

Kuring-gai
College
of Advanced
Education

Calendar



1982

**Kuring-gai College
of Advanced Education
Eton Road Lindfield N.S.W. 2070**

**Postal Address:
PO Box 222 Lindfield N.S.W. 2070**

Telephone: 467-9200

PREFACE

Kuring-gai College is a new, multi-disciplinary college of advanced education which seeks, through scholarship and practice, to develop the knowledge and skills in its graduates which will enable them to contribute effectively to the vocational, cultural and creative needs of the community.

The award-winning College architecture and native bushland setting provide students with an opportunity to pursue their tertiary education in an attractive building and natural environment.

**Typesetting, Artwork by
Kuring-gai College
of Advanced Education**

HISTORICAL BACKGROUND

Kuring-gai College of Advanced Education grew out of Balmain Teachers College (later William Balmain). This opened in March, 1946, in what had been the Smith Street Superior School erected in Balmain in 1880.

The college was established to provide more teachers to meet the post-war increase in school population and immigration.

From 1958 to 1971, the college, in addition to its normal teacher training courses, trained cadet education officers for the Territory of Papua and New Guinea and later for the Northern Territory.

Apart from the standard courses in teacher education which were extended in 1970 from two to three years, the college offered courses for supervisors of moderately mentally handicapped children and prepared graduate students for secondary schools teaching.

In 1971, the Balmain Teachers College became the William Balmain College and transferred to Eton Road, Lindfield. The strikingly modern building, awarded the Sulman medal for architecture in 1978, commands excellent views overlooking the Lane Cove River Valley.

On September 1, 1971, William Balmain was declared a College of Advanced Education and on July 1, 1973, it was announced that the College would become autonomous and multi-purpose. A Planning Committee was established by the Minister for Education to be responsible for the early stages of the College's development.

In April, 1974, the Minister endorsed the Planning Committee recommendation that the name be changed to Kuring-gai College of Advanced Education. This name was chosen to provide closer identification of the College with the community it serves, and tangible evidence of the College's accepting the responsibility of advanced education to meet the community's needs.

The name of the College, approved by the Geographical Names Board of New South Wales, reflects the original identity of the aboriginal word "Kuringgai", or "Guringai", believed to be a generic term for tribes along the Eastern Coast, from Port Jackson, north beyond the Hawkesbury River and west to the Lane Cove River.

From November 1, 1974, the Minister constituted Kuring-gai College of Advanced Education as a body corporate. Eighteen members of the first Council of the College were appointed by the Minister to hold office until October 31, 1976. This period was subsequently extended to July 31, 1977.

On January 1, 1977, the College of Law at St. Leonards was affiliated with Kuring-gai College of Advanced Education, and became a new School of Practical Legal Training within the academic structure of Kuring-gai College.

The College By-Law was gazetted on July 1, 1977 and a new College Council was constituted from August 1, 1977. The Council includes nominees of the Minister, official College members, and elected student and staff members.

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Academic Year 1982

ACADEMIC YEAR 1982

Schools of Financial and Administrative Studies, Library and Information Studies and Teacher Education and Board of Studies in Recreation and Community Studies.

Enrolment for new undergraduate students, Re-enrolment Associate Diploma in Recreation students, Re-enrolment postgraduate students. 4th February
Enrolment for new postgraduate students. Re-enrolment undergraduate students, Orientation Week. 5th February
15th, 16th February

FIRST SEMESTER

First Semester commences 22nd February
Classes suspended 10th May — 15th May
First Semester ends 2nd July

Enrolment/Re-enrolment 19th, 20th July

SECOND SEMESTER

Second Semester commences 26th July
Classes suspended 30th August — 3rd September
Second Semester ends 3rd December

School of Practical Legal Training

Practical Legal Training Course (F821) commences 14th January
Mid-course recess 9th April — 18th April
Course (F821) ends 25th June

Practical Legal Training Course (F822) commences 5th July
Mid-course recess 25th September — 4th Oct.
Course (F822) ends 10th December

Sandwich Courses

First Sandwich Course (S823)
First session 11th Jan. — 19th Feb 1982
Second session 30th Aug — 19th Sept 1982
Third session 5th April — 3rd May 1983

Second Sandwich Course (S824)

First session 12th July — 20th Aug 1982
Second session 28th Feb — 25th March 1983
Third session 4th Oct — 31st Oct 1983

PRINCIPAL DATES 1982

JANUARY	Friday	1	New Year's Day - Public Holiday
FEBRUARY	Monday	1	Australia Day - Public Holiday
	Wednesday	3	College Development Committee Staff Policy & Planning Committee
	Thursday	4	Academic Policy and Planning Committee
	Monday	8	Board of Studies in Financial and Administrative Studies
	Wednesday	10	Principal's Advisory Committee
	Thursday	11	Board of Studies in Teacher Education Finance and Works Committee
	Monday	15	Enrolment/Re-enrolment
	Wednesday	17	Board of Studies in Library and Information Studies
	Thursday	18	Council
	Monday	22	First Semester Commences
	Wednesday	24	Principal's Advisory Committee Board of Studies in Recreation and Community Studies
MARCH	Wednesday	3	College Development Committee Staff Policy and Planning Committee Board of Studies in Practical Legal Training
	Thursday	4	Academic Board Academic Policy and Planning Committee
	Wednesday	10	Principal's Advisory Committee
	Thursday	11	Board of Studies in Teacher Education Finance and Works Committee
	Monday	15	Board of Studies in Financial and Administrative Studies
	Wednesday	17	Board of Studies in Library and Information Studies
	Thursday	18	Council
	Wednesday	24	Principal's Advisory Committee
APRIL	Thursday	1	Academic Board Academic Policy and Planning Committee
	Wednesday	7	College Development Committee Staff Policy and Planning Committee
	Thursday	8	Board of Studies in Teacher Education Finance and Works Committee
	Friday	9	Good Friday - Public Holiday
	Monday	12	Easter Monday - Public Holiday
	Wednesday	14	Principal's Advisory Committee
	Thursday	15	Council Board of Studies in Practical Legal Training
	Monday	19	Board of Studies in Financial and Administrative Studies
	Wednesday	21	Board of Studies in Library and Information Studies
	Wednesday	28	Principal's Advisory Committee Board of Studies in Recreation and Community Studies

MAY	Wednesday	5	Graduation Ceremony (Council - Special Meeting)	
	Thursday	6	Graduation Ceremony (Council - Special Meeting)	
	Monday	10	Classes suspended	
	Wednesday	12	Principal's Advisory Committee Staff Policy and Planning Committee	
	Thursday	13	Finance and Works Committee	
	Monday	17	Board of Studies in Financial and Administrative Studies	
	Thursday	20	Board of Studies in Teacher Education	
	Wednesday	26	Principal's Advisory Committee Board of Studies in Library and Information Studies Board of Studies in Practical Legal Training	
	JUNE	Wednesday	2	College Development Committee Staff Policy and Planning Committee
		Thursday	3	Academic Board Academic Policy and Planning Committee
Monday		7	Board of Studies in Financial and Administrative Studies	
Wednesday		9	Principal's Advisory Committee	
Thursday		10	Board of Studies in Teacher Education Finance and Works Committee	
Monday		14	Queen's Birthday (tentative)	
Thursday		17	Council	
Monday		21	Examinations commence	
Wednesday		23	Principal's Advisory Committee Board of Studies in Recreation and Community Studies	
Thursday		24	Board of Studies in Practical Legal Training	
JULY	Thursday	1	Board of Studies in Teacher Education Academic Policy and Planning Committee	
	Monday	5	Inter-semester Vacation	
	Wednesday	7	College Development Committee Staff Policy and Planning Committee	
	Thursday	8	Finance and Works Committee	
	Monday	12	Board of Studies in Financial and Administrative Studies	
	Wednesday	14	Principal's Advisory Committee	
	Thursday	15	Council	
	Monday	19	Enrolment/Re-enrolment	
	Wednesday	21	Board of Studies in Library and Information Studies	
	Monday	26	Second Semester Commences	
Wednesday	28	Principal's Advisory Committee		
AUGUST	Wednesday	4	College Development Committee Staff Policy and Planning Committee	
	Thursday	5	Academic Board Academic Policy and Planning Committee	
	Wednesday	11	Principal's Advisory Committee	
	Thursday	12	Board of Studies in Teacher Education Finance and Works Committee	
	Monday	16	Board of Studies in Financial and Administrative Studies	

	Wednesday	18	Board of Studies in Library and Information Studies Board of Studies in Practical Legal Training
	Thursday	19	Council
	Wednesday	25	Principal's Advisory Committee Board of Studies in Recreation and Community Studies
	Monday	30	Classes Suspended
SEPTEMBER	Wednesday	1	College Development Committee Staff Policy and Planning Committee
	Thursday	2	Academic Policy and Planning Committee
	Wednesday	8	Principal's Advisory Committee
	Thursday	9	Board of Studies in Teacher Education Finance and Works Committee
	Wednesday	15	Board of Studies in Library and Information Studies
	Thursday	16	Council
	Monday	20	Board of Studies in Financial and Administrative Studies
	Wednesday	22	Principal's Advisory Committee
	Thursday	30	Board of Studies in Practical Legal Training
OCTOBER	Monday	4	Eight Hour Day - Public Holiday
	Wednesday	6	College Development Committee Staff Policy and Planning Committee
	Thursday	7	Academic Board Academic Policy and Planning Committee
	Wednesday	13	Principal's Advisory Committee
	Thursday	14	Board of Studies in Teacher Education Finance and Works Committee
	Monday	18	Board of Studies in Financial and Administrative Studies
	Wednesday	20	Board of Studies in Library and Information Studies
	Thursday	21	Council
	Wednesday	27	Principal's Advisory Committee Board of Studies in Recreation and Community Studies
NOVEMBER	Wednesday	3	College Development Committee Staff Policy and Planning Committee
	Thursday	4	Academic Policy and Planning Committee
	Wednesday	10	Principal's Advisory Committee Board of Studies in Practical Legal Training
	Thursday	11	Board of Studies in Teacher Education Finance and Works Committee
	Monday	15	Board of Studies in Financial and Administrative Studies
	Wednesday	17	Board of Studies in Library and Information Studies
	Thursday	18	Council
	Monday	22	Examinations Commence
	Wednesday	24	Principal's Advisory Committee Board of Studies in Recreation and Community Studies

DECEMBER	Wednesday	1	College Development Committee Staff Policy and Planning Committee
	Thursday	2	Academic Board Academic Policy and Planning Committee
	Monday	6	Vacation Commences
	Wednesday	8	Principal's Advisory Committee
	Thursday	9	Finance and Works Committee Board of Studies in Practical Legal Training

Council Committees and Staff of the College

Council of the College
Principal Officers of the College
Academic Staff
Resources Centre Staff
Counselling and Health Services Staff
Senior Administrative Staff
Committees of the College

**COUNCIL OF THE COLLEGE
As at 31st December, 1981.**

MEMBERS OF COUNCIL Appointed by the Minister

The Hon. Mr. Justice Ian Fitzhardinge SHEPPARD, Q.C. (**Chairman**)
Nancy Florence KEESING, A.M., Dip Soc Stud (Syd) (**Deputy
Chairman**)
Ian Donald CAMERON, FAIM, FCDA
Janina Margaret CRANEY, BA, Dip Ed(Syd)
Brian Thomas DALE
William Edwin DONNELLY, B Sc(Syd), MBA(NSW)
Ramon EVANS
Patricia Tania FEODOSIU
Graham Reginald IRELAND, LLB (Syd)
Baiba Beatta IRVING, BA (Hons) (Syd), MA(UNSW), Dip Arch
Admin(UNSW) ALAA, MASA
Alan LOXTON, LLB(Syd)
Natascha Duschene McNAMARA, MBE, Dip Bus Admin(SAIT), Dip
Teach(Torrens CAE)
Maurice Saul OXENBURGH, B Sc(WA), PhD(NSW)
Margaret Elizabeth D'Arcy POWER, M Ec(Syd)
Julie SUTTON, BA, Dip Ed(UNE), MA(Hons) (Macq)
Robert Bruce WINDER, BA(New Eng)

Ex-Officio Members

George William MUIR, B Sc(Syd), FACE
Kevin DAWES, M Sc(NSW), ASTC, ARACI, MACE, Praefectus
John F. CLARK, BA, Dip Ed(Tas), MA(Ed) (Lond), MACE, Praelector

Elected by the Staff

Margery HOURIHAN, BA, Dip Ed(Syd)
James O'BRIEN, BA, M Sc, (LSU), ALAA

Elected by the Students

John Guy Cornwall FISHER-POLLARD
Graeme HEWITT

Secretary to Council

Kenneth James DOYLE, MA(Syd), PhD(UN-L)

COMMITTEES OF COUNCIL

ACADEMIC POLICY AND PLANNING COMMITTEE

Dr. M.S. Oxenburgh (Chairman)
Mr. B.T. Dale
Mr. K. Dawes
Mrs. M. Hourihan
Ms. B.B. Irving
Ms. N.F. Keesing
Mrs. J. Sutton

FINANCE AND WORKS COMMITTEE

Mr. W.E. Donnelley (Chairman)
Mr. I.D. Cameron
Miss P. Feodosiu
Mr. J. Fisher-Pollard
Mr. G. Hewitt
Mrs. M. Hourihan
Mr. A. Loxton
Mr. J. O'Brien
Ms. M. Power

STAFF POLICY AND PLANNING COMMITTEE

Mr. R. Evans (Chairman)
Mr. J.F. Clark
Miss J.M. Craney
Mr. G. Hewitt
Mrs. M. Hourihan
Mrs. N. McNamara
Mr. J. O'Brien
Dr. M.S. Oxenburgh
Mr. R.B. Winder

The Chairman of Council and the College Principal are ex-officio members of all Committees and the Secretary to Council is ex-officio Secretary to all Committees.

