

UNDERGRADUATE COURSES



SCHOOL OF  
TEACHER EDUCATION

FACULTY OF EDUCATION

**UNDERGRADUATE  
COURSES**

**SCHOOL  
OF  
TEACHER EDUCATION**

**Faculty of Education**

# CONTENTS

<b>Information</b>		1
<b>Equal Opportunity Policy</b>		1
<b>Faculty of Education</b>		2
<b>School of Teacher Education</b>		
<b>Undergraduate Courses</b>		
Bachelor of Teaching in Primary Education	F/T	3
Bachelor of Education in Teacher Librarianship	F/T	7
Bachelor of Education in Primary Education	F/T & P/T	12
Bachelor of Education in Special Education	F/T & P/T	15
Bachelor of Arts in Human Movement Studies (DipEd)	F/T	17
Bachelor of Applied Science in Science Education	F/T	18
<b>General Information</b>		
General Admission Requirements		21
Application for Admission		21
Late Applications		21
International Programs		22
English Proficiency Test		22
Educational Disadvantage (inpUTS)		23
Offer of Enrolment		23
Enrolment		23
Deferment of Enrolment		23
Commencement of Semester		23
Advanced Standing and Subject Exemptions		23
Fees & the Higher Education Contribution Scheme (HECS)		23
Austudy		24
Child Care		24
The Student Learning Centre		24
Computing Facilities		25
Transport to Kuring-gai Campus		25

## INFORMATION

For further information about all courses, regulations and facilities of the University of Technology, Sydney, prospective students are advised to consult the annual University Calendar which may be purchased from the University Co-operative Bookshop at 11 Broadway, City Campus, PO Box 123 Broadway 2007 or Eton Road, Lindfield, Kuring-gai Campus, PO Box 222, Lindfield 2070 or consulted in the University Library.

---

### *Official correspondence should be addressed to:*

The Academic Registrar  
University of Technology, Sydney  
PO Box 123  
Broadway NSW 2007  
Australia

---

### *Enquiries may be directed to:*

UTS Information Service  
University of Technology, Sydney  
Kuring-gai Campus  
Eton Road  
Lindfield 2070  
Telephone: (02) 330- 5555

---

## EQUAL OPPORTUNITY POLICY

It is the policy of the University of Technology, Sydney, to provide equal opportunity for all persons regardless of race, sex, marital status, physical disability, sexual preferences, age, political conviction or religious belief.

---

Information in this booklet is correct as at April 1993. The University reserves the right to alter any information contained therein at any time without notice.

## FACULTY OF EDUCATION

The Faculty of Education consists of the Schools of Adult and Language Education, Adult Vocational Education and Teacher Education. This brochure describes courses of study offered by the School of Teacher Education located at the Kuring-gai Campus, Lindfield.

The School of Teacher Education offers both undergraduate and postgraduate courses. The undergraduate courses are designed to provide initial teacher education. The Diploma in Education courses provide preparation for University or College graduates to teach in the secondary school. Other postgraduate courses provide the opportunity for qualified and experienced teachers to extend their professional skills to enable them to take on new roles.

Many thousands of people have participated in the School of Teacher Education's professional programs since 1946. Graduates have obtained not only professional skills and abilities for the teaching profession but have been able to develop wide personal, intellectual and practical skills that have proved to have broad application. Graduates now practice in such environments as public and private schools, hospitals and community centres, such as centres for migrant education and the handicapped, play centres and youth groups.

### **Information Afternoon**

For further information prospective students are invited to attend a Special Information Afternoon held at  
**Kuring-gai Campus on:**  
**Saturday 11 September 1993 from 2pm to 5pm.**  
Formal sessions will provide information on all courses - both undergraduate and postgraduate. Campus tours are planned and there will be displays related to the courses offered. Friendly staff and students will be happy to answer your questions.

General Information concerning application for admission, fees and enrolment can be found at the back of this brochure.

## **BACHELOR OF TEACHING IN PRIMARY EDUCATION**

The Bachelor of Teaching in Primary Education is a 3 year full-time qualification designed to prepare students to teach children in classes from Kindergarten to Year 6. This course began in 1992, replacing the Diploma of Teaching, and was developed in response to the substantial changes that have taken place in teacher education over the last few years.

### **Course Structure**

There are three main areas of study in the course:

#### **❖ Teaching Studies**

This strand is the major part of the course and includes the Practicum Curriculum and Curriculum studies. The Practicum Curriculum aims to foster an understanding of how children learn and the strategies a teacher can employ to facilitate a favourable learning environment. The Curriculum Studies examine the nature, content and various teaching and learning approaches most suited to the teaching subjects of the primary curriculum. Sequences of subjects are taken in English; Mathematics; Science & Technology; Social Studies; Music; Art & Craft; Personal Development, Health and Physical Education.

#### **❖ Foundation Studies**

This strand comprises Education Studies and General Studies. Education Studies subjects aim to develop students who are informed, disciplined and critical analysts of formal education as a social phenomenon. The 3 subjects in this sub-strand are Developmental Psychology; Social Bases of Education; Philosophical Bases of Education.

