td>
</tr>
<tr>
<td>SE703839</td>
<td>Communication for the Physically Handicapped 839</td>
<td>1st term</td>
<td>3</td>
<td>264</td>
</tr>
<tr>
<td>SE006840</td>
<td>Practicum</td>
<td>whole year</td>
<td>N.A.</td>
<td>266</td>
</tr>
<tr>
<td>SE803841</td>
<td>Assessment/Psychological Considerations in Mental Retardation 841</td>
<td>2nd term</td>
<td>3</td>
<td>264</td>
</tr>
<tr>
<td>SE903842</td>
<td>Philosophical Issues in Mental Retardation 842</td>
<td>3rd term</td>
<td>3</td>
<td>266</td>
</tr>
<tr>
<td>SE706843</td>
<td>Individual Program Planning and Curriculum for the Mentally Retarded 843</td>
<td>3rd term</td>
<td>3</td>
<td>266</td>
</tr>
<tr>
<td>SE703844</td>
<td>Cognitive Functioning and Mental Retardation 844</td>
<td>1st term</td>
<td>3</td>
<td>267</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Duration</td>
<td>Value</td>
<td>Page</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>SE703846</td>
<td>Behaviour Management within Educational Settings</td>
<td>1st term</td>
<td>3</td>
<td>267</td>
</tr>
<tr>
<td>SE903847</td>
<td>Pre-vocational Training</td>
<td>3rd term</td>
<td>3</td>
<td>268</td>
</tr>
<tr>
<td>SE900848</td>
<td>Techniques of Non-Verbal Communication</td>
<td>3rd term</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>SE703850</td>
<td>Advocacy Practicum for the Mentally Retarded</td>
<td>1st term</td>
<td>3</td>
<td>267</td>
</tr>
<tr>
<td>SE903851</td>
<td>Pedagogical Issues and Scholastic Attainment</td>
<td>3rd term</td>
<td>3</td>
<td>265</td>
</tr>
<tr>
<td>SE803852</td>
<td>Auditory Habilitation</td>
<td>2nd term</td>
<td>3</td>
<td>261</td>
</tr>
<tr>
<td>MD012851</td>
<td>Health and Society</td>
<td>whole year</td>
<td>12</td>
<td>242</td>
</tr>
<tr>
<td>MD212854</td>
<td>Health Ed. Curr. and Prog. Dev. and Ed. Strat</td>
<td>whole year</td>
<td>12</td>
<td>242</td>
</tr>
<tr>
<td>ES012857</td>
<td>Health Ed. Inter. Rel. &amp; Group Process</td>
<td>whole year</td>
<td>12</td>
<td>242</td>
</tr>
<tr>
<td>MD012858</td>
<td>Health Ed. Project</td>
<td>whole year</td>
<td>12</td>
<td>243</td>
</tr>
<tr>
<td>HP206801</td>
<td>Overview of P.E. for the Disabled</td>
<td>2nd ½-year</td>
<td>6</td>
<td>248</td>
</tr>
<tr>
<td>HP208802</td>
<td>Overview of Recreation for the Disabled</td>
<td>2nd ½-year</td>
<td>6</td>
<td>248</td>
</tr>
<tr>
<td>MD106811</td>
<td>Field-work</td>
<td>1st ½-year</td>
<td>6</td>
<td>248</td>
</tr>
<tr>
<td>SE103810</td>
<td>Hearing Impairment Specialization</td>
<td>1st ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003811</td>
<td>P.E. for the Hearing Impaired</td>
<td>½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003812</td>
<td>Recreation for the Hearing Impaired</td>
<td>1st &amp; 2nd</td>
<td>½-year</td>
<td>3</td>
</tr>
<tr>
<td>MD030813</td>
<td>Practicum in P.E. for the Hearing Impaired</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203814</td>
<td>Practicum in Recreation for the Hearing Impaired</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>SE103820</td>
<td>Learning Disability Specialization</td>
<td>1st ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003821</td>
<td>P.E. for the Learning Disabled</td>
<td>½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003822</td>
<td>Recreation for the Learning Disabled</td>
<td>1st &amp; 2nd</td>
<td>½-year</td>
<td>3</td>
</tr>
<tr>
<td>MD203823</td>
<td>Practicum in P.E. for the Learning Disabled</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203824</td>
<td>Practicum in Recreation for the Learning Disabled</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>SE103830</td>
<td>Mental Retardation Specialization</td>
<td>1st ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003831</td>
<td>P.E. for the Mentally Retarded</td>