Principal Officers of the College

Principal

George Muir, B Sc(Syd), FACE

Secretary

Kenneth Doyle, MA(Syd), PhD(UN-L)

Heads of Schools

(Head, School of Financial and Administrative Studies)

Anthony Castagna, B.Com(N'cle),MBA,PhD(NSW),AASA(Snr.)

John Clark,BA,DipEd(Tas),MA(Ed)(London),MACE(Head, School of Teacher Education)

Russell Stewart BA,LLM(Syd),MHPEd(NSW)(Head, School of Practical Legal Training)

Margaret Trask,A.M.,BA(NE),M Lib(NSW),FLAA,(Head, School of Library and Information Studies)

ACADEMIC STAFF

SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

(Head)

Anthony Castagna, B.Com(N'cle), MBA, PhD(NSW), AASA(Snr.)
Thomas Kewley, MA, **College Fellow** Dip Pub Admin, Dip Soc
Stud(Syd)
Christopher Hall, M Ec(Syd), PhD(Macq), **(Director of First Year
Studies)**
Frances Hausfeld, BA, PhD(Syd), **(Director of Postgraduate Studies).**
Robert Suess, BA(Qld), M Admin(Monash), **(Director, Centre for
Management Studies)**
Graeme Sheather, B Arch(NSW), M Sc(Israel), C, Ekistics (Athens)
AAIP, ARAPI, **(Director, Centre for Social Welfare)**

SCHOOL OF LIBRARY AND INFORMATION STUDIES

Margaret Trask, AM BA(NE), M Lib(NSW), FLAA **(Head)**
Ann Enderby, B Ec(Syd), Dip Ed, Dip Lib(NSW), ALAA **(Co-ordinator
of Practice Studies)**
Joseph Hallein, BA(Wyoming), Teach Cert (Dickinson) MSc (WMU),
Grad Dip Ed Admin(NFLD). ALAA **(Co-ordinator, Graduate
Studies)**

Co-ordinator, Undergraduate Studies

Susan Nielsen, BA(Auck), Dip Lib(NSW), ALAA **(Co-ordinator
Continuing Education)**

SCHOOL OF PRACTICAL LEGAL TRAINING

Russell Stewart, BA LLM(Syd), MHP Ed(NSW) **(Head)**

SCHOOL OF TEACHER EDUCATION

John Clark, BA, Dip Ed(Tas), MA(Ed)(Lond), MACE **(Head)**
James McCawley, BA(Syd), MA(NE), PhD(Oregon), MAPsS,
**(Co-ordinator, Graduate Diploma in Special Education &
Graduate Diploma in Educational Studies: Learning Difficulties
Programmes.)**
Maurice Saxby, BA, M Ed(Syd), ALAA **(Co-ordinator, Graduate
Diploma in Children's Literature)**
Gordon Winch, MA, M Ed(Syd), PhD(Wis), MACE **(Co-ordinator,
Graduate Diploma in Educational Studies: Reading Education
Programme)**

DEPARTMENT OF ADMINISTRATIVE, SOCIAL AND POLITICAL STUDIES

Senior Lecturers

Hal Colebatch, BA(Melb), MA(La Trobe), PhD(Sussex) **(Chairman
of Department)**
Mark Lyons, BA(NSW), PhD(ANU)
Graeme Sheather, B Arch(NSW), M Sc(Israel), C. Ekistics (Athens),
AAIP, ARAPI

Lecturers

Robert Suess, BA(Qld) M Admin(Monash)
Nixon Apple, MA(Carleton) Ottawa
Dean Ashenden, BA(Adel), Dip Ed, Dip T(WPTC)
Clare Burton, BA(Syd), PhD(Macq)
Robert Clark, B Com, MBA(NSW), Dip Lab Rel(Syd)

John Cornish, M Ec, M Ed(Syd)
Pieter Degeling, BA(Qld)
Ann Game, MA(Adel)
Kathleen Gillen, BA(Syd)
Dick Grozier, BA(NSW)
William Gwynne, B Com(NSW), MA(Lanc) MBA(Cran) AAIM, AAITD
Frances Hausfeld, BA, PhD(Syd)
Dennis Mortimer, B Ec(Syd), MIPMA
Sue Wills, BA, B Ec(Syd)

**DEPARTMENT OF
ART/CRAFT**

Senior Lecturers

Robert Polglase, BA(NE), M Ed(Syd), ASTC, MACE (**Head of Department**)
Allan McBeth, Grad Dip Ind Design, ASTC MIAA

Lecturers

Michael Barnacoat, BA(Syd), Cert Teach(Shoreditch), MIAA
Nanette Bidmead, Dip Art Ed(ESTC)
Lindsay Gordon, Dip Art Ed(ESTC) B Ed(Art) (AMCAE)
Margaret Holt, BA(Syd)
Ronald Hush, BA(Macq), ASTC, FIIA
John Lane, Dip Art Ed(ESTC), MIAA

**DEPARTMENT OF
COMMUNICATION
STUDIES**

Senior Lecturers

Harry Irwin, BA(NE), M Ed(Syd), MA(Macq) PhD(Macq)
(**Chairman and Head of Department**)
Jean Gledhill, B Sc(Syd), Dip Ed(NE)

Visiting Fellow

John Leipzig, BA(Michigan) MA(Florida) PhD(Kent)

Lecturers

Glen Lewis, B Ec, PhD(Qld)
Elizabeth More, BA, PhD(NSW)
Samuel Heyman, Cert Prim Ed(STC) B Sc MSc(NSW) M Ed(NSW)
ACC(Lond) ARACT
Michael Kaye, MA(Macq) M Ed, Dip Ed(Syd) MAPSS MACE
Gregory Ticehurst, B Sc(NSW), Dip Ed(Syd) M Sc(Macq), M Ed(Syd)

Tutors

Jenny Munro, MA(Syd)
Virginia Nightingale, B Soc Sc(Syd), Dip Soc Sc(NE), MA(Leicester)

**DEPARTMENT OF
ECONOMICS**

Senior Lecturer

Hugh Pritchard, BA(Wales), PhD(Syd) (**Chairman and Head of Department**)

Lecturers

John Collins, M Ec(Syd)
Christopher Hall, M Ec(Syd), PhD(Macq)
Michael McGrath, B Ec(NE), M Ec(Macq)
William O'Connor, BA(NSW), M Ec(ANU)
Peter O'Hanlon, M Sc(Econ) (Lond)
Phillip Raskall, B Com(NSW), M Ec(Syd)

Tutor

Phillip O'Hara, BA(Soc Sc) (Wait), BA(Ec) (Murdoch) Dip Ed(WA) 21

**DEPARTMENT OF
EDUCATION
STUDIES**

Principal Lecturer

Geoffrey Browne.ED.BA,Dip Ed(Syd),B Ed(Melb) MA(Macq),M Ed
Admin (NE) MACE **Head of Department**

Senior Lecturers

Margot Higgins,MA(Syd), MACE
James McCawley,BA(Syd),MA(NE),PhD(Oregon), MAPsS
John McFarlane,BA(NE), M Ed(Syd), MACE

Noel Allan,BA(Syd),MA(Macq),MACE,MIER
Frances Aspinal,BA,M Ed(Syd)
Laurence Brady, MA,M Ed(Syd),Dip Ed, MACE
Maxwell Court, BA(Syd),Dip Ed(NE), L Th(Melb)
Kathie Forster, BA,Dip Ed(Melb),B Ed,PhD(Monash)
Anthony Foster, BA,M Ed(Syd), ASTC, FIIA
Bruce Hopper, B Sc(NSW),MA(Syd),MAPsS
Alexina Lambert, MA(Aberd)
Valma Meyer, BA,PhD(Macq).MAPsS
Dagmar Neal, AUA,Dip Tech(Wattle Park),BA(Macq), MA(Macq)
Jennifer Noesjirwan,MA(NZ),PhD(Macq).MAPsS
Valda Russo, B Sc(ED) (Oregon),MA(Macq),MACE

**DEPARTMENT OF
ENGLISH**

Principal Lecturer

Maurice Saxby,BA,M Ed(Syd),ALAA (**Head of Department**)

Senior Lecturer

Gordon Winch,MA,M Ed(Syd),PhD(Wis),MACE

Lecturers

Athol Berglund, BA(Syd),LTCL,MACE
Vera Drakeford,MA(MASS),LSDA
Valerie Hoogstad,BA(Syd)
Margery Hourihan,BA,Dip Ed(Syd)
Leslie Ingram,BA,Litt B(NE),M Ed(Syd)
Rosemary Lewis,BA,Dip Ed(Syd),MA(Macq),Dip Drama Ed(N'castle
on Tyne)
Louis Lodge,MA(Syd),MACE
Paul March,BA, Litt B(NE),FESB,LTCL,FRSA,MACE

**DEPARTMENT OF
FINANCIAL AND
QUANTITATIVE
STUDIES**

Principal Lecturer

Anthony Castagna,B Com(N'cle),MBA,PhD(NSW) AASA(Senior),
(**Chairman and Head of Department**)

Senior Lecturer

Michael Wallace,B Sc(Syd),M Sc,MA(Macq),MACE,AFAIM

Lecturers

Neville Anderson,B Ec(Syd),MBA(Cran)
Alan Bridges,B Ag Ec,Dip Rur Acc, M Ec(NE) MA(Macq) AASA
(Senior) AAIM
Harvey Crapp,B Com(NSW),M Ec(NE),AASA (Senior)
Geoffrey Kennedy,M Sc(NSW),M Sc(Macq),MA(Kent),Dip Ed (Syd)
Zoltan Matolcsy,BA(Macq),ASIA
Peter O'Sullivan,B Com(NSW),AASA (Senior),MACE

Christopher Poullaos, M Ec(Syd), AASA (Senior)
Bruce Rosser, B Ec(Adel), Assoc Dip Acc(SAIT), AASA (Senior) ACIS
Phillip Sallis, BA(VUW) PhD(Lond), All of Sc(Lond)
Lindsay Smith, BA(Syd), MA(Macq)
Maxwell Stevenson, BA(NE), M Com, M Stat(NSW)
Barbara Syme, BA(Macq)
Garry Twite, BA(Acc), Grad Dip(Acc) (CCA), M Com(NSW), AASA

Tutors

Bui Wing Leong, B Com(WA)
Joan Kelly, BA (Macq)
Patricia Mackenzie, B Bus(KCAE)
Stephen Marks, B Sc(Syd), BA(NSW)
Sandra Pulley, B Sc(NSW)
Cecilia Spence, B Com(VUW)

DEPARTMENT OF HEALTH EDUCATION

Senior Lecturer

Colin Yarham, M Sc, M Ed, PhD(Oregon), Dip PE(STC), MACE (**Head of Department**)

Lecturer

James Keith, B Sc, Dip Ed(Syd), M App Sc(NSW)

DEPARTMENT OF LEGAL STUDIES

Principal Lecturer

Robert Vermeesch, LLM(Syd), (**Head of Department**)

Lecturers

John Kluver, BA, LLB(Qld), M Soc Admin(Flinders)
Richard Raftos, B Com LLB(NSW), LLM(Queen's)
Roman Tomasic, LLB, MA(Syd), PhD(NSW)
Robin Woellner, BA, LLM(Syd) FTIA (**Chairman of Department**)

Tutors

Stephen Bottomley, BA, LLB(Macq)
Jillian Leffers, BA, Dip Ed(Syd), LLB(Syd)
Jenny Melville, BA, LLB(NSW)

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

Principal Lecturer

Vacant

Senior Lecturers

Mairead Browne, BA, Dip Psych(NUI), M Lib(NSW) ALAA
(**Acting Head of School**)
Joseph Hallein, BA(Wyoming) Teach Cert(Dickinson), M Sc(WMU),
Grad Dip Ed Admin(Nfld), ALAA
Dagmar Schmidmaier, BA(Syd), Dip Lib(NSW), ALAA (**Chairman,
Subject Director, Information Methods**)
Janine Schmidt, BA(Qld), M Lib(NSW), ALAA (**Subject Director,
Information Resources**)