The General Studies sub-strand fosters scholarly insights and understandings of a more general nature within and beyond the teaching profession. A General Elective will be chosen in the third year from the following subjects (not all of which will be available every year): An Asian Study - Thailand; Aspects of Australian Art; Australian Natural History; Drama Performance; Family History; Music & Society; People, Technology & Science; Urban Studies.

#### **❖ Elective Studies**

The Elective Studies strand is a sequence of 5 subjects taken over the three years and provides students with the opportunity of graduating with a major study. The broad objective is to provide students with some scholarly expertise in a field of their choice so that they will gain insights that will both enrich their teaching and influence the way they approach all fields of human knowledge. Elective Studies sequences are chosen from the following (not all of which are available each year): Arts Studies; Drama and the Theatre Arts; Educational Computing; English; History; Mathematics; Music Studies; Personal Development Health and Physical Education; Science and Technology.

Graduates have the option of continuing their professional preparation through entry into one of the Bachelor of Education courses. Bachelor of Education with Honours is expected to be offered from 1995.

### **Bachelor of Education Honours Program**

The Bachelor of Education Honours will be offered to students who have demonstrated a high level of academic performance in the Bachelor of Teaching program. A research elective will be available in the final year of the BTeach for those who are considering entering the Honours program in the fourth year (Bachelor of Education in Primary Education). The BEd Hons will consist of course work and a substantial thesis. High achieving students in this program will be considered for entry into the PhD offered at UTS.

### **Assessment**

Students are assessed progressively throughout the program for the different subjects. Usually there is a combination of formal examinations, essays, field reports, exercises and assignments, seminar papers and participation, case studies, research reports and satisfactory participation in nominated group activities.

### **Teaching Methods**

Teaching methods depend on the subject being studied. Generally some of the methods will include lectures, lecture discussions, seminars, tutorials, panel discussions, team teaching, simulation, field trips, student initiated projects (group or individual) and practical experience/laboratory work.

Practical work with children is considered of great importance at every stage of the course. Increasing emphasis is being placed on teaching aspects of the course in schools. In addition, a practicum program consists of campus based studies aimed at developing sound professional practices and field experiences wherein students are placed in schools and other educational settings to engage in a variety of professional interactions. The in-school field experiences are organised into five block periods, each of approximately three weeks. These are conducted one per semester except in semester 5, when students undertake a community based contract in preparation for their final block practicum, visiting and reporting on community sites, resource centres, etc. While most practical experiences take place in the Sydney area, other options are available including teaching English as a Second Language in schools in Thailand.

### **Admission**

Applicants are selected on the basis of performance in the Higher School Certificate or selection tests and interviews for non HSC candidates.

**BACHELOR OF EDUCATION IN TEACHING PROGRAM**  
(Face to face week hours shown in brackets)

Semester	Teaching Studies		Foundation Studies			
	Practicum Curriculum	Curriculum Studies	Education Studies	General Studies	Elective Study Major	Semester Hours
1	E PR 101 Practicum 1: (2) plus Field Experience	E GE 201 Primary Curriculum Orientation 1 (4)  E GE 202 Primary Curriculum Orientation 2 (4)	E ED 501 Developmental Psychology (3)	E ED 301 Educating for the Future: A Commencement Program (1)  E CO 301 Introduction to Computers in the Classroom (2)  E SS 301 Australian Studies (2)		18
2	E PR 102 Practicum 2: (3) plus Field Experience	E EN 201 English Education 1 (3)  E MA 201 Mathematics Education 1 (2)  ESC 201 Science & Technology Education 1 (2)  E AR 201 Art & Craft Education 1 (3)  E SS201 Social Studies Education 1 (3)			Subject 1 (3)	19
3	E PR 103 Practicum 3: (2) plus Field Experience	E EN202 English Education 2 (2)  E MA 202 Mathematics Education 2 (3)  E SC 202 Science & Technology Education 2 (2)  E MU 201 Music Education 1 (3)			Subject 2 (3)	18

		E PE 201 Introduction to Personal Development, Health & Physical Education (K-12) (3)				
4	E PR 104 Practicum 4: (2) plus Field Experience	E EN 203 English Education 3 (3)  E MA 203 Mathematics Education 3 (3)  E PE 203 Physical Education Teaching & Learning 1 (3)	E ED 502 Social Bases of Education (2)	E SS302 Australian Studies 2 (2)	Subject 3 (3)	18
5	E PR 105 Practicum 5: (2) plus Field Experience	E SC203 Science & Technology Education 3 (2)  E MA 204 Mathematics Education 4 (3)  E PE 204 Physical Education Teaching & Learning 2 (2)  E AR 202 Art & Craft Education 2 (2)  E SS 202 Social Studies Education 2 (2)		General Elective (2)	Subject 4 (3)	18
6	E PR 106 Practicum 6: (3) plus Field Experience	E EN 204 English Education 4 (2)  E MU 202 Music Education 2 (2)  E SC204 Science & Technology Education 4 (2)  E PE 202 Personal Development & Health (K-6) (2)	E ED 503 Philosophical Bases of Education (2)		Subject 5 (3)	16
	14	62	7	9	15	107

## BACHELOR OF EDUCATION IN TEACHER LIBRARIANSHIP

This is a 4 year full-time course offered jointly by the School of Teacher Education and the School of Information Studies. This degree program prepares graduates for a career as either a teacher or a teacher librarian in the primary school. Students not only develop the professional skills and abilities for the teaching profession, but also gain expertise in the field of information work, particularly as it relates to the educational environment. The contemporary teacher librarian plays a leadership role within the school in many areas, including: curriculum development, co-operative planning and teaching, the development of information skills, and the managing, evaluating and promoting of educational resources within schools.