<td>1st &amp; 2nd</td>
<td>½-year</td>
<td>3</td>
</tr>
<tr>
<td>HP003832</td>
<td>Recreation for the Mentally Retarded</td>
<td>1st &amp; 2nd</td>
<td>½-year</td>
<td>3</td>
</tr>
</tbody>
</table>

293
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD203833</td>
<td>Practicum in P.E. for the Mentally Retarded 833</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203834</td>
<td>Practicum in Recreation for the Mentally Retarded 834</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>SE103840</td>
<td>Physical Disability Specialization 840</td>
<td>1st ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003841</td>
<td>P.E. for the Physically Disabled 841</td>
<td>1st &amp; 2nd</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003842</td>
<td>Recreation for the Physically Disabled 842</td>
<td>1½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203843</td>
<td>Practicum in P.E. for the Physically Disabled 843</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203844</td>
<td>Practicum in Recreation for the Physically Disabled 844</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>SE103850</td>
<td>Social Disadvantage Specialization 850</td>
<td>1st ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003851</td>
<td>P.E. for the Socially Disadvantaged 851</td>
<td>1st &amp; 2nd</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003852</td>
<td>Recreation for the Socially Disadvantaged 852</td>
<td>1½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203853</td>
<td>Practicum in P.E. for the Socially Disadvantaged 853</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203854</td>
<td>Practicum in Recreation for the Socially Disadvantaged 854</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>SE103860</td>
<td>Visual Impairment Specialization 860</td>
<td>1st ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003861</td>
<td>P.E. for the Visually Impaired 861</td>
<td>1st &amp; 2nd</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>HP003862</td>
<td>Recreation for the Visually Impaired 862</td>
<td>1½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203863</td>
<td>Practicum for P.E. for the Visually Impaired 863</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>MD203864</td>
<td>Practicum in Recreation for the Visually Impaired 864</td>
<td>2nd ½-year</td>
<td>3</td>
<td>248</td>
</tr>
<tr>
<td>SE106881</td>
<td>Overview of Disability 881</td>
<td>1st ½-year</td>
<td>6</td>
<td>248</td>
</tr>
</tbody>
</table>

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Duration</th>
<th>Value (points)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEO12601</td>
<td>Advanced Teaching Studies 801</td>
<td>whole year</td>
<td>12</td>
<td>229</td>
</tr>
<tr>
<td>AR012811</td>
<td>Curriculum Theory and Development in Art/Craft 811</td>
<td>whole year</td>
<td>12</td>
<td>232</td>
</tr>
<tr>
<td>AR012812</td>
<td>Perspectives of Art/Craft Education 812</td>
<td>whole year</td>
<td>12</td>
<td>232</td>
</tr>
<tr>
<td>AR012819</td>
<td>Field Study in Art Education 819</td>
<td>whole year</td>
<td>12</td>
<td>236</td>
</tr>
<tr>
<td>EL006821</td>
<td>Emerging Themes in Children's Literature 821</td>
<td>whole year</td>
<td>6</td>
<td>230</td>
</tr>
<tr>
<td>EL006822</td>
<td>Trends in Modern Children's Literature 822</td>
<td>whole year</td>
<td>6</td>
<td>231</td>
</tr>
<tr>
<td>EL006823</td>
<td>The School Literature Program 823</td>
<td>whole year</td>
<td>6</td>
<td>231</td>
</tr>
<tr>
<td>EL006824</td>
<td>Literature in the Curriculum 824</td>
<td>whole year</td>
<td>6</td>
<td>232</td>
</tr>
<tr>
<td>EL012829</td>
<td>Field Study in English Language and Literature 829</td>
<td>whole year</td>
<td>12</td>
<td>236</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Duration</td>