Lecturers

Crystal Condous, B Com(NSW), ALAA (**Acting Head Department**)
Barbara Anderson, BA(Carthage), MA(Iowa)
Paul Bisnette, BA(Arizona), M Sc(Illinois) ALAA
Susan Burgess, BA(Canterbury), M Lib(NSW), ALAA
Susan Edwards, BA(UCLA), MA(Mich State), MSLA(South Calif).
ALAA (**Subject Director, Information Users**)
Allen Hall, BA, Dip Lib(NSW), ALAA
Lois Jennings, BA, M Lib(NSW), ALAA
Susan Nielsen, BA(Auck), Dip Lib(NSW), ALAA

DEPARTMENT OF MATHEMATICS

Principal Lecturer

Elaine Bridges, B Sc, Dip Ed(Syd) (**Head of Department**)

Senior Lecturer

Ralph Munro, BA(NE), MA(Macq), MACE

Lecturers

Graham Barnsley, B Sc, Dip Ed(NSW), Litt B(NE)
Gerald Foley, BA(NSW), MA(Macq), Dip Ed(Ncastle NSW)
Ronald Fulcher, BA B Sc, A Ed(Qld), M Ed(Syd)
Vince Rider, B Sc, Dip Ed(Syd), M Sc(Macq)

DEPARTMENT OF MUSIC

Lecturers

Dowie Taylor, Dip Mus Ed(NSW Con), A Mus A, LTCL(CMT)
(**Chairman and Head of Department**)
James Haydock, BA(Macq) A Mus A, L Mus TCL, LTCL, FTCL
Noel Heading, FTCL, LTCL, A Mus A(Singing), A Mus A(Theory)
John Lloyd
Suzanne Gerozisis, MA(Syd), A Mus A

DEPARTMENT OF PHYSICAL EDUCATION

Principal Lecturer

John Moncrieff, M Phy Ed(Brit Coll), PhD(Berkeley) (**Head of Department**)

Lecturers

Elisabeth Best, Dip Teach, B Ed(PE) (Budapest)
Beverly Frame, Dip PE(STC)
John Miller, M Sc(Oregon), Dip PE(STC)
Alison Roper, B Sc(Mich), Dip PE(STC)
Warwick Spinks, MA(Macq), B Ed(WA), Dip PE(Wollongong TC)
Elspeth Turnbull, Dip PE(Dunfermline)

DEPARTMENT OF PRACTICAL LEGAL TRAINING

Principal Lecturer

Vacant (**Head of Department**)

Visiting Fellows

Egbert Francis, BA(Syd) SAB

Senior Lecturer

Leslie Handler, BA, LLB(Syd), LL.M(Hons) (Syd)

Lecturers

Jonathan Baker,BA,LLB(Syd)
Ian Cambage,SAB
Robin Castles,LLB(Syd)
Elizabeth Cohen,LLB(Syd)
John Davies
Sylvester Downs,SAB
Richard Holt,LLB(Syd)
David Hundt,LLB,LLM(Syd)
Frank Kotala,M Ec(Prague),LLB(Syd)
Carmel McAuliffe,SAB
John Nelson,BA,LLB(Syd)
Bruce Nicholls,BA,LLB(Syd)
Anthony Scott,LLB(Syd)
Keith Taylor,LLB(Syd)
Keith Thomas,BA,LLB(Hons) (Syd)
Peter Underwood,BA,LLB(Syd),LLM(Syd)
Keith Winsor,LLB(Syd)

**DEPARTMENT OF
RECREATION AND
COMMUNITY STUDIES****Lecturer**

Bronwyn Boekenstein,M Sc(Oregon),B Sc(Recreation),Dip Rec
(ARDC)

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Department**)

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Laurie Cree,B Sc(NSW),M Sc(Macq)
Richard Smith,B Sc(NSW),Dip Ed(Syd),M Sc(Macq)
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Joan Webb,B Sc,Dip Ed(Syd), MA(Macq)

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Donald Carisbrooke,MA(Syd)
Jessie Driscoll,BA(NSW), M Ed(Syd), Dip Urban Studies(Macq)

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- Mr. C. Hodges, Branch Secretary of the Local Government Offices, Federated Municipal and Shire Council Employees Union of Australia, NSW Division
- Alderman L. Jones, Hunters Hill Municipal Council
- Mr. J. Kluger, Lecturer, Department of Legal Studies, Kuring-gai College of Advanced Education
- Mr. R. Lilley, Training Section, Local Government Association
- Mr. N.T.G. Miles, Secretary, Local Government Association
- Mr. P. Raskall, Lecturer, Department of Economic Studies, Kuring-gai College of Advanced Education
- Mr. G.D. Sheather, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education
- Mr. P. Taylor, Secretary, Australian Institute of Health Surveyors
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- Dr. C. Yarham, Senior Lecturer, Department of Health Education, Kuring-gai College of Advanced Education

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- Mr. H. Eagleton, Commissioner for Manpower and Management Services, Health Commission of New South Wales
- Mr. D. Efraemson, Community Services Officer, Local Government Association

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 Dr. H.K. Colebatch, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education
 Mr. P. Degeling, Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education
 Ms. P. Grant, Director of Personnel, New South Wales Public Service Board
 Mr. C. Keith, Deputy Secretary, Metropolitan Water, Sewerage and Drainage Board
 Mr. G. Kennedy, Lecturer, Department of Financial and Quantitative Studies, Kuring-gai College of Advanced Education
 Mr. B. Meade, Regional Director, Commonwealth Public Service Board
 Ms. C. Nelson, Asst. Manager (Training), Department of Social Security
 Dr. M. Painter, Lecturer in Government, University of Sydney
 Mr. G. Payne, Principal Accommodation Officer, New South Wales Public Service Board
 Mr. B. Porter, Chief Executive Officer and Asst. Board Member, New South Wales Public Service Board
 Mr. G. Pratt, Lecturer in Public Administration, New South Wales Institute of Technology
 Ms. S. Wills, Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education

**SCHOOL OF
LIBRARY AND
INFORMATION
STUDIES**

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Macquarie University (**Chairman**)
- Mrs. M. Browne, Senior Lecturer, Department of Library and
Information Studies, Kuring-gai College of Advanced Education
- Mr. J.F. Ellis, Chief Librarian, Warringah Shire Library, Dee Why
- Mrs. A. Enderby, Lecturer and Co-ordinator of Practice Studies, School of
Library and Information Studies, Kuring-gai College of Advanced
Education
- Mrs. A.W. Hart, Librarian, Sydney Church of England Grammar
School, North Sydney
- Mr. L.P. Kinsella, N.S.W. Education Department
- Ms. J. Knox, Librarian, Macquarie University
- Dr. E. Mora, Lecturer, Department of Communication Studies,
Kuring-gai College of Advanced Education
- Mr. S.W. Richardson, Librarian, Dixon Library, University of New
England
- Mrs. D. Schmidmaier, Senior Lecturer, Department of Library and
Information Studies, Kuring-gai College of Advanced Education
- Ms. M. Tinline, Library Advisor, Waratah Advisory Centre, Waratah
- Mrs. M. Trask, Head, School of Library and Information Studies, Kuring-
gai College of Advanced Education
- Miss H. Woodward, Assistant State Librarian (Public Libraries
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**Continuing Education in Library and
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Kuring-gai College of Advanced Education (**Chairman**)
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- Mr. J. Hazell, Librarian, University of Wollongong
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- Mr. Ross Manley, Associate Librarian (Administration), Department
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- Mrs. S. Nielsen, Co-ordinator, Continuing Education, Department
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- Mr. E.H. Wilkinson, Librarian, Macquarie University Library,
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- Miss H. Woodward, Assistant State Librarian (Public Libraries
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**SCHOOL OF
TEACHER
EDUCATION**

This panel includes members of the teaching profession, academics engaged in teacher education, representatives of teacher employers, and related professional advisers who assist the School with advice on a task force basis as required.

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Mrs. Beverley Bowyer, NSW Department of Education
Mr. Brian Cambourne, Riverina C.A.E
Mrs. Robyn Cumming
Mrs. Claire Debreczeny, St Pius X School, Chatswood
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Ms. Jenny de Jonge, Drummoyne High School
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Kuring-gai C.A.E.
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- Mr. Geof Armstrong, Assistant Director (Management), N.S.W. National Parks and Wildlife Service.
- Mr. Greg Best, Co-ordinator, Regional Development, N.S.W. Department of Sport and Recreation.
- Ms. Bronwyn Boekenstein, Lecturer, Department of Recreation and Community Studies, Kuring-gai College of Advanced Education.
- Mr. David Efraemson, Community Services Officer, Local Government Association.
- Mr. Steve Fairnham, Recreation Planner, Sydney City Council.
- Ms. Kate Gillen, Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education
- Ms. Glen Hancock, Director of Programmes, Department of Corrective Services.
- Mr. Alan Harrison, Recreation Officer, Rydalmere Hospital.
- Dr. Mark Lyons, Chairman, Board of Studies in Recreation & Community Studies, Kuring-gai College of Advanced Education.
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College Regulations

Student Regulations
General Rules for Masters Degrees
Traffic and Parking Regulations

STUDENT REGULATIONS

Admission Requirements

1. General requirements for admission to Kuring-gai College of Advanced Education.

Students shall normally be admitted for enrolment to an undergraduate course at Kuring-gai College of Advanced Education on the basis of their achievement in the Higher School Certificate examination or its equivalent. From 1978, admission requirements for N.S.W. Higher School Certificate* candidates shall be as follows:

A candidate may qualify for admission by attaining in recognised matriculation subjects at a New South Wales Higher School Certificate examination, a level of performance determined by the Council from time to time subject to that level of performance having been obtained at one Higher School Certificate examination, and the candidate having presented at least eleven units at the examination.

The following subjects shall be recognised matriculation subjects:

Agriculture
Ancient History
Art
Chinese
Classical Greek
Dutch
Economics
English
Farm Mechanics
Food and Textile Science
French
General Studies
Geography
German
Hebrew
Home Science
Indonesian
Industrial Arts (Engineering Science)
Industrial Arts (Technology)
Italian
Japanese
Latin
Mathematics
Modern Greek
Modern History
Music
Russian
Science
Sheep Husbandry & Wool Technology
Spanish
Textiles and Design

The candidate's performance shall be measured by the aggregate of the marks in the best ten units in recognised matriculation subjects, such marks being co-ordinated in a manner approved by the Council.

* Students demonstrably possessing severe physical handicap and permitted by the Board of Senior School Studies to sit for the Higher School Certificate examination, and to cumulate results over two successive years, and who subsequently are awarded a Higher School Certificate, are also eligible for admission.

**Admission to
Post-Graduate
Courses**

2. Specific requirements for admission to undergraduate courses
 - 2.1 Diploma of Teaching (Primary, Early Childhood, Special Education, Physical Education).
Candidates must fulfil the general requirements and provide evidence of a satisfactory standard of English expression*.
 - 2.2 Diploma of Teaching (Secondary Science).
Candidates must fulfil the general requirements and provide evidence of a satisfactory standard of English expression*. Candidates are advised that a level of competence in Higher School Certificate Mathematics and Science equivalent to that represented by a percentile ranking of 31% or better in a two unit course is assumed for those enrolling in the programme.
* Results in Higher School Certificate English, any course, may be used for this purpose.
 - 2.3 Bachelor of Arts (Library Science)
Bachelor of Business
Associate Diploma in Securities Management
Associate Diploma in Recreation
There are no special requirements for these courses.
 - 2.4 Diploma in Special Education and Diploma in Teacher Librarianship.
At least two years teacher training and classroom experience, together totalling at least six years.
3. A person who holds a degree or award granted by a University or other tertiary level educational institution may be approved for admission to Kuring-gai College of Advanced Education.
4. Provision shall exist for admission to the College of mature students on the basis of other qualifications where, in the opinion of the Academic Board, the candidate for admission has reached a standard of education acceptable to the Board and has given evidence of probable success in the course chosen. For this purpose, consideration shall be given to such factors as academic background, relevant employment experience, satisfactory performance in a prescribed examination or test or other requirement determined by the Board.
5. 5.1 Graduate Diploma in Education.
A recognised degree or equivalent award from a University or other tertiary level educational institution.
- 5.2 Graduate Diploma in Library Science.
A recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study).
- 5.3 Graduate Diploma in Teacher Librarianship.
A recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study), a recognised teaching diploma or certificate and a minimum of two years teaching experience.
- 5.4 Graduate Diploma in Administration.
A recognised degree or equivalent award from a University or other tertiary level educational institution.
- 5.5 Graduate Diploma in Special Education.
 - (a) A degree or three-year diploma as defined by the Australian Council on Awards in Advanced Education.
 - (b) At least two years of successful teaching experience.
 - (c) Previous studies in Special Education or experience of teaching children with learning difficulties or handicaps. (Applicants who meet requirements (a) and (b) but not (c) may be provisionally enrolled and required to complete two additional units during their first semester of enrolment.)