Students currently in the program have this to say about why they chose the Bachelor of Education in Teacher Librarianship course:

*"I am doing this course because it will give me a dual qualification. I have the choice, after four years, of whether I want to be a primary teacher, or a teacher librarian."*

*"I liked the idea of having several options, so I can choose the direction which my career will follow."*

*"The diversity of role was what inspired me. I look forward to working with staff members, students and parents and in promoting the library as an integral part of the school."*

Graduates of the degree are multi-skilled and versatile professionals with sound knowledge and skills in education and information provision. The degree is recognised by the Australian Library and Information Association (ALIA) and is highly regarded by educational employers. For this reason, graduates have the option of pursuing several different career paths.

### Course Structure

There are four main areas of study in the course:

#### ❖ Teaching Studies

This strand is the major part of the course and includes the Practicum Curriculum and Curriculum studies. The Practicum Curriculum aims to foster an understanding of how children learn and the strategies a teacher can employ to facilitate a favourable learning environment. The Curriculum Studies examine the nature, content and various teaching and learning approaches most suited to the teaching subjects of the primary curriculum. Sequences of subjects are taken in English; Mathematics; Science & Technology; Social Studies; Music; Art & Craft; Personal Development, Health and Physical Education.

#### ❖ Foundation Studies

This strand comprises Education Studies and General Studies. Education Studies subjects aim to develop students who are informed, disciplined and critical analysts of formal education as a social phenomenon. The 3 subjects in this sub-strand are Developmental Psychology; Social Bases of Education; Philosophical Bases of Education.

The General Studies sub-strand fosters scholarly insights and understandings of a more general nature within and beyond the teaching profession. A General Elective will be chosen in the third year from the following subjects (not all of which will be available every year): An Asian Study - Thailand; Aspects of Australian Art; Australian Natural History; Drama Performance; Family History; Music & Society; People, Technology & Science; Urban Studies.

#### ❖ Information Studies

The Information Studies strand introduces students to the nature of information and its use by others. Emphasis is also given to the provision of information services in schools.

#### ❖ Elective Studies

The Elective Studies strand is a sequence of 5 subjects taken over the three years and provides students with the opportunity of graduating with a major study. The broad objective is to provide students with some scholarly expertise in a field of their choice so that they will gain insights that will both enrich their teaching and influence the way they approach all fields of human knowledge. Elective Studies sequences are chosen from the following (not all of which are available each year): Art Studies; Drama and the Theatre Arts; Educational Computing; English; History; Mathematics; Music Studies; Personal Development Health and Physical Education; Science and Technology.

**BACHELOR OF EDUCATION IN TEACHER LIBRARIANSHIP PROGRAM**  
(Face to face week hours shown in brackets)

Semester	Teaching Studies			Foundation Studies			Semester Hours
	Practicum Curriculum	Curriculum Studies	Information Studies	Education Studies	General Studies	Elective Study Major	
1	E PR 101 Practicum 1: (2) plus Field Experience	E GE 201 Primary Curriculum Orientation 1 (4)  E GE 202 Primary Curriculum Orientation 2 (4)	55431 Information Science 1 (3)  55436 Issues in Teacher Librarianship 1 (2)	E ED 501 Developmental Psychology (3)	E ED 301 Educating for the Future: A Commencement Program (1)  E CO 301 Introduction to Computers in the Classroom (2)		21
2	E PR 102 Practicum 2: (3) plus Field Experience	E EN 201 English Education 1 (3)  E MA 201 Mathematics Education 1 (2)  ESC 201 Science & Technology Education 1 (2)	55432 Information Science 2 (3)  55436 Issues in Teacher Librarianship 1 (cont'd) (2)			Subject 1 (3)	18
3	E PR 103 Practicum 3: (2) plus Field Experience	E EN202 English Education 2 (2)  E MA 202 Mathematics Education 2 (3)  E SC 202 Science & Technology Education 2 (2)	55433 Information Science 3 (3)  55437 Issues in Teacher Librarianship 2 (2)	English Education (2)	E SS301 Australian Studies 1 (2)	Subject 2 (3)	19
4	55105 Practicum 4: (2) plus Field Experience	ESS 201 Social Studies Education 1 (3)	55434 Information Science 4 (3)  55437 Issues in Teacher Librarianship 2 (2) (cont'd)	E ED 502 Social Bases of Education (2)	E SS302 Australian Studies 2 (2)	Subject 3 (3)	17
5	E PR 105 Practicum 5: (2) plus Field Experience	E PE 203 Physical Education Teaching & Learning 1 (3)	55435 Information Science 5 (3)			Subject 4 (3)	21