<td>Value (points)</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>MA012831</td>
<td>Computer Studies 831</td>
<td>whole year</td>
<td>229</td>
<td></td>
</tr>
<tr>
<td>MA012832</td>
<td>Computer Studies 832</td>
<td>whole year</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>MA012839</td>
<td>Field Study in Computer Education 839</td>
<td>whole year</td>
<td>236</td>
<td></td>
</tr>
<tr>
<td>MA012841</td>
<td>Learning Theories in Mathematics Education 841</td>
<td>whole year</td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>MAO12842</td>
<td>Curriculum Studies in Mathematics Education 842</td>
<td>whole year</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>MA012849</td>
<td>Field Study in Mathematics Education 849</td>
<td>whole year</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td>MU012851</td>
<td>Music Education 851</td>
<td>whole year</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>MU012852</td>
<td>Music Education 852</td>
<td>whole year</td>
<td>234</td>
<td></td>
</tr>
<tr>
<td>MU012859</td>
<td>Field Study in Music Education 859</td>
<td>whole year</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td>AE012861</td>
<td>Origins of Contemporary Culture in Education 861</td>
<td>whole year</td>
<td>234</td>
<td></td>
</tr>
<tr>
<td>AE012862</td>
<td>Origins of Contemporary Culture in Education 862</td>
<td>whole year</td>
<td>234</td>
<td></td>
</tr>
<tr>
<td>AE012869</td>
<td>Field Study in Origins of Contemporary Culture in Education 869</td>
<td>whole year</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td>SC012871</td>
<td>Major Study – Science 871</td>
<td>whole year</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>SC012872</td>
<td>Major Study – Science 872</td>
<td>whole year</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>SC012879</td>
<td>Field Study in Evaluation of the Science Curriculum 879</td>
<td>whole year</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td>SS012881</td>
<td>Issues in Social Studies 881</td>
<td>whole year</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>SS012882</td>
<td>Social Studies Curricula 882</td>
<td>whole year</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>SS012889</td>
<td>Field Study in Social Studies Education 889</td>
<td>whole year</td>
<td>238</td>
<td></td>
</tr>
</tbody>
</table>
## GENERAL INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>6</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>14</td>
</tr>
<tr>
<td>Address</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>19</td>
</tr>
<tr>
<td>Appeals, Student</td>
<td>43</td>
</tr>
<tr>
<td>Art Collection</td>
<td>58</td>
</tr>
<tr>
<td>Assessment</td>
<td>44</td>
</tr>
<tr>
<td>Associated Institutions</td>
<td>52</td>
</tr>
<tr>
<td>Attendance</td>
<td>48</td>
</tr>
<tr>
<td>Audio Visual Services</td>
<td>54</td>
</tr>
<tr>
<td>Board of Studies Constitution</td>
<td>25</td>
</tr>
<tr>
<td>Board of Studies Members</td>
<td>28</td>
</tr>
<tr>
<td>Board of Studies Standing Committee</td>
<td>29</td>
</tr>
<tr>
<td>Bookstore</td>
<td>59</td>
</tr>
<tr>
<td>Burwood Regional Community Education Centre</td>
<td>54</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>58</td>
</tr>
<tr>
<td>Campsite, Skenes Creek</td>
<td>58</td>
</tr>
<tr>
<td>Campus Map</td>
<td>299</td>
</tr>
<tr>
<td>Child Care Centre</td>
<td>57</td>
</tr>
<tr>
<td>Child Study Centre</td>
<td>55</td>
</tr>
<tr>
<td>College Assessment</td>
<td>44</td>
</tr>
<tr>
<td>College Award</td>
<td>22</td>
</tr>
<tr>
<td>College Bookstore</td>
<td>59</td>
</tr>
<tr>
<td>College History</td>
<td>21</td>
</tr>
<tr>
<td>College Logotype and Motto</td>
<td>24</td>
</tr>
<tr>
<td>Complementary Studies</td>
<td>50</td>
</tr>
<tr>