- 5.6 Graduate Diploma in Education Studies — Reading Education.
- (a) A degree or three year diploma as defined by the Australian Council on Awards in Advanced Education.
- (b) At least two years of successful teaching experience. Applicants with qualifications which vary from the above may be considered for special entry to the course if they show evidence of exceptional work in publication, widely recognised leadership or other publicly acknowledged contributions to the field of Reading Education.

Miscellaneous Students

- 6. 6.1 Students may be permitted to enrol for specific semester-units which do not necessarily lead to any award of the College or to the completion of any designated programme.
- 6.2 Such students, to be known as Miscellaneous Students, will be enrolled only if the Department or Departments concerned are willing to accept them and their enrolment does not disadvantage students enrolled in the College's programmes.
- 6.3 Miscellaneous Students must meet the normal admission requirements of the College and any relevant pre-requisite requirements of the Department or Departments concerned.
- 6.4 No Miscellaneous Student may enrol for more than two semester-units in any semester, except that overseas students visiting Australia for the purpose of study for one or two semesters only, and whose enrolment is expressly approved by Head of School, may be permitted to enrol for more than two semester-units in any semester.
- 6.5 Miscellaneous Students enrolled for one or two semester-units in any semester will have the same status in the College as Part-time Students and be required to pay the same fees; Miscellaneous Students enrolled for more than two semester-units in any semester will have the same status as Full-time Students and be required to pay the same fees.

Advanced Standing

- 7.1.1 Units of Study from universities, other colleges of advanced education or other institutions acceptable to the appropriate Board of Studies, and passed prior to enrolment at this College may be considered for Advanced Standing. Units of study from other programmes in this College may likewise be considered for Advanced Standing. In both cases, such units, which may include areas of study not offered in this College, will be evaluated on a pro-rata basis by the appropriate Board of Studies following submission of such evidence as the Board may require.
- 7.1.2 A student may petition the appropriate Board of Studies to take a semester-unit by enrolment at another institution either (i) in an area of studies not offered in this College, or (ii) in a situation where attendance at this College to complete requirements is not feasible, and shall not be required to enrol at this College to obtain such Advanced Standing.
- 7.1.3 Except with the approval of the Academic Board no student shall receive Advanced Standing for more than one half of the course in respect of the Clause 7.1.1 or one third of the course in respect of the Clause 7.1.2.

Petition to Challenge

- 7.2 With the written approval of the Head of Department concerned a student may petition a Board of Studies to challenge a semester-unit in which he is not enrolled. If the petition is granted the student will be permitted to undertake approved assessment requirements of the unit and shall receive advanced standing on the basis of successful performance in such requirements.

Petition to undertake units by Individual Seminar or Practical Studies	7.3 A student may petition the appropriate Board of Studies for approval to undertake study in a unit, individually negotiated with one or more members of the academic staff. Such units could include units approved for a programme, but not presently offered, entirely new units offered for the purpose, programmes of research, travel or practical activity. They would be required to be equivalent in standard and scope to parallel units in the relevant programme and would receive a normal assessment grading.
Status of Students	<p>8. A student shall be deemed to be a registered student in the College from the time that he completes his first enrolment and is given a registration number until he completes, withdraws from, is excluded from, or is deemed to have abandoned the course.</p> <p>9. Students must enrol (or re-enrol) within a prescribed time as notified by the Secretary prior to the commencement of each semester. Late enrolment will be permitted up to one week after the normal close of enrolment on the payment of the prescribed late fee of \$20.00.</p> <p>10. A student shall be deemed to be enrolled in the units approved on his current enrolment form, subject to any variations later approved under Regulation 24, provided that all fees due have been paid.</p>
Student Identity Card	11. All new students are issued on enrolment with an Identity Card, which should be carried during attendance at the College. The card should be presented on request to an authorised officer of the College, when borrowing materials from the Resources Centre, and when applying for transport concessions. It should also be presented for validation each semester when re-enrolling. Loss of an Identity Card should be reported to the Secretary. A new card will be issued by the Student Administration Centre on payment of the prescribed replacement charge of \$1.00. Students should note the number on the card is their student number which should be quoted on all correspondence.
Payment of Fees	<p>12. As part of enrolment, students are required to pay the annual S.R.C. Fee and this is the only fee required to be paid.</p> <p>13. Scholarship holders or sponsored students who have not received an enrolment voucher or appropriate letter of authority from their sponsor at the time when they are enrolling must complete their enrolment and pay their own fees. A refund of fees will be made after the enrolment voucher or letter of authority has been lodged.</p>
Extension of Time for Payment	14. Any student who is unable to pay a fee which is a condition of enrolment by the due date may apply in writing to the Secretary for an extension of time. Such applications must clearly state the reasons why payment cannot be made and the duration of the extension sought. The application must be lodged before the date on which a late fee becomes payable. Normally the maximum extension of time for the payment of fees is one month from the date on which a late fee becomes payable.
Waiver of Late Fees	<p>15.1 It is the responsibility of the student to seek a waiver of late fees before they become due, excepting where the procedures of the College will make it impossible for the student to complete his enrolment before the due date, in which case, it shall be the responsibility of the Head of School or Head of Department to seek a waiver.</p> <p>15.2 Where a student seeks to enrol after the closing date for enrolment or re-enrolment and no authorisation for a waiver of the late fee can be produced, a student must pay the late fee. If a waiver is subsequently sought on any ground whatsoever, this should be presented in writing to the Secretary.</p> <p>15.3 Authority for the waiver of late fees shall rest in the Principal or his nominee.</p>

- Failure to Meet Liabilities** 16. Any student who is indebted to the College by reason of non-payment of any fee or charge, and who has failed to discharge his indebtedness within a specified time, shall not be permitted to enrol or to pay any fees until such indebtedness is discharged.
- Refund of Fees** 17. Where a student discontinues a course before the end of the fourth week of the semester in which the course commenced, a refund of the S.R.C. Fees shall be made. No refund shall be made where a student discontinues a course beyond this date.
- Course Requirements** 18. Assignments, class exercises, practical work and other set work will be regarded as course requirements, will be assessed and will be included in the overall assessment of students at the conclusion of each semester. The relative weighting of components of the overall assessment will be the responsibility of the teaching department.
19. Failure to complete assignments, class exercises or other set work will mean that the students may not be eligible for assessment in the semester-unit concerned.
- Attendance Requirements** 20. A student who has not satisfied the attendance requirements for a semester-unit laid down by the Department in which the semester-unit is offered may be refused permission to be considered for assessment or to sit for the examination in that semester-unit.
21. On petition to the appropriate Board of Studies, and with the written approval of the Head of Department concerned, a student may be exempted from some or all of the attendance requirements in a semester-unit for which he is enrolled, and receive credit on the basis of successful performance in the assessment requirements.
22. In the case of protracted illness or of absence arising from some other unavoidable cause, a student may be released by the Head of the School from attendance requirements for a period of normally not more than one month.
- Leave of Absence** 23. A Board of Studies may, on application by a student, grant leave of absence for not more than two semesters in the first instance.
- Change in Course Programmes** 24. Students seeking approval to substitute one semester-unit for another, add one or more semester-units to their programmes or discontinue one or more semester-units, must complete the prescribed form for variation of initial enrolment after obtaining the endorsements of the Heads of Departments in which the semester-units are offered. The recommendation will be submitted to the Head of School for approval.
- Discontinuance of Studies** 25. Except in special circumstances, with the permission of the Head of School concerned, students may not enrol in any semester-unit after two weeks of teaching in that semester-unit.
26. Where a student is permitted to change his programme of studies, pursuant to Regulations 24 and 25 above, and such change of programme includes discontinuance of a semester-unit or semester-units, or where a student discontinues all the semester-units in his programme of studies, the following regulations shall apply:
- 26.1 The student may discontinue without penalty a semester-unit or semester-units of his course before the end of the fourth week of the semester in which the course is commenced. A first year student may discontinue without penalty a semester unit of his course before the end of the eighth week of the semester in which the course commenced provided he remains enrolled in one or more semester units; this provision to operate for the first two semesters of enrolment.

- 26.2 In exceptional circumstances the Board of Studies on the recommendation of the Head of School may permit a student to discontinue all the semester-units in his programme without penalty after the time prescribed in 26.1 above.
- 26.3 In exceptional circumstances the Board of Studies, on the recommendation of the Head of Department in which the semester-unit is offered, may permit a student to discontinue a semester-unit or semester-units without penalty after the time prescribed in 26.1 above.
- 26.4 Provided that if the student claims that such discontinuance is due to illness or misadventure he may report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Secretary, whereupon the Board of Studies on the recommendation of the Head of the Department offering any semester-unit which the student has discontinued may, if in the circumstances it deems fit, determine that the student be not recorded as having failed in the course.
- 26.5 The student shall be deemed to have withdrawn from the semester-unit or programme if he discontinues after the end of the fourth week of the semester in which the semester-unit or programme commenced. In such case he shall be deemed to have failed in the semester-unit or semester-units concerned.
- 26.6 A student re-enrolling in a semester-unit from which he has previously withdrawn shall not receive credit for any work previously completed in that semester-unit.
- 26.7 For the purpose of this Regulation, discontinuance includes failure to complete formal enrolment, failure to re-enrol, ceasing to attend classes or any other conduct which constitutes an abandonment of the course.
27. A student shall be required to complete a course within a period that normally shall not exceed by two semesters the number of semesters laid down for the course. This period may be extended at the discretion of the Board of Studies of the School in which the student is enrolled.
28. The maximum number of semesters in which a student enrolled with advanced standing may be permitted to complete the course shall be determined by the Head of the School in which he is enrolled.
29. The total time allowed for completion of a course set out in 27 above shall not include periods of approved release from attendance requirements (see 22) or periods of exclusion from courses (see 33) or leave of absence (see 23).
30. *Double Failure in a Semester Unit:* A student shall show cause why he should not be debarred from repeating a semester-unit in which he has failed more than once.
31. *Maximum Time:* A student, including a student with advanced standing, shall be required to "show cause" why he should not be debarred from continuing a course which he will be unable to complete in the time set out in Regulation 27 above.
32. *Withdrawal from Course:* A student whose standard of performance is not acceptable to the Board of Studies in the School in which he is enrolled shall be asked to "show cause" why he should not be excluded.
- 33.1 A student who is required to "show cause" why he should not be excluded from a course or semester-unit under the above regulations shall submit his reasons in writing to the Board of Studies of the School in which he is enrolled.
- 33.2 A student who does not satisfy the Board of Studies with his reasons for "show cause" or who neglects to submit his reasons shall be excluded from the course or semester-unit in which he was enrolled and shall not be eligible for re-admission to that course or semester-unit for at least one semester.

**Maximum
Time to
Complete
a Course**

**Exclusion
from Courses**

	34.1	A student excluded from a course as a result of the “show cause” regulations above, may apply to be re-enrolled in another course at the College within the exclusion period. Failure in any semester-unit in the first semester of the second course means that the student shall be required to “show cause”.
	34.2	A student who has been excluded for one semester and who is permitted to re-enrol shall be required to “show cause” why he should be permitted to continue in that course if he fails in any semester-unit in the first semester after resumption of enrolment.
General Conduct	35.	Enrolment as a student of the College implies an undertaking to observe the regulations and other requirements of the College which are formed to enable staff and students to obtain the maximum benefit of College membership.
	36.	Members of staff of the College, both academic and non-academic, have a responsibility to maintain orderly and acceptable conduct in the College and to report any breach of regulations occurring in the College.
Correspondence	37.	All correspondence should be directed to the Secretary and students should quote their student number.
Change of Address	38.	Students are required to notify the Secretary of any change in their address as soon as possible. The College cannot accept responsibility if official communications fail to reach a student who has not notified the Secretary of a change of address.
	39.	Official College notices are displayed on the College Information Boards and students are expected to be acquainted with the contents of those announcements which concern them.
Assessment Procedures	40.	Students shall normally be assessed on a progressive basis throughout their course, by assignments, tests, practical or other work. In some semester-units an examination at the end of the semester will contribute to the assessments. Except as in 43.1 and 43.2 there will be no deferred assessments. Students will be notified in writing of all semester-unit requirements and assessment procedures at the beginning of each semester-unit. It is expected that a variety of assessment procedures will be used, depending on the objectives of the semester-unit. In certain circumstances it is recognised that changes to semester-unit requirements and/or assessment procedures may be desirable after the beginning of the semester. In such cases, students will be notified. Any student suspected of cheating, or of acting dishonestly in any examination or test or in the preparation of any essay, exercise or other work required for assessment, may be reported to the Board of Studies, which will consider the matter and take appropriate action.
Final Assessments	41.1	A final assessment, incorporating all the means of assessment adopted for the semester-unit, will be made at the conclusion of each semester-unit, i.e. normally at the end of the semester.
	41.2	Final assessments generally will be made within the categories: Distinction Credit Pass Fail
		Where assessment is made within the Pass/Fail categories only, this will be stated on the student’s academic record.
Notification of Assessments	42.	Students will be notified of their final assessments by mail to their last recorded address.