		E SC203 Science & Technology Education 3 (2)  E MU 201 Music Education 1 (3)  E PE201 Introduction to Personal Development, Health and Physical Education (K-12) (3)	55438 Issues in Teacher Librarianship 3 (2)				
6	E PR 106 Practicum 6: (3) plus Field Experience	E AR 201 Art and Craft Education 1 (3)  E MA 203 Mathematics Education 3 (3)  E EN 203 English Education 3 (3)	55438 Issues in Teacher Librarianship 3 (Cont'd) (2)	E ED 503 Philosophical Bases of Education (2)		Subject 5 (3)	19
7	55108 Practicum 7 Field Experience only	E SS202 Social Studies Education 2 (2)  E MA 204 Mathematics Educaiton 4 (3)  E PE 204 Physical Education Teaching and Learning 2 (2)  E AR 202 Art and Craft Education 2 (2)	55439 Issues in Teacher Librarianship 4 (2)		General Elective (2)	Subject 6 (3)	16
8	55108 Practicum 7 (cont'd) Field Experience only	E EN 204 English Education 4 (2)  E SC 204 Science and Technology Education 4 (2)  E MU202 Music Education 2 (3)  E PE202 Personal Development and Health (K-6) (2)	55439 Issues in Teacher Librarianship 4 (2) (cont'd)		General Elective (2)		13



## Assessment

Students are assessed progressively throughout the program for the different subjects. Usually there is a combination of formal examinations, essays, field reports, exercises and assignments, seminar papers and participation, case studies, research reports and satisfactory participation in nominated group activities.

## Teaching Methods

Teaching methods depend on the subject being studied. Generally some of the methods will include lectures, lecture discussions, seminars, tutorials, panel discussions, team teaching, simulation, field trips, student initiated projects (group or individual) and practical experience/laboratory work.

Practical work with children is considered of great importance at every stage of the course. Increasing emphasis is being placed on teaching aspects of the course in schools. In addition, a practicum program consists of campus based studies aimed at developing sound professional practices and field experiences wherein students are placed in schools and other educational settings to engage in a variety of professional interactions. The in-school field experiences are organised into five block periods, each of approximately three weeks. These are conducted one per semester except in semester 5, when students undertake a community based contract, visiting and reporting on community sites, resource centres, etc. While most practical experiences take place in the Sydney area, other options are available including teaching English as a Second Language in schools in Thailand.

## Admission

Applicants are selected on the basis of performance in the Higher School Certificate or selection tests and interviews for non HSC candidates.

## BACHELOR OF EDUCATION IN PRIMARY EDUCATION

The Bachelor of Education is a one year full-time or two year part-time course for teachers with a two year certificate, three year diploma or three year degree.

This course comprises course work integrated with teaching experience in schools and enables teachers to upgrade to a four year degree.

## Aims

Students completing the Bachelor of Education course should have demonstrated professional development beyond the basic knowledge, skills, values and attitudes of beginning teachers through acquisition of:

- ❖ Advanced teaching competencies and strategies through reflective exercises in the practical application of professional knowledge and skills to teaching tasks in schools.
- ❖ Advanced understandings of school and community relations, including the social context of childhood, leading to more profound cognizance of parent-pupil-teacher relationships and their bearing on a pupil's adjustment and progress at school.
- ❖ Specialised understanding of and competence in a particular subject field or fields chosen from an offered range across the key learning areas.
- ❖ The ability to think critically about assumptions underlying educational practice, and the capacity to make, act and reflect on informed professional decisions in the light of understandings;
- ❖ Further awareness that professional development is an ongoing process that commences during pre-service preparation and should continue throughout a teaching career.

## Professional Experience Program

A professional experience program will take place in one school for approximately 8 weeks. The first 2 of these weeks coincide with the first two weeks of the school year while the remaining 6 weeks occur at the beginning of the second term.

Teachers who already have at least 40 days of continued professional experience or 60 days of non-continuous teaching, may apply for advanced standing in this subject.

## Electives

### *Education Electives:*

E2734 Mainstreaming

E2761 The Social Context of Childhood

E2805 Supervision of the Practicum

E2961 School and Community Relations

E2860 Individualising Instruction

E2760 Analysing Classroom Interaction

EED606 Curriculum Development and Management

EED605 Problem-based Learning

EED607 Teachers as Professionals

### **Advanced Teaching Electives**

E3903 Issues in the Development of Language

E0903 Aspects of Art/Craft Education

EDR701 Drama in Education

E9902 Aboriginal Studies

E5901 Computer-Based Learning

E8901 Environmental Education

56902 Mass Media in Education

56903 Video in Education

E6901 Teaching Music

E2764 Prevention and Remediation of Reading Difficulties

E9901 Social Studies: An Intercultural Approach

E5905 Remedial Mathematics

E8904 Teaching Science & Technology

EPE702 Values in Education in the Primary School

E8901 Environmental Education

EEN701 Advanced English Teaching

EMA701 Advanced Mathematics Teaching

In consultation with an academic adviser, 2 subjects may be selected from another School or Faculty.

In addition a limited number of units may be selected from the following programs: Bachelor of Education in Special Education, Graduate Diploma in Children's Literature and Literacy, Graduate Diploma in Primary Music.

## Assessment

This will be by written assignments, class tests and exercises, seminar presentations, case studies and field studies.

## Advanced Standing

Advanced standing in the course is available on the basis of equivalent studies at other institutions and on the basis of substantial in-service courses.