<td>Constitution of Board of Studies</td>
<td>25</td>
</tr>
<tr>
<td>Council Members</td>
<td>13</td>
</tr>
<tr>
<td>Council Standing Committees</td>
<td>13</td>
</tr>
<tr>
<td>Counselling</td>
<td>56</td>
</tr>
<tr>
<td>Course Committees</td>
<td>34</td>
</tr>
<tr>
<td>Course Structures — Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>Diploma of Teaching (Primary)</td>
<td>71</td>
</tr>
<tr>
<td>Bachelor of Education (Primary) Degree</td>
<td>72</td>
</tr>
<tr>
<td>Bachelor of Education (Secondary)</td>
<td>79</td>
</tr>
<tr>
<td>Regulations</td>
<td>81</td>
</tr>
<tr>
<td>Course Structures — Postgraduate Courses</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Educational Studies</td>
<td>225</td>
</tr>
<tr>
<td>Graduate Diploma in Health Education</td>
<td>239</td>
</tr>
<tr>
<td>Graduate Diploma in Physical Education and Recreation for the Disabled</td>
<td>244</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Leisure Exchange</td>
<td>57</td>
</tr>
<tr>
<td>Library (Education Resource Centre)</td>
<td>53</td>
</tr>
<tr>
<td>Locality Plan</td>
<td>53</td>
</tr>
<tr>
<td>Logotype and Motto</td>
<td>24</td>
</tr>
<tr>
<td>Map — Campus</td>
<td>299</td>
</tr>
<tr>
<td>Medical Service</td>
<td>56</td>
</tr>
<tr>
<td>Members of Board of Studies</td>
<td>28</td>
</tr>
<tr>
<td>Members of Council</td>
<td>13</td>
</tr>
<tr>
<td>Motto, College</td>
<td>24</td>
</tr>
<tr>
<td>Office Bearers — Student Council</td>
<td>60</td>
</tr>
<tr>
<td>Parking</td>
<td>59</td>
</tr>
<tr>
<td>Regulations — Elections</td>
<td>37</td>
</tr>
<tr>
<td>Residential Accommodation</td>
<td>53</td>
</tr>
<tr>
<td>Significant Dates</td>
<td>8</td>
</tr>
<tr>
<td>Single Unit Enrolment</td>
<td>50</td>
</tr>
<tr>
<td>Skenes Creek Campsite</td>
<td>58</td>
</tr>
<tr>
<td>Special Consideration</td>
<td>51</td>
</tr>
<tr>
<td>Special Education Courses</td>
<td>271</td>
</tr>
<tr>
<td>Staff — Burwood State College</td>
<td>14</td>
</tr>
<tr>
<td>Standing Committees, Board of Studies</td>
<td>29</td>
</tr>
<tr>
<td>Standing Committees, Council</td>
<td>13</td>
</tr>
<tr>
<td>Student Activities</td>
<td>61</td>
</tr>
<tr>
<td>Student Appeals on Academic Matters</td>
<td>43</td>
</tr>
<tr>
<td>Student Council — Office Bearers</td>
<td>60</td>
</tr>
<tr>
<td>Student Discipline Regulations</td>
<td>41</td>
</tr>
<tr>
<td>Student Facilities</td>
<td>61</td>
</tr>
<tr>
<td>Student Services</td>
<td>61</td>
</tr>
<tr>
<td>Student Identity Cards</td>
<td>52</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>61</td>
</tr>
<tr>
<td>Student Welfare Services</td>
<td>62</td>
</tr>
<tr>
<td>Theatre Productions</td>
<td>58</td>
</tr>
<tr>
<td>The Child Study Centre</td>
<td>55</td>
</tr>
<tr>
<td>Transport</td>
<td>59</td>
</tr>
<tr>
<td>Units Index</td>
<td>260</td>
</tr>
<tr>
<td>Variation of Enrolment</td>
<td>50</td>
</tr>
<tr>
<td>Welfare Services — Students</td>
<td>62</td>
</tr>
<tr>
<td>Withdrawal of Enrolment</td>
<td>50</td>
</tr>
</tbody>
</table>
GUIDE TO THE CAMPUS

A. COLLEGE OFFICES ADMINISTRATION
B. WESTERN BUILDING
   CAFETERIA
   N.P.E.R.
   LIBRARY
   ENGLISH
   T.V. CONTROL
   A.V. SERVICES
C. GYMNASIA
D. PHOENIX THEATRE
E. NORTHERN BUILDING
   BURWOOD REGIONAL COMMUNITY EDUCATION CENTRE
   CURRICULUM MATERIALS LIBRARY
F. INQUIRIES/DELIVERIES
   STAFF AND CONFERENCE CENTRE
   TEACHER EDUCATION OFFICE
G. STUDENT UNION/PRINTING OFFICE
   COLLEGE BOOKSTORE
H. LECTURE THEATRE 1
I. LECTURE THEATRE 2
J. LECTURE THEATRE 3
K. LECTURE THEATRE 4
L. ART AND MUSIC
M. MATHEMATICS AND SCIENCE
   HANDICAPPED PERSONS
   CONVENIENCES
N. EDUCATION AND SOCIAL SCIENCES
O. RESIDENCES
P. CATERERS RESIDENCE
   AND LIBRARY STACKS
Q. AUXILIARY-TEACHING SKILLS
   LABORATORY
R. CHILD CARE CENTRE
   MEDICAL OFFICE/COUNSELLING
S. INSTITUTE OF SPECIAL EDUCATION