- Special Assessment** 43.1 *Provision of Special Assessment:* In the case of illness or misadventure, the appropriate Board of Studies may recommend provision of special assessments.
- 43.2 *Illness or Misadventure During the Semester:* A student, who because of illness or other circumstances, experiences difficulty in meeting assessment requirements, or who believes that his performance in an examination will be affected, should bring the circumstances (supported by medical or other evidence) to the notice of the Head of School through the Secretary.
- Illness or Misadventure at the Time of an Examination** 44.1 *During an Examination:* A candidate who attempts an examination yet claims that his performance was prejudiced by sickness (or accident) on the day of the examination must notify the Secretary immediately after the examination and submit a medical certificate. A candidate prevented by illness or other reason from working continually during the paper shall not be allowed an extension of time at the end of the session to compensate for any time lost.
- 44.2 *Absence from an Examination:* A candidate who, through illness or other cause beyond his control, is unable to attend an examination is required to bring the circumstances to the notice of the Secretary prior to, or on the day of, the examination and to provide supporting medical evidence, or other evidence no more than three days after the date of the original examination. The appropriate Board of Studies may extend this period in exceptional circumstances, until no later than the date of the Special Meeting to consider examination results.
- Examination Timetables** 45. Provisional and final timetables will be prominently displayed on the main notice boards. Students are required to notify the Secretary in writing of any clashes apparent in the provisional timetable. It is the responsibility of the candidate to ascertain the time and place of the examinations from the final timetable. No responsibility will be accepted for information concerning examination timetables given by telephone.
- Attendance at Examinations** 46. Students are required to be present at examinations at the correct time and place. Misreading or misunderstanding of final information cannot be accepted as a reason for failure to attend an examination.
- Admission to Examination Rooms** 47. No candidate shall be admitted into an examination room after one hour from the time of commencement of the examination. No additional time will be allowed for time lost.
- Leaving an Examination Room** 48. No candidate shall be permitted to leave an examination room before the expiry of one hour from the time the examination commences except under approved supervision.
- Reading Time** 49. Reading time of ten minutes prior to the commencement of the examination will be allowed.
- Conduct of Candidates** 50. A candidate shall not, by any improper means, obtain or endeavour to obtain assistance in his work, or endeavour to give assistance to any other candidate.
- A candidate shall not behave in such a way as will interfere with another candidate's right to sit for an examination.
- A candidate shall not do anything designed to disadvantage other students during an examination.
- Any student who contravenes the proper conduct of examinations will be reported to the appropriate Board of Studies which will consider the matter and take appropriate action.
- No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into or removed from an examination room. Smoking is not permitted in an examination room.

Student Appeals Procedure

- 51.1. Students have the right of appeal against any decision of a Board of Studies affecting them.
- 51.2 In regard to any decision of a Board of Studies, a student should first apply in writing to the Board of Studies. In the event of that appeal being dismissed, he may, if he wishes, appeal to the Academic Board.
- 51.3 Appeal Committee of the Academic Board.
 - 51.3.1 There shall be an Appeals Committee of the Academic Board.
 - 51.3.2 Membership of the Appeals Committee will consist of:
 - 3 academic staff members of the Academic Board;
 - 2 student members of the Academic Board elected annually by the members of the Academic Board;Members will hold office until the election of a new Committee except where they resign in writing to the Chairman of the Academic Board.
 - 51.3.3 The members of the Committee shall be ranked by lot at the meeting of the Board at which they are elected.
 - 51.3.4 The Appeals Committee shall elect a Chairman who shall be a member of academic staff.
 - 51.3.5 The Appeals Panel of the Appeals Committee shall hear and determine all student appeals addressed to the Academic Board.
 - 51.3.6 The Appeals Panel shall be composed of:
 - the Chairman of the Appeals Committee; and
 - the first two persons available from the ranked committee, at least one of whom shall be a student.
- 51.4 Appeal Procedure:
 - 51.4.1 Within one month from the dismissal of an appeal by a Board of Studies, students may lodge a Notice of Appeal to the Academic Board. Such Notice must be served upon the Secretary by leaving it at his office.
 - 51.4.2 A Notice of Appeal shall state:
 - The full name and address of the student and that he wishes to appeal.
 - The decision in respect of which the appeal is brought.
 - The grounds of appeal. Any reasons for that appeal without prejudice to any submissions that might later be made.
 - An appeal should be supported by statements of material matters which the appeal raises.
 - 51.4.3 A student may:
 - Make wholly written submissions to the Committee.
 - Appear before the Committee personally.
 - Appear before the Committee through an agent.
 - 51.4.4 The Appeals Committee should meet within one month of the receipt of the student's appeal and report to the next meeting of the Academic Board at which it is practical to do so.
 - 51.4.5 The Appeals Committee has the right to request appropriate persons to give evidence if, prior to calling those persons, the Committee:
 - Notifies the student of its intention and hears the student on that matter.
 - Examines those persons in the presence of the student.
 - Allows the student to cross-examine those persons.
 - 51.4.6 Subject to the foregoing the Chairman shall determine the procedure to be followed in a hearing by the Panel after consultation with the parties.

GENERAL RULES FOR MASTERS DEGREES BY THESIS

(Wherever the word "Masters" appears in these rules it should be taken to mean Masters Degree by Thesis.)

- Application 1.**
- 1.1 An application for admission to a Masters Degree program is accepted subject to the availability of facilities and supervision. Courses and arrangements for courses as stated in the Calendar or any publication, announcement or advice of the College are an expression of intent only and are not to be taken as a firm offer or undertaking.
 - 1.2 An application shall be made on the prescribed form and shall be lodged with the Secretary.
 - 1.3 An application shall be made by the specified closing date, as determined by the Secretary from time to time.
 - 1.4 An applicant shall seek admission to a Masters Degree program by thesis as
 - (a) a full-time student; or
 - (b) a part-time student; or
 - (c) an external student.

- General Admission Requirements 2.**
- 2.1 To qualify for admission to a Masters Degree program an applicant shall
 - (a)
 - (i) possess qualification at least equivalent to that of a university honors graduate; or
 - (ii) submit such other evidence of general and professional qualifications as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to pursue graduate studies;
 - (b) and shall satisfy such additional requirements for admission to a particular program, if any, as may be prescribed by the Academic Board.

- Registration 3.**
- 3.1 The Academic Board may either
 - (a) permit an applicant to register as a Masters Degree Candidate, or
 - (b) permit the applicant to register as a Masters Qualifying Student for the purpose of preparing himself for candidature for a Masters Degree under Rule 2.1 (a) and (b).
 - 3.2 The Academic Board shall not permit an applicant to register as either a Masters Qualifying Student or as a Masters Degree Candidate unless it has received
 - (a) in the case of an applicant seeking admission as a full-time student, a certificate from the Head of School in which the applicant proposes to study stating that the applicant is a fit person to undertake a program leading to the Masters Degree and that the School is willing to undertake the responsibility of supervising the work of the applicant, or
 - (b) in the case of an applicant seeking admission as a part-time student, a certificate from the Head of the School in which the applicant proposes to study stating that the applicant is a fit person to undertake a

program leading to the Masters Degree and that the School is willing to undertake the responsibility of supervising the work of the applicant within the School or in a work environment approved by the Academic Board, or

- (c) a certificate from the Head of the School in which the applicant proposes to study stating that the applicant is a fit person to undertake a program leading to the Masters Degree and that, after examination of the external facilities and supervision available, the School is willing to share the responsibility of supervising the work of the applicant.

Change of Registration

- 3.3 (a) A Masters Qualifying Student may apply for registration as a Masters Degree Candidate if he completes a program approved by the Academic Board at a level of performance prescribed by the Board.
- (b) A Masters Qualifying Student shall not be eligible for registration as a Masters Degree Candidate until a period of at least one semester has elapsed from initial registration.
- (c) A Masters Qualifying Student shall apply in writing to the Secretary to be registered as a Masters Degree Candidate.
- (d) The Academic Board shall, in the case of a Masters Qualifying Student applying for registration as a Masters Degree Candidate, either --
 - (i) permit the student to register as a Masters Degree Candidate, or
 - (ii) permit the student to continue registration as a Masters Qualifying Student with a program approved by the Academic Board, or
 - (iii) recommend to the Academic Board that the student's registration as a Masters Qualifying Student be discontinued.

Requirements For Registration as a Masters Degree Candidate

- 3.4 The Academic Board shall not permit an applicant to register as a Masters Degree Candidate unless the applicant has
 - (a) (i) qualified for admission in terms of Rule 2.1; or
 - (ii) has been enrolled as a Masters Qualifying Student in Kuring-gai College of Advanced Education, and has subsequently carried out such work, passed such examinations and reached such standards as the Academic Board shall prescribe, and has not previously been denied registration as a Masters Degree Candidate on two occasions; and
- (b) satisfied the Academic Board that he can devote sufficient time to his advanced study and research.

Other studies

- 4.1 An applicant registered as a Masters Degree Candidate or as a Masters Qualifying Student will not be permitted to undertake other graduate or undergraduate studies concurrently with studies in the College, except with the approval of the Academic Board. (See also Rule 6.2).

Eligibility for admission to degree	5. 5.1	A Masters Degree Candidate shall be eligible for the award of a Masters Degree by Thesis if <ul style="list-style-type: none"> (a) he completes the prescribed program involving an original investigation, review, criticism or design; and (b) he submits and has accepted a Thesis prepared under the supervision of the Principal Supervisor nominated by the Academic Board, and (c) he completes such other work as may be prescribed by the Academic Board.
Minimum Time	5.2	A Masters Degree Candidate shall not normally be eligible for the award of a Masters degree by Thesis until, <ul style="list-style-type: none"> (a) in the case of a full-time student, at least four semesters has elapsed from the time of his registration as a Masters Degree Candidate, or (b) in the case of a part-time or external student, at least six semesters has elapsed from the time of his registration as a Masters Degree Candidate, <p>except that a student who is specially qualified in the relevant discipline may with the approval of the Academic Board be eligible for the award in less than the normal minimum time.</p>
	5.3	Rule 5.2 notwithstanding, <ul style="list-style-type: none"> (a) a Masters Degree Candidate shall not be eligible for the award of a Masters Degree by Thesis unless, <ul style="list-style-type: none"> (i) in the case of a full-time student, at least two semesters has elapsed from the time of his registration as a Masters Degree Candidate, and (ii) in the case of a part-time or external student, at least four semesters has elapsed from the time of his registration as a Masters Degree Candidate; and (b) a student proceeding to a Masters Degree by Thesis immediately following the completion of a degree or diploma course of three years duration on a full-time basis or five years duration on a part-time basis will not be eligible for an award in less than the normal minimum time as provided in rule 5.2.
Maximum Time	5.4	A Masters Degree Candidate shall present himself for examination <ul style="list-style-type: none"> (i) in the case of a full-time student, not later than six semesters from the date of his registration as a Masters Degree Candidate, or (ii) in the case of a part-time student, not later than ten semesters from the date of his registration as a Masters Degree Candidate, or (iii) in the case of an external student, not later than ten semesters from the date of his registration as a Masters Degree Candidate, unless special permission for an extension of time be granted by the Academic Board. Maximum time allowed to complete a course shall not include periods of approved leave of absence.
Discontinuation of Registration	5.5	Notwithstanding the provisions of 5.4 the Academic Board may discontinue the registration of a Masters Degree Candidate in less than the maximum time allowed, if the Academic Board is dissatisfied with his progress.

**Work
Environment
and Supervision**

- 5.6 (a) In respect of a full-time student —
- (i) the work, other than field work, shall be carried out in a School of the College or under such conditions as the Academic Board may determine, and
 - (ii) the Academic Board shall provide for adequate supervision of the student and shall appoint a member of Academic Staff who will act as a Principal Supervisor of the student.
 - (iii) the Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.
- (b) In respect of a part-time student —
- (i) the major portion of the work shall be carried out in a School of the College or under such conditions as the Academic Board may determine, and
 - (ii) the Academic Board shall provide for adequate supervision of the student and shall appoint a member of Academic Staff who will act as a Principal Supervisor of the student,
 - (iii) the Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.
- (c) In respect of an external student —
- (i) the major portion of the work shall be carried out in a work environment approved by the Academic Board, and
 - (ii) the Academic Board shall provide for adequate supervision of the student and shall appoint a member of Academic Staff who will act as a Principal Supervisor of the student, and
 - (iii) the Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.