## Admission

There are three points of entry to the course for qualified teachers:

- ❖ Two Year Teacher's Certificate
- ❖ Pre 1983 Diploma of Teaching
- ❖ Current Diploma of Teaching or Bachelor of Teaching

### *Teachers with a current Diploma of Teaching or Bachelor of Teaching*

A total of 8 electives to be completed

### *Teachers with a pre 1983 Diploma of Teaching*

- 1) An applicant currently holding a permanent teaching appointment in a school will be required to undertake 10 electives.
- 2) An applicant who has been out of the classroom for three years or more will be able to undertake 8 BEd electives and 3 subjects from the BTeach preferably at third year level. These subjects will be determined in consultation with the BEd coordinator.

### *Teachers with a two year Teacher's Certificate*

The School offers arrangements to assist holders of a two year primary teaching qualification (Teacher's Certificate) to gain a Bachelor of Education in Primary Education. Certificate holders with at least 40 days of continuous professional experience or 60 days of non-continuous teaching may apply for entry to the BEd and if admitted to the program will be directed towards one of the following options:

- 1) An applicant who is presently in a school with at least 3 years experience as a permanent teacher will be admitted directly into the program and will be required to take 12 electives in that program. At least four Education units must be undertaken.
- 2) An applicant who has not been teaching in a school for the past three years will be able to undertake 8 BEd electives and 6 subjects from the BTeach. At least 4 of these should be at the third year level and will be determined in consultation with the co-ordinator of the BEd.

## BACHELOR OF EDUCATION IN SPECIAL EDUCATION

This one year full-time or two year part-time course is designed to prepare educators within the Special Education field. It is intended to equip teachers in a wide range of special education situations; for example support teachers in mainstream classes, or teachers of students with varying levels of behavioural, intellectual or physical disability.

This course does not provide a qualification as a specialist teacher for visually or aurally impaired students. It does qualify graduates to work with students in mainstream classes, special classes or special schools from pre-school to year 12.

### Aims

The purpose is to provide opportunities for students to acquire the following skills:

- ❖ assess instructional needs of students
- ❖ design appropriate instructional programs for students with special education needs
- ❖ communicate with carers/parents about students' needs and achievements
- ❖ liaise with relevant professionals.

### Content

There are 10 course subjects, all compulsory. Two subjects have a heavy practical emphasis involving the implementation of instruction in a practicum site. The other 8 lecture/workshop courses cover:

- ❖ instructional strategies in special education
- ❖ instruction of students who fail to read and spell using normal instructional techniques
- ❖ instruction of students with severe and multiple disabilities
- ❖ behaviour management
- ❖ instruction in communication skills for students who are non-oral or who do not have functional communication skills.

### Assessment

This is by written assignments, mastery tests, seminar presentations and formal examinations. Students must also demonstrate competence in the practicum.

### Specific Issues

*Q What is the attendance pattern ?*

*A* The course may be taken over one year full-time or 2-3 years part-time. Both full and part-time students participate in the same lectures which may be timetabled between 8.30am and 9.00pm. However, the majority of lectures occur in the day. At present, the course cannot be completed in the evenings. There are approximately 12 hours of class contact per week in the full-time course, as well as some time in schools or other practicum sites. Attendance by part-time students will depend upon subjects chosen and the days scheduled on the timetable. 5 days per week attendance may be necessary if each subject is timetabled on a different day.

*Q For what types of special education employment will the course qualify me ?*

*A* Graduates of the course work in Government and private special education services. The course is designed to equip students to teach in any special education placement, with the exception of specialist positions for the visually or hearing impaired.

*Q What does the practical component involve ?*

*A* Students are assigned to practicum sites where they attend for a period of time each week (during lectures) as well as a fulltime block of 3 weeks each semester. As sites are chosen to demonstrate specific programs, students must be prepared to travel within the Sydney metropolitan area on a regular basis. This may involve travelling considerable distances and will involve one practice period in a school for students with severe learning disabilities and one with mild difficulties.

*Q How much work does the course involve ?*

*A* There are approximately 12 face-to-face hours of lectures plus practical experience each week, with a significant time commitment required for assignment work and private study.

*Q What is the cost of the course:*

*A* See section on fees at the back of this brochure. Students must also expect to pay approximately \$400 for text books and the cost of travel to practicum sites.

### Admission

A Bachelor of Teaching or Diploma of Teaching is a pre-requisite for this course. Teachers with a 2 year Certificate plus 3 years recent teaching experience may apply and will be required to complete 2 Bachelor of Education in Primary Education electives in addition to the compulsory Special Education subjects. Teachers with a 2 year Certificate without 3 years recent teaching experience must complete 4 subjects from the Bachelor of Teaching pre-service course in addition to the Special Education subjects.

## BACHELOR OF ARTS IN HUMAN MOVEMENT STUDIES (DIP ED)

This course is offered by the School of Leisure & Tourism Studies in the Faculty of Business and Faculty of Education. The BA(HMS) is a 3 year full-time course where students can major in either Kinesiology or Sports Management. In addition students may specialise in either Sports Management, Fitness Management/Human Movement Science or Outdoor Education. Students enrolling in the BA DipEd may continue to a 4th year to complete the Diploma in Education in Physical Education, a qualification to teach Personal Development, Physical Education, Health and/or Dance in the Secondary School.