**Progress
Reports**

- 5.7 (a) Every Masters Degree Candidate shall submit a report of his work to his Principal Supervisor at the end of each semester for transmission to the Academic Board.
- (b) The Principal Supervisor shall submit to the Academic Board a report on the candidate's progress and, where applicable, on the suitability of the candidate's work environment at the end of each semester.

**Thesis
Subject**

6. 6.1 (a) Not later than one semester after registration as a Masters Degree Candidate, the candidate shall submit the subject of his Thesis for approval by the Academic Board.
- (b) After the subject has been approved it may not be changed except with the permission of the Academic Board.

**Change of
Thesis Subject
Formal Course
Work**

- 6.2 A Masters Degree Candidate may be required by the Academic Board to undertake concurrently with his Thesis a formal course of study appropriate to his work.

Thesis Requirements	6.3	On completing his studies a Masters Degree Candidate shall submit a Thesis which complies with the following requirements: (a) the greater proportion of the work described must have been completed subsequent to initial registration, and (b) it must be a distinct contribution to the knowledge of the subject whether by original investigation or by review, criticism or design, and (c) it must be in English or in a language approved by the Academic Board and reach a satisfactory standard of presentation, and (d) it must be embodied in the form of a written Thesis unless an alternative form of the Thesis is approved by the Academic Board.
Joint work	6.4	The Thesis shall consist of the candidate's own account of his work, except that in special cases work done conjointly with other persons may be accepted provided the Academic Board is satisfied on the candidate's part in the joint work.
Thesis abstract	6.5	Every candidate shall submit with his Thesis a short abstract of the Thesis comprising not more than 400 words and written in a form suitable for publication.
Work previously submitted for a Degree	6.6	A candidate may not submit as the main content of his Thesis any work or material which he has previously submitted for a degree or other similar award, but he shall not be precluded from incorporating such in his Thesis, provided that he indicates, generally in the preface and specifically in the notes, the work which has been so incorporated.
Supporting documents	6.7	The candidate may submit as supporting documents any work he has published, only if it bears on the subject of the Thesis.
Notification of intention to submit Thesis	6.8	The candidate shall give in writing to the Secretary two months notice of his intention to submit his Thesis and such notice shall be accompanied by the appropriate fee, if any.
Submission of Thesis	6.9	Three copies of the Thesis shall be submitted by the candidate and may be retained by the College. In some circumstances a fourth copy of the Thesis may be requested but, if so, will be returned to the candidate.
Supervisors' Certification	6.10	(a) The Thesis shall be submitted to the Secretary by the Head of School with a certificate signed by the Principal Supervisor certifying that the candidate's work, including the Thesis, has been completed to his satisfaction and is ready for examination. (b) If the Head of School declines to submit a Thesis, the Principal Supervisor may appeal to the Academic Board. (c) If the Principal Supervisor declines to certify a Thesis as ready for examination and the Head of School declines to submit the Thesis, a candidate may appeal to the Academic Board.
	6.11	A written Thesis shall be prepared in a format prescribed by the Academic Board.

- Access to Thesis**
7. 7.1 The original or an acceptable copy of each Thesis for which the candidate is admitted to a Masters Degree by Thesis, shall be deposited with the Resources Centre.
- 7.2 (a) The copy of the Thesis deposited with the Resources Centre will be available for consultation, loan, or copying at the discretion of the Head of the Resources Centre. The College on the application of the candidate may determine that it shall not be available until after the expiry of a period, which period shall not normally exceed two years.
- (b) The Head of the Resources Centre shall require each user and recipient of a copy of a Thesis to undertake in writing to respect the author's rights under the law relating to Copyright.
- (c) A candidate for a higher degree may, when he lodges a Thesis, state that the Thesis contains restricted or confidential information which the candidate does not desire to be disclosed freely and which may be released to other persons only on the authorisation of the Secretary after consultation with the appropriate Head of School.
- (d) Where the Thesis contains material which the candidate considers should have restricted distribution, the Principal Supervisor, the Head of School and the examiners shall be informed which parts are classified. If further precautions are required, e.g. more secure transmissions than registered post, costs will be borne by the candidate.
- (e) Where a candidate states that a Thesis contains confidential information which the candidate does not desire to be disclosed freely, the candidate may, to the extent that it is possible, place that information in an appendix to the Thesis.
- (f) The Head, Resources Centre, shall not disclose to any person an appendix to a Thesis where the candidate states that the Appendix contains restricted or confidential information unless the Secretary, after consultation with the appropriate Head of School, has authorised such disclosure.

- Examination of Thesis**
8. 8.1 The Academic Board shall appoint at least two examiners of whom at least one shall not be a member of the Staff of the College.
- Oral examination**
- 8.2 The candidate may be required to undertake an oral examination of his Thesis under such conditions as determined by the Academic Board.
- Admission to Degree**
- 8.3 The reports of the examiners shall be forwarded to the Academic Board
- (a) in turn to recommend to Council that the student be admitted to the Degree, or
- (b) that the student be permitted to resubmit his Thesis within two semesters for re-examination, or
- (c) that the student's registration as a Masters Degree Candidate be discontinued.

TRAFFIC AND PARKING REGULATIONS

General

- 1.1 The College grounds are private property and the College has the right to regulate the entry of any person, and vehicles and their operation within the grounds.
- 1.2 Any vehicle brought onto the grounds is required to be driven, parked and managed in compliance with the College Traffic and Parking Rules and signs, and in observance of the directions of authorised persons.
- 1.3 The College accepts no responsibility for any damage caused to vehicles while travelling, standing or parked in the grounds, nor for damage to or loss of accessories or contents.
- 1.4 The bringing and driving of vehicles, cycles or scooters on paths, grassed areas or elsewhere on the site, save for College roads and car parks is prohibited, except with the permission of the Principal or his authorised representative.
- 1.5 Subject to the above, the provisions of the Motor Traffic Act and the regulations made under it shall be observed in the College site so far as these can be applied to the circumstances.
- 1.6 Notwithstanding any of the following provisions, the bringing and management of any vehicle, conveyance or animal onto, and while on the College site shall be subject to the directions of any authorised person.
- 1.7 Failure to observe the Traffic and Parking Rules may result in the loss of parking privileges.
- 1.8 Animals are not permitted on campus except with the permission of the Principal or his authorised representative.

Entry into Grounds

The following vehicles only are ordinarily permitted to enter the College grounds:—

- 2.1 Vehicles in the charge of staff, if the appropriate transfer authorising parking is permanently affixed to the driver's side of the windscreen (or conspicuously on the front of a motor cycle or scooter).
- 2.2 Vehicles of members of the public having business or attending meetings or functions within the College.
- 2.3 Buses, taxi-cabs or other vehicles carrying passengers with business or attending meetings or functions, within the College.
- 2.4 Vehicles making delivery of goods ordered by the College, and contractors to the College.
- 2.5 Students cars are to be parked *only* in the lower Eastern car park and North Western car park.

Traffic

- 3.1 Parking and standing is prohibited on all roads and in access lanes on College owned land, except to the extent specifically authorised by notice or by an attendant. This prohibition applies irrespective of whether a "No Standing" notice is or is not displayed. These notices, when displayed, are directed rather to non-College personnel not expected to be completely aware of the College Traffic and Parking Rules. The prohibition against parking and standing means that vehicles may be stationary for a sufficient minimum time to set down and pick up passengers, but no longer.
- 3.2 The speed limit in the College grounds is 25 KPH.
- 3.3 Vehicles must give way to pedestrian traffic in all circumstances.

- Parking**
- 4.1 At all times parking is permitted only in established car parks and not on College roads or elsewhere on the site, except that:—
- 4.1.1 Builders' vehicles may be parked within the assigned areas.
- 4.1.2 Cycles and scooters may park only in areas reserved for them; other vehicles may not use these areas.
- 4.2 Within car parks, vehicles are to be parked or placed wholly within the parking spaces denoted by painted lines or other marking, and are not to be parked or placed so as to obstruct the free passage of vehicles in the access lanes.
-
- Parking Permits**
- 5.1 Separate identifying transfers authorising parking will be issued to members of staff, Council Members, visitors.
- 5.2 A parking transfer must be affixed as specified in paragraph 2.1 to the vehicle in respect of which it was issued but remains the property of the College.
- Acceptance of a transfer involves an undertaking by the receiver to accept responsibility for the vehicle in respect of which it was issued while on the College site. In the event of the disposal of the vehicle the transfer must be removed and the College notified. The College reserves the right to withdraw any transfer.
-
- Parking Infringements**
- **Penalties**
- 6.1 Students and staff committing a second parking infringement or offence shall be required to pay a fine of \$5.00.
- 6.2 Students committing a second or subsequent offence will be excluded from parking within the College.
- 6.3 Students may appeal in writing to the Principal against imposition of any penalty.

Student Affairs

Students' Representative Council
Sports Association
Student Facilities

Students' Representative Council

The Students' Representative Council (SRC) is the students' elected body which consists of an Executive and a Council of Representatives, all members of which are bona fide students of the college. The Council of Representatives is elected by each of the four schools in the College so that each school has its own representatives. Executive members are elected by all students.

The purpose of the SRC is to promote the interest of students through its representations to College staff and administration and to provide a wide variety of services, amenities and functions of direct value to all students.

The SRC operates through regular fortnightly meetings of the full Council with day-to-day affairs being handled by the Executive. Council meetings are open to all students, the date and times of which can be found on the SRC notice board on the 5th level.

1982 Executive

President:
John Barnes
Vice President and Education Officer:
Oleh Ploskodniak
Executive Secretary:
Peter Despinidic
Treasurer:
Mike Hade
Director of Cultural Activities:
Peter MacKay
Club and Societies Chairperson:
Angela Traill
Media Director:
To be Elected

The Students' Representative Council determines the amount of dues to be levied on students in order that the programme of activities of the various affiliated clubs may be carried out. The full Students' Representative Council dues are required to be paid at enrolment. A portion of the Students' Representative Council fee is administered conjointly by the Students' Representative Council and the College for planned student amenities.

The Students' Representative Council allocates the balance of the Students' Representative Council fees to affiliated student clubs for operating costs. The Treasurer submits all books and statements of accounts, duly audited, and exhibiting a true and fair view of the financial position and transactions of the Students' Representative Council to the annual general meeting after 30th September, each year.

Representatives and Executive members can be contacted through the SRC office which is located on the 5th level and is open from 9am - 3pm and 4pm - 7pm for part-time student access.

There are a number of clubs and societies available to cater for varying interests of students. These are co-ordinated by the Clubs and Societies Chairperson and a full time Activities Officer.

Affiliated Student Clubs:

Library Society
Business Society
College of Law Students Association
Christian Fellowship
Publications Committee
Sports Association

Sports Association

The Sports Association controls and promotes sporting and recreational clubs within the College, providing subsidies for equipment, competition fees, intercollegiates and other operational expenses of clubs.

All students are automatically members of the Sports Association on paying their student fees, which entitles students to participate in any number of the activities offered by the Sports Association. Staff and ex-students can join by paying an annual subscription fee. Team membership is open to all Association members.

Office Bearers for 1982:

President	Sue O'Brien
Vice President	Megan Thackeray
Vice President	Sally-Ann Epper
Secretary	Steve Hather
Treasurer	Malcolm Wagg
Publicity Officer	Barbara Woodruff

Contact with club officials can be arranged through the notices on the Bulletin Boards or through the Sports Association Executive.

The following clubs are affiliated with KCSA and compete in intercollegiate matches: Rugby Union; Rugby League; Mens and Womens Soccer; Table Tennis; Tennis; Indoor Soccer; Orienteering; Fencing; Volleyball; mens and womens Basketball; Netball; Softball; Hockey; Squash; Athletics; Swimming; Water Polo; Touch Football.

Several of the Sports mentioned above have clubs involved in regular local competition.

Special Activities Clubs include: Outdoors; Surfing; Fencing; Scuba Diving; Golf; Fishing and Ski-ing.

Student Facilities

Students facilities include an agency of the Commercial Banking Company of Sydney, providing banking facilities between 11.00am and 2.00pm during semester, a spacious dining hall and canteen, providing hot meals and light refreshments during semester, and a bookshop in the SRC area, where texts can be ordered and purchased.

General Information

College Shield and Colours
Teacher Education Scholarships (Advisory Office)
Tertiary Education Assistance Scheme
The Resources Centre
Centres for Research and Development
Handicapped Students

COLLEGE SHIELD AND COLOURS



The shield contains symbols which represent the old and new Kuring-gai College. The new Kuring-gai College is indicated by a spear and two boomerangs. These demonstrate the College's link, through its name, with the aboriginal tribe which used to live on the east coast of New South Wales, north of Sydney Harbour to Gosford. The sword and the laurel wreath demonstrate the College's link with Balmain Teachers' College and are a representation of that College's motto, "Luctor et Emergo", where the sword signifies struggle or effort and the laurel wreath signifies victory.