### Admission

Current HSC applicants will be selected on the basis of the Tertiary Entrance Rank (TER). Other applicants will be chosen according to post secondary studies, work experience and interview.

### Course Structure

Year 1 – Human Movement Studies  
 Year 2 – Human Movement Studies  
 Year 3 – Human Movement Studies

### Year 4 – Diploma in Education (Face to face week hours in brackets)

#### Semester 1 Education Studies and Practical Experience

E2704 Psychological Bases of Secondary Education (3)  
 E2803 Philosophical Bases of Secondary Education (2)  
 E5830 Computers in Education (2)  
 09701 Practical Experience  
 Demonstration lessons  
 5 days distributed practice  
 20 days block practice

*In addition, students undertake subjects in the curriculum areas which they have elected.*

#### Curriculum areas Physical Education

E4115 Health Education (3)  
 E4511 Health Studies V (4)  
 E7432 Curriculum Physical Education IA (2)  
 E7434 Curriculum Physical Education IC (2)  
 E7710 PE and Health Method I (4)

#### Semester 2 Education Studies and Practical Experience

E2801 Special Education in Secondary Schools (3)  
 E2802 Sociological Bases of Secondary Education (2)  
 E2804 Curriculum Development in Secondary Education (2)  
 56802 Communication and Media Studies in Education (2)  
 09801 Practical Experience  
 Demonstration lessons  
 5 days distributed practice  
 20 days block practice

*In addition, students undertake subjects in the curriculum areas which they have elected.*

#### Curriculum areas Physical Education

E4411 Health Studies VI (4)  
 E7433 Curriculum Physical Education IB (2)  
 E7710 PE and Health Method I (4)

## BACHELOR OF APPLIED SCIENCE IN SCIENCE EDUCATION

### TO PREPARE SECONDARY SCIENCE TEACHERS

Co-ordinator Professor W Stern, Faculty of Science, Room 217, Building 4, Broadway (Tel: 330-1743)

The Bachelor of Applied Science in Science Education is a 4 year full-time course designed to prepare students as secondary school science teachers.

### Aims

To prepare secondary school science teachers with a major in Chemistry Teaching, Geology Teaching or Physics Teaching. (It is proposed to add Biology Teaching in the near future).

### Course Structure

The first 2 years are devoted to the Science discipline and Education subjects are studied in years 3 & 4. A feature of the course is that all students are required in the third year to undertake a period of 6 months industrial training in the industry in which they undertake their major studies. In addition 2 block practice teaching sessions will be spent in secondary schools.

### Admission

Current HSC applicants will be selected on the basis of the Tertiary Entrance Rank (TER). Other applicants will be chosen according to post secondary studies and work experience.

### Education Studies and Practical Experience

#### YEAR 3 Semester 5 Education Studies and Practical Experience

E2704 Psychological Bases of Secondary Education (3)  
 E2803 Philosophical Bases of Secondary Education (2)  
 E5830 Computers in Education (2)  
 E7701 Sport in Secondary School (not PE students)  
 09701 Practical Experience  
 Demonstration lessons  
 5 days distributed practice  
 20 days block practice

*In addition, students undertake subjects in the curriculum areas which they have elected.*

#### Curriculum areas Science

E8702 Science Method I (5)  
 Two of:  
 E8706 Advanced Science Method IA (3)  
 E8707 Advanced Science Method IB (3)  
 E8708 Advanced Science Method IC (3)  
 E8709 Advanced Science Method ID (3)

#### YEAR 4 Semester 8 Education Studies and Practical Experience

E2801 Special Education in Secondary Schools (3)  
 E2802 Sociological Bases of Secondary Education (2)  
 E2804 Curriculum Development in Secondary Education (2)  
 E4701 Health Education (not PE students)  
 56802 Communication and Media Studies in Education (2)  
 09801 Practical Experience  
 Demonstration lessons  
 4 days distributed Practice  
 20 days block practice

*In addition, students undertake subjects in the curriculum areas which they have elected.*

#### Curriculum areas Science

E8802 Science Method 2 (4)  
 Two of:  
 E8706 Advanced Science Method IA (3)  
 E8707 Advanced Science Method IB (3)  
 E8708 Advanced Science Method IC (3)  
 E8709 Advanced Science Method ID (3)

**BACHELOR OF APPLIED SCIENCE IN SCIENCE EDUCATION PROGRAM**  
(Face to face hours shown in brackets)

Sem	Chemistry	Geology	Physics	Semester Hours
1	62414 Chemistry IM (6) 63211 Physics I (6) 91388 Concepts in Biology (6) or 62311 Geology 1 (6) 31870 Introduction to Microcomputers (2) 33170 Basic Science Mathematics (3) or 33171 Science Mathematics 1 (3)	62311 Geology IM (6) 62411 Chemistry I (6) 63211 Physics I (6) or 91388 Concepts in Biology (6) 31870 Introduction to Microcomputers (2) 33170 Basic Science Mathematics (3) or 33171 Science Mathematics 1 (4)	62411 Chemistry 1 (6) 63211 Physics I (6) 62311 Geology I (6) or 91388 Concepts in Biology (6) 31870 Introduction to Microcomputers (2) 33171 Science Mathematics I (4)	23-24
2	62423 Organic Chemistry I (6) 62424 Chemistry 2M (6) 63221 Physics 2 (6) 33171 Science Mathematics 1 (4) or 33172 Science Mathematics 2 (3) 31871 Computing for Science (3)	62322 Geological Mapping (3) 62325 Lithology (2) 62421 Chemistry 2 (6) 63203 Geodynamics (3) 68041 Physics LS (6) or 68201 Physics 2 (6) 33171 Science Mathematics 1 (4) or 33172 Science Mathematics 2 (3)	62421 Chemistry 2 (6) 63221 Physics 2 (6) 33172 Science Mathematics 2 (3) 33173 Science Mathematics 3 (3) 63521 Materials Science I (6)	23-25
3	62431 Structural Inorganic Chemistry (5) 62433 Chemical Analysis I (4)	66301 Mineralogy & Petrology (7) 66302 Sedimentary Geology (5)	31871 Computing for Science (3) 33221 Engineering Mathematics 2A (3)	21-24

	62436 Chemical Spectroscopy (5) 63724 Introduction to Materials Science (4) 60031 Treatment of Scientific Data (3) 33172 Science Mathematics 2 (3) or 33173 Science Mathematics 3 (3)	66303 Geochemistry (3) 31871 Computing for Science (3) 60301 Treatment of Scientific Data (3)	60031 Treatment of Scientific Data (3) 63231 Physics 3 (3) 63235 Applied Optics (3) 63238 Electrotechnology (3) 63332 Electronics I (6)	
4	62432 Organic Chemistry 2 (5) 62441 Physical Chemistry I (6) 62442 Electronics & Instrumentation (6) 62443 Chemical Analysis 2 (6) 51368 Written & Oral Reporting (2)	66401 Technical Communication (3) 66402 Structural Geology (5) 66403 Economic Geology (3) 66404 Resource Management (3) 66405 Basin Analysis (3) 66406 Exploration Geophysics (4)	33330 Physical Mathematics (3) 51368 Written & Oral Reporting (2) 63243 Thermodynamics & Energy (3) 63244 Vacuum and Thin Film Physics (3) 63246 Computational Physics (4) 63341 Quantum Physics I (3) 63348 Applied Mechanics (3) 63352 Electronics 2 (3)	21-24
5	Education Studies I and Practical Experience in Schools	Education Studies I and Practical Experience in Schools	Education Studies I and Practical Experience in Schools	21-25
6	66996 Industrial Training	66996 Industrial Training	66996 Industrial Training	Industrial Training
7	Electives	Electives	Electives	24
8	Education Studies 2 and Practical Experience in Schools	Education Studies 2 and Practical Experience in Schools	Education Studies 2 and Practical Experience in Schools	20

## GENERAL ADMISSION REQUIREMENTS

For the following pre-service courses:

**Bachelor of Teaching**

**Bachelor of Education in Teacher Librarianship**

**Bachelor of Arts in Human Movement Studies Diploma in Education**

**Bachelor of Applied Science in Science Education**

Applications must be made through:

The Universities Admissions Centre (UAC)

3 Rawson Street, Auburn 2144

Locked Bag 500 P.O. Lidcombe, NSW 2141

Telephone 330 7200 (8.30am to 4.30pm Mon-Fri)

Application forms are available in early August each year from your school, technical college, UAC or any participating institution. **Closing date for applications is around 30 September each year.**

**Bachelor of Education in Primary Education**

**Bachelor of Education in Special Education**

These courses are for people who already have a teaching qualification and application should be made on the official application form and forwarded directly to the University. Application forms are available from: University of Technology, Sydney, Kuring-gai Campus, P.O. Box 222, Lindfield NSW 2070 or by telephone 330-5555.

**Closing date for applications is late October each year.**

### Late Applications

Closing date for late applications to the Universities Admission Centre is around 31 October each year with a \$60 late fee. People interested in applying for admission to the BEd in Special Education after the closing date, should contact the Student Administration Unit at Kuring-gai Campus to ascertain if a late application would be accepted. Late applications for the BEd in Special Education attract a \$60 late fee.

### International Programs

Students who are permanent residents of overseas countries may apply for entry to courses on a full fee paying basis. Enquiries should be directed to Peter Inman, Director, International Programs Office, phone 330-1531 or 330-1990. Linda Tan is the Overseas Student Counsellor and can be contacted through Student Services on 330-1170, Fax 330-1530.

### English Proficiency Test

An applicant whose tertiary education was conducted in a language other than English will be required to demonstrate proficiency in the English language. If suitable evidence of English proficiency is not forwarded with the application for admission, the applicant will be requested to complete an English test by the UTS Admissions Branch. UTS uses the Combined Universities Language Test (CULT) conducted by the Institute of Languages at the University of New South Wales. A minimum pass mark of 65% in the CULT is required. In addition, UTS is a participant in the International English Language Testing System (IELTS). Currently the test is offered through Australian Educational Centres and British Council offices overseas. The IELTS test is available in Australia in all capital cities and many regional centres. For further information on IELTS contact International Programs, Level 5, UTS, Building 1, Broadway. An application for admission will not be considered until proficiency in English has been demonstrated.