College Colours

The College Colours are Green and Silver

School Colours

Financial and Administrative Studies	Gold
Library and Information Studies	Parchment
Practical Legal Training	Pale Blue
Teacher Education	Maroon

TEACHER EDUCATION ADVISORY OFFICE (SCHOLARSHIPS)

N.S.W. Department of Education has established an Advisory Office at this College on Level 4, under the main stairs. The primary function of this office is to assist students who are in receipt of Teacher Education Scholarships. Students who are not funded by the Department of Education are also welcome to call to discuss matters relative to employment in the Teaching Service. Deployed teachers may use the office as their school base during their studentship.

Scholarship students and deployed teachers should enrol separately with both the College and the Advisory Office. In cases of withdrawal from course, variations of programmes of study, notification of illness etc., both College and Advisory Office should be informed.

TERTIARY EDUCATION ASSISTANCE SCHEME

The Tertiary Education Assistance Scheme was first introduced in 1974 as the Tertiary Allowances Scheme (replacing the Commonwealth University, Advanced Education and Technical Scholarships Scheme).

Under the scheme, assistance is available subject to a means test for students who are pursuing a course of full-time study in an approved course. Such assistance is provided on a non-competitive basis without reference to a student's age.

To be eligible for assistance, a student must not be under bond and must satisfy certain residential and academic requirements.

Benefits may include living allowance, incidentals allowance, allowances for a dependent spouse and/or child, and travelling allowance. A student must be eligible for a living allowance in order to receive any of the other benefits.

For students living with parents while attending courses, the maximum rate of living allowance is **\$1,675** per annum. Where students must live away from home the maximum rate is **\$2,583** per annum.

Students eligible for a full or part living allowance will be granted the full incidentals allowance of \$70.00 to cover the cost of those fees which have not been abolished such as Students' Representative Council fees. Part of the allowance could also assist in meeting expenses associated with the purchase of books and equipment.

A student who qualifies for a living allowance may also receive an allowance of \$42.70 per week for a dependent spouse, and \$10.00 per week for each dependent child.

Students living away from their normal place of residence may be reimbursed the cost of three return trips per annum during vacation periods between their homes and the College. This will only be provided for students who qualify for assistance under the means test.

An independent rate of \$2,583 per annum applies to people who:

- are twenty-five years of age or over;
- are married;
- are a ward of the State or an orphan;
- have spent two full-time years in the workforce at any stage in the last five years;
- have been previously granted independence under T.E.A.S. or a similar scheme;

Applications received before March 31, 1981 are eligible to have assistance backpaid to January 1, 1981. After March 31 they are only eligible from the date at which the application is received.

Application forms for assistance will be distributed by mail in January to all students who apply for enrolment through the Universities and Colleges Admissions Centre.

Students who wish to apply for assistance should apply for forms to the College or to the Regional Director, New South Wales State Office, Department of Education. Sydney Plaza Building, 11th floor, 59 Goulburn Street, Sydney, N.S.W. 2000. (Telephone: 218-8800).

Postgraduate Awards Scheme (PGA)

Following a recommendation of the (Williams) Committee of Inquiry into Education and Training, the number of new Postgraduate Awards offered annually will increase to 800 new Awards provided throughout Australia in 1981. This will allow for 80 extra Research Awards, 15 extra Course Awards and 5 Advanced Education Institution Awards. These Awards are for Masters degrees and PhD's only.

The stipend and dependent's allowances under the Scheme will be as follows:

	(1981 annual)
	\$
Stipend	4,620.00
Dependent spouse allowance	2,220.40
Dependent child allowance	520.00

ABORIGINAL STUDY GRANTS SCHEME

The Commonwealth Department of Education runs this scheme to help Aboriginals and Torres Strait Islanders to study after leaving school. For any approved full-time course of study a grant can provide living, textbook, establishment, clothing and travel allowances. It can also assist with fees.

For further information about the scheme, and how to apply for a grant contact the Commonwealth Department of Education, Sydney Plaza Building, 59 Goulburn Street in Sydney Tel: (02) 2 0929.

THE RESOURCES CENTRE

The Resources Centre is the information and media service centre of the College and has two sections, library services and (audio-visual) production services.

The library services section is responsible for the acquisition, organization and distribution of all forms of learning materials, whether in print, microform or audio-visual formats. Most material is on open access for use in the Resources Centre or is available for loan.

Seating is available within the Resources Centre and users have the option of group or private study areas. Photocopying, microform copying and cassette fast copying facilities are also available.

Professional reference service is available to individual students, while Reader Education programmes are available from groups, on request. Services to staff include inter-library loans, a current awareness programme and on-line and manual bibliographic searches.

The (audio-visual) production services branch of the Centre provides graphic, photographic, television and general technological services to the College, producing resource materials both for use within the Centre and by teaching departments.

Further information on the use of the Resources Centre is given in the College brochure Guide to the Resources Centre.

CENTRES FOR RESEARCH AND DEVELOPMENT WITHIN THE COLLEGE, 1982.

Centre for Community Information Services

Established to conduct research on the information needs and services required by community groups and institutions; to monitor and evaluate developments in community information; to provide a forum, through publication and continuing education for dissemination and evaluation of new developments in the field; and give staff and students opportunities to participate in activities which contribute to the teaching programmes.

DIRECTOR: M. BROWNE

Centre for Community Environmental Studies

Established to develop in members of the community an awareness of, and concern for, the natural and man-made environment; to promote skills in studying the environment through field research; to foster an understanding of issues concerning environmental quality and thus to facilitate the decision-making process.

DIRECTOR: J. WEBB

Centre for Information Resources Studies

Established to conduct research into area related to information resources, such as generation of information, use of information resources, and collection building in libraries, to make available the results of research to the information community through publication; consultation and seminars; to promote the effective use of information resources by the provision of workshops aimed at specific groups of information users, for example, businessmen, students and parents; to provide short courses for librarians and other information workers in specific areas of information resources related to types of materials, subject areas, and groups of users.

DIRECTOR: J. SCHMIDT

Centre for Library Systems

Established to conduct research into library systems; to design and evaluate specific systems for use by library and information agencies; systems concerned with acquisitions, cataloging, circulation and information retrieval; to develop and evaluate software applicable to computer based information systems; to design and evaluate models for the organisational structure of library and information agencies; to look into implications of technological advances on the provision of information services. The Centre will provide services in the form of research studies, consultancies, seminars and workshops.

DIRECTOR: D. SCHMIDMAIER

Centre for Management Studies

Established to conduct research into the objectives of management education in different institutional settings; to overview, investigate and promote innovative developments in management education; to collate and disseminate the products of educational research of relevance to management education.

DIRECTOR: R. SUESS

Centre for Reading Education - CENFOREAD

Established to evaluate and develop curriculum and co-ordinate courses in Reading Education at the College; to plan and implement research in the teaching of reading; to establish a continuing professional liaison between the College, other academic institutions, resource centres, the Department of Education and the schools; to develop a Reading Development Centre to accommodate resources in Reading Education such as reference books and periodicals; kits, programmes, games and children's literature; related media including film and audio-visual equipment.

DIRECTOR: DR. G.C. WINCH

Centre for Research and Innovation in Library Education

Established to conduct research into the objectives, design, teaching and evaluation of education in library and information science. The Centre investigates, evaluates and promotes innovative developments in library education and also develops, evaluates and disseminates teaching materials of significance to library education. The Centre has particular interest in assisting the development of library education in the Pacific Region.

CO-DIRECTORS: S. EDWARDS, J. HALLEIN.

Centre for Research in Teacher Education - CRITERION

Established to undertake research on questions and issues relating to teacher education; to collate and review relevant research findings, to monitor existing programmes on request and to suggest improvements to survey community interests in proposed programmes; to establish links with schools, other research centres and individual workers, and the relevant divisions of the Department of Education and other statutory bodies.

DIRECTOR: N. ALLAN

Centre for Securities Industry Studies

Established to permit the creation and development of a library and other resource materials specifically concerned with the finance industry; to provide for interaction between the finance industry and the educational process which serves it; to raise the general level of thinking about securities management and capital market regulation.

DIRECTOR: Z. MATOLCSY

Centre for Social Welfare Studies

Established to conduct research in the area of social welfare provision and social administration; permit the creation and development of resource materials and data bases specifically related to the social welfare sector; provide a medium for

interaction between the social welfare sector and educational processes; facilitate the exchange of ideas between educators, practitioners and researchers.

DIRECTOR: G.D. SHEATHER

Management Committee:

Dr. F. Hausfield, Mr. T. Kewley, Dr. M. Lyons & Mr. H. Pritchard.

Centre for Talented Children

Established to explore the educational needs of talented children; to develop and conduct enrichment and extension programmes for children in conjunction with classroom teachers; to develop resources for teaching; to carry out research into the early identification of talented children and to intervene in the problem of under-achievement; to provide opportunities for peer-contact and stimulation of interests for talented children; to create opportunities for students and the community to become aware of the diverse nature of giftedness.

DIRECTOR: B. HOPPER

Child Study Centre

A Child Study Centre has been established in the College to provide both a service to families in the community and practical experience for students, especially those in Teacher Education programmes.

The service is offered to young children and their parents, where the child presents a developmental or behavioural problem. Play groups of preschool children will also be included. College students from a wide range of courses have the opportunity to use the Centre to develop observation and intervention skills.

DIRECTOR: DR. J. W. McCAWLEY

Handicapped Students

Kuring-gai College is a compact campus with one main building. All major areas are accessible by lift. Facilities are being adapted for wheelchair access, and doorways are of adequate width.

The policy of the College regarding handicapped students is as follows—

- Selection for, and admission to, any course will be based on the criteria which apply to all students.
- The College will endeavour to provide an educational environment which minimises the handicapping effects of disability.
- It will be the student's responsibility, but not obligation, to submit a written statement to the Student Counsellor indicating the nature and degree of handicap. In consultation with the Counsellor, decisions will be made regarding academic and administrative assistance.

Course Information

The School of Financial and
Administrative Studies

THE SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

The formation of the School of Financial and Administrative Studies in January 1974 marked the first major step in the multi-disciplinary development of Kuring-gai College of Advanced Education.

The School offers courses of varying duration and rigour in the areas of financial and administrative studies. Courses are offered at Degree, Associate Diploma and Post Graduate Diploma level. The School is seeking approval to introduce courses at the Master's Degree level from 1982, in the areas of Administration (by course work) and Policy Studies (by thesis). A comprehensive range of shorter extension courses have been developed to serve recognised areas of community need.

In 1982 the School is offering the following programmes:

- Associate Diploma in Securities Management.
- Bachelor of Business Degree.
- Post Graduate Diploma in Administration
- Post Graduate Diploma in Finance

The focus of each of the School's programmes is on the development of the capacities of individual students, by providing learning experiences which are rich, diverse, challenging and initiating. To this end the programmes will incorporate the following features:

- The meeting of vocational and professional needs while emphasising also the personal development of students and the development of their analytic skills through concentrated disciplinary study.
- The association of disciplinary depth with inter-disciplinary perspective.
- A variety of teaching approaches to provide the most effective learning experiences for the wide range of subject areas.
- Encouragement of student initiated projects, including team projects.
- Provision of electives to provide flexibility for the student in suiting his capacities and interests.
- Encouragement of mature age students without formal matriculation requirements.

Associated with the School are a number of developmental centres.

- Centre for Management Studies
- Centre for Securities Industry Studies.
- Centre for Social Welfare Studies.

BACHELOR OF BUSINESS

The School offers a range of programmes leading to the award of a Bachelor of Business degree. These specialised programmes of study are designed to develop the intellectual and personal competences necessary for a professional career in either:

- Accounting
- Business Management
- Public Administration
- Social Administration
- Local Government Administration (by the selection of electives within the Public Administration programme).

By appropriate choice of electives, students may achieve further vocational specialisation in:

- Data Management and Computing
- Employee Relations
- Finance
- Marketing

Each programme normally involves three years full-time study or six years part-time study, though part-time students may accelerate their progression in a number of ways.

The Bachelor of Business Degree at Kuring-gai College has been designed to provide a business education that is at once:

- | | |
|--------------|--|
| Vocational | — providing the minimum competences necessary for entry to a professional career in accounting, business management, social administration, public administration, or local government administration. |
| Disciplinary | — providing training in the application of analytical techniques and through this some understanding of the patterning of social activity, the processes of social change, the relation between ideas and phenomena, and the nature of extant social anomalies. |
| Professional | — providing an understanding of the present position of the accounting or administrative professions, focussing on their present problems and on an evaluation of the best of the solutions proposed to these problems, and discriminating between the political processes by which professions adapt and the social and other processes through which knowledge is developed. |
| Personal | — providing development of understandings and competences which assist the individual in dealing with the world in either a personal or professional capacity, in tackling problems and dealing with change—personal or social. |

AWARD OF THE DEGREE

- 1 In order to qualify for the award of the Degree of Bachelor of Business, a student must complete a minimum of 30 semester-units, including the semester-units required to complete at least one of the major fields of professional specialisation offered within the Degree. The semester-units required for each major field of professional specialisation are listed in the College Calendar.
- 2 A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
- 3 A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
- 4 The normal time for the completion of all the requirements of the degree programme is six semesters (full-time) or 12 semesters (part-time). However, the degree will be awarded to students who complete the requirements in eight semesters (full-time) or 16 semesters (part-time).