### Educational Disadvantage (inpUTS)

The inpUTS Scheme is designed to assist people of high academic potential whose education has been disadvantaged by circumstances beyond their control over a long time. The scheme is open to all applicants for pre-service courses provided they:

- ❖ are Australian citizens or permanent residents;
- ❖ meet the general requirements for matriculation to UTS
- ❖ have high academic potential
- ❖ can demonstrate through documentation that they have been educationally disadvantaged over a long period by circumstances beyond their control such as low income, physical disability, serious illness, language difficulties, serious family problems, geographical isolation, or disrupted education.

Application forms are distributed to NSW high schools, TAFE colleges and selected community organisations. Application forms and information can be obtained by phoning or visiting the UTS Information Service at either the Broadway Campus or Kuring-gai Campus (330-1990). Applicants with physical disabilities may direct their enquiries to the Special Needs Co-ordinator at the Broadway Campus.

**Closing date for inpUTS applications is early September.**

## Offer of Enrolment

Main Round offers to applicants for pre-service courses will be published in *The Sydney Morning Herald* in late January. Formal letters of offer, sent by the Academic Registrar giving full enrolment details, are received at about the same time.

Formal offers of enrolment for the BEd in Special Education and BEd Primary are forwarded by mail usually in late December or January.

Applicants are requested to return an acceptance slip by a specified date otherwise the offer will lapse.

## ENROLMENT

Enrolment usually takes place in the second or third week of February. Successful applicants are required to enrol and pay all due fees on the specified enrolment day.

## Deferment of Enrolment

Deferment for one year is available for the initial teaching courses.

## Commencement of Semester

Lectures usually commence on the first Monday in March.

## Advanced Standing and Subject Exemptions

Students who have completed appropriate subjects at another tertiary institution may apply for advanced standing. Details of the procedure for applying for subject exemptions will be forwarded to successful applicants with their offer of admission.

Applications for subject exemption must be accompanied by an official transcript of studies completed and a description of the relevant subjects. Applications should be forwarded to the Advanced Standing Officer, School of Teacher Education, University of Technology Sydney, Kuring-gai Campus, PO Box 222, Lindfield 2070 within two weeks of receipt of offer of enrolment.

## Fees and the Higher Education Contribution Scheme (HECS)

The Higher Education Contribution Scheme (HECS) was introduced by the Commonwealth Government to collect a contribution from higher education students towards the cost of their education. In 1994 the undiscounted HECS payment for a full-time student doing a standard program of study was \$2328 for a full year (\$1164 each

semester). Payment can be made "up front" which attracts a 25% discount or the HECS can be deferred and paid at a later date through the tax system when taxable income reaches a minimum level. In 1992/1993 the minimum level was \$27,748 per annum.

Compulsory annual service fees are payable to the University Union and Students' Association. Currently these fees are as follows:

Students' Association	\$A	43.00
UTS Union (General Fee)	\$A	150.00
UTS Union (Entrance Fee) (non-refundable)	\$A	20.00
Student Accommodation Levy	\$A	42.00
Student Identification Card charge (non-refundable)	\$A	6.00
Total	\$A	261.00

•Compulsory student fees/charges are subject to revision for 1994.

Students will only be exempt from Union Fees if they are able to produce either a University Union Life Membership Card, or a Certificate of Exemption at the time specified for enrolment. For further information contact the University Union on (02) 330 1644.

## OTHER USEFUL INFORMATION

### Austudy

Austudy provides means tested financial assistance to students undertaking approved full time secondary and tertiary studies. In order to qualify a student must be an Australian citizen or a permanent resident of Australia. A temporary entry permit is not sufficient. Further information is available from: Student Assistance Centre, New South Wales Office, Commonwealth Dept. of Employment, Education & Training, Parkes St, Haymarket NSW 2000, telephone (02) 911 0300, or your local CES job centre.

### Child Care

Child Care facilities are available on Kuring-gai Campus. For information please contact Debbie Teh, Director on 330 5105.

### The Student Learning Centre

The Student Learning Centre at Kuring-gai Campus is part of the School of Teacher Education. It aims to assist students from all faculties to realise their learning potential by providing a free academic support unit in the areas of literacy and mathematics. It also assists students to become self reliant learners through the use of appropriate study skills.

Assistance is available, by appointment, on an individual or group basis, and through bridging courses. Telephone Dr Lesley Ljungdahl, Director 330-5160. English (Lesley Ljungdahl 330 5160); Mathematics (Ms Ros Gillies 330 5186).

## Computing Facilities

The Teacher Education Microcomputer Laboratory has recently been upgraded with the purchase of 15 Archimedes A3000 microcomputers. These machines have an up to date mouse-driven graphical user interface and are linked to a network with 15 BBC microcomputers allowing access to other shared resources, including a printer. In a variety of computing subjects, Teacher Education students learn about applications which include wordprocessing, data base, graphics and speech synthesis. The wordprocessing facilities are available for students to prepare and print assigned work for all areas of study.

## Transport to Kuring-gai Campus

Kuring-gai Campus is in Eton Road which runs off the Pacific Highway, Lindfield. It is a pleasant walk of about 20 minutes to the campus from Lindfield railway station or a 10 minute bus ride from either Lindfield or Roseville station. A free shuttle bus also links Kuring-gai Campus with the other campuses of the University at Gore Hill, St. Leonards, Markets, Balmain and City.