- In special circumstances, the Board of Studies of the School may grant an extension beyond these times, or may permit students to complete their programme in less than the normal time.
- 5 Credit for relevant studies completed in other institutions may be granted by the Board of Studies in accordance with the student regulations of the College.
 - 6 The academic transcript of students shall indicate, in addition to major fields of professional specialisation, any major disciplinary sequences or vocational sub-major specialisations taken as electives.

STRUCTURE OF THE COURSE

The course includes a set of common units taken by all candidates, provision for two major disciplinary sequences — in Accounting or Administrative Studies, supporting sequences in economics, law and quantitative methods, a number of prescribed units, and a range of elective units.

The degree must be taken with a major in either Financial Studies or Administrative Studies and in a nominated field of professional specialisation. A candidate enrolled in a particular field of professional specialisation may elect to complete a major in another professional field.

Within each major area of study students are required to specialise further. Specialisation is achieved by completing the defined major sequence and nine prescribed units, which together with a set of common preparatory units provide both a detailed and extensive coverage of the social context, modes of practice and bodies of knowledge relevant to a particular professional field. At present specialisation is provided as follows:

Major	Field of Professional Specialisation
Financial Studies	Accounting
Administrative Studies	Business Management Public Administration Social Administration

By an appropriate selection of electives within the Public Administration specialisation students may specialise further in Local Government Administration. The award of the degree requires the satisfactory completion of a minimum of 30 units, divided as follows:

	Semester Units
Common Preparatory Units	12
Completion of major sequence	4
Prescribed units —	
Accounting	9
Business Management	9
Public Administration	9
Social Administration	9
Local Government Administration	13

Electives —	
Accounting	5
Business Management	5
Public Administration	5
Social Administration	5
Local Government Administration	1

Students are required to nominate their major field of professional specialisation at the commencement of their second full-time year or its equivalent part-time.

The course is designed to meet professional educational requirements and to cater for different capacities and interests among students. It demands study in depth — by requiring six sequential semester units to be taken in a disciplinary and four sequential semester units of study in two other areas at least; and it demands study in breadth — by the provision of a broad common core and a wide range of electives. Each programme of study is designed to provide not just new understandings, but also to open up both new ways of learning and avenues within which new understandings can be sought.

SEMESTER-UNIT WEIGHTINGS

Class Contact Hours, Week Hours.

In the section, "Semester-Unit Outlines" at the back of the calendar, each semester-unit is described in terms of Class Contact Hours and Week Hours. These approximately indicate the amount of time a student can expect to devote to the various aspects of the unit: i.e., in formal class contact and overall study per week.

Class Contact Hours: The number of hours per week in which students enrolled in a particular unit are in formal contact with fellow students and teaching staff. Such contact may take the form of lectures, tutorials, workshop classes, laboratory sessions, seminars or discussions or a combination of these sessions. All units in the degree programmes require nominally three hours per week class contact. However, the number of weekly hours and the form of class contact used may be varied, depending on their educative value in the study of a particular unit or their necessity for a particular pattern or style of teaching. Some units, for example, may require no class contact.

Week Hours: The approximate amount of time a student is expected to work in the given unit per week, *including* class contact. Week hours can be seen as the minimum amount of work required per week.

Courses have been designed so that generally speaking a student will be required to do between 36 and 44 hours per week in the programme, i.e., the total number of week hours of all semester units in which a student is enrolled in any one semester should total between 36 and 44 hours in a full-time programme. A part-time programme is approximately half this.

Common Preparatory Units

All candidates for the degree pursue a common programme in Semesters I and II (Semesters I to IV of part-time attendance). This programme is designed to:

- introduce students to present understandings about major areas of social behaviour and to the disciplinary processes by which these understandings are acquired (through the study of such units as Political Behaviour, Society and Culture, Organisation Behaviour, Law and Society, Economy and Society I-II and Financial Accounting I and II);
- develop students' skills in interpersonal and other forms of communication (through participation in Communication I and II);
- equip students with a minimum necessary level of quantitative and computational competence (through study of Quantitative Methods I and II).

Major Fields of Professional Specialisation

Financial Studies

Accounting: The Accounting specialisation of the Financial Studies Major is designed to develop competences deemed necessary for a successful career in professional accounting, taking as a minimum guide the entry requirements of the professional accounting associations. Students complete an additional four semester Units in the Accounting disciplinary sequence (Managerial Decision-making, Managerial Accounting, Contemporary Professional Issues in Accounting, Contemporary Theoretical Issues in Accounting), a further three units in law (Commercial Law, Company Law, Revenue Law), two more economics units, (Economy and Society III, Financial Institutions and Markets), three other accounting units (Auditing, Security Analysis and Portfolio Management, Securities Market Regulation) and Business Data Processing Systems.

The Accounting specialisation is approved by the Public Accountants Registration Board in New South Wales; the Australian Society of Accountants; the Institute of Chartered Accountants in Australia; the New South Wales Taxation Agents Registration Board; and the Institute of Chartered Secretaries and Administrators.

Administrative Studies

The Administrative Studies Major is designed to provide the disciplinary background and develop the intellectual and personal competence deemed necessary for a professional career in management, in business, in government, or in the health/welfare field. Students in each field of professional specialisation complete a further four common units in the Administrative Studies Major disciplinary sequence (Industrial Sociology, Bureaucracy, Organisation Adaption and Change, Management Theory.)

Business Management: Students who elect to follow the Business Management specialisation of the Administrative Studies Major complete two further administrative units (Corporate Strategy, Organisation Design), two more economics units (Economy and Society III, Financial Institutions and Markets), two more accounting units (Managerial Decision-making, Managerial Accounting), two more legal units (Commercial Law, Industrial Law), and Business Data Processing Systems.

Public Administration: Students who elect to follow the Public Administration specialisation of the Administrative Studies Major complete two further administrative units (Public Administration, Organisation Design), two more economics units (Economy and Society III, Public Policy), two more accounting units (Managerial Decision-making, Government Budgeting and Accounting), one more legal studies unit (Administrative Law), a further political studies unit (Community Politics), and Business Data Processing Systems.

Local Government Administration: by an appropriate choice of electives within the Public Administration specialisation students can specialise further in Local Government Administration. The following units then would be prescribed: Sociology of Community, Local and Regional Government, Local Government Law and Procedure, Regional and Urban Economies.

This programme, together with a prescribed amount of work experience, permits students to qualify for a Certificate of Competence as a Local Government Clerk.

Social Administration: Students who elect to follow the Social Administration specialisation of the Administrative Studies Major complete two further Administrative units (Health/Welfare Systems, Organisation Design), two more economics units (Economy and Society III, Public Policy), one more accounting unit (Managerial Decision-making), three more sociological units (Sociology of Community, Social Inequality and Social Action, Social Enquiry), and a further law unit (Health/Welfare Law).

In this specialisation at least three elective units must be chosen from Groups A and B below, with at least one unit being chosen from *each* group.

Group A

Business Data Processing Systems
Managerial Accounting
Government Budgeting and Accounting
Advanced Quantitative Methods
Management Applications of Computers
Operations Research for Managers
Management Computing 1
Management Computing II
Research Project
Advanced Research Project

Group B

Community Politics
Politics and Welfare
Sociology of Immigration
Urban and Regional Economies
Administrative Law
Public Administration
Local and Regional Government
Industrial and Labour Law
Commercial Law
Research Project
Advanced Research Project

Students may tailor the course to their particular capacities and interests by choosing units as electives from the wide range offered within the College, if approved by the Board of Studies of the School of Financial and Administrative Studies. Any pattern of electives may be chosen. However, in choosing electives normal pre-requisite requirements must be observed.

Students must take a minimum of 5 semester-units as electives in all fields of professional specialisation, except Local Government Administration (where one elective only is taken), and may undertake no more than 7 electives (2 in the case of Local Government Administration) without approval of the Board of Studies of the School.

Elective Disciplinary Sequences: Students may wish to pursue elective disciplinary sequences offered by the College at Degree level. Major disciplinary sequences offered through the School of Financial and Administrative Studies are listed below; disciplinary sequences offered through other Schools of the College are also available as electives, with the approval of the relevant Head of Department.

Economics

- 32101 Economy and Society I
- 32201 Economy and Society II—
The Modern Corporation
- 32301 Economy and Society III—
Government and Economy
- 32402 Financial Institutions
and Markets
- 32502 Competition and Welfare
- 32602 International Economics

Political Science

- 35102 Political Behaviour
- 35202 Introduction to American
Politics
- 35403 Politics and Information }
35301 Community Politics }
35402 Politics and Welfare }
(Two only)
- 35501 Australian Political Issues
- 35502 The Modern State

Communication

- 11111 Communication I - Interpersonal
Communication
- 11211 Communication II - Argumentation and
Reasoning
- 11314 Communication IIIA - Communication in
Small Groups
- 11414 Communication IVA - Organisational
Communication
- 11514 Communication VA - Mass Communication
- 11611 Communication VI - Theory and Research in
Communication

Legal Studies

- 34101 Law and Society
- 34205 Judicial Process
- 34305 Foundations of Law I
- 34405 Foundations of Law II
- 34505 Foundations of Law III
- 34605 Law and Justice

Details of these programmes are shown under the relevant Departments in "Semester Unit Outlines".

Elective Sub-Major Vocational Specialisations: Students may wish to pursue an elective sub-major which provides further vocational specialisation, in one of the areas nominated below. Each vocational submajor develops from, and extends semester-unit patterns which are incorporated in programmes leading to major professional specialisations, and constitutes a valid sub-major only when defined pre-requisites are observed.

Data Management & Computing

- 37302 Business Data Processing Systems
- 37401 Management Applications of Computers
- 37102 Management Computing I
- 37202 Management Computing II
Data Management (new subject)

Employee Relations

- 34402 Industrial and Labour Law
- 32302 Labour Market Economics
- 36301 Industrial Sociology
- 36406 Employee Relations I
- 36506 Employee Relations II
- 36606 Employee Relations III

Finance

- 31601 Securities Market Regulation
- 37301 Advanced Quantitative Methods
- 31602 Modern Finance Theory
- 37502 Operations Research for Managers
- 37601 Advanced Operations Research (Corporate Finance)

Marketing

- 36402 Corporate Strategy
- 34204 Trade Practices - Consumer Protection
- 36403 Marketing for Managers
- 36605 Consumer Behaviour
- 36504 Research for Marketing Problems

Each vocational sub-major may include 37402 Research Project and 37501 Advanced Research Project, if approved by the Head of School.

Students may undertake any of the semester-units listed in vocational submajor specialisations as single units; and they may build a programme which incorporates semester-units from each sub-major.

Patterns of Attendance

The course may be taken on a full-time basis over a minimum of three years (six semesters), or on a part-time basis over six years (normally twelve semesters), or by a combination of full-time and part-time study.

Experience has shown that students may find it necessary or advantageous to switch from one pattern of attendance to another during the duration of the course. This flexibility will be permitted to the extent practicable to meet the needs of both students and employers.

Where possible, it is desirable that part-time students obtain "day release" from their employment for attendance at classes. Class times will be arranged, where practicable, so that "day release" causes minimal interference with employment duties. For example, early morning or late afternoon classes will be provided as an alternative to evening attendance, and Saturday classes are being considered.

Advanced Standing and Accelerated Progression

It is also considered desirable that part-time students be able to "accelerate their progression" so that they can complete the course in less than twelve semesters. At present this may be attained:

- 1 by students "challenging" a unit if they consider that they possess the competence to be developed through its study;
- 2 by students demonstrating that they possess the capacity to undertake more than the normal number of semester-hours of study in a particular semester.
- 3 by students attaining Advanced Standing and Accreditation in particular units.
- 4 by students undertaking during vacations or at other times units which are a reading/essay type and which have minimal class contact.
- 5 by students taking units in a specially organised intensive study period (e.g., during vacation).

Procedures and Criteria for Student Appeals Against Assessment Results

The following procedures and criteria for student appeals against assessment results have been approved by the Board of Studies of the School of Financial and Administrative Studies.

These procedures and criteria have been designed to encourage feedback between students and members of the academic staff in the hope that everyone will benefit from staff/student discussion of any queries or problems relating to assessment results. It is firmly believed that it is most desirable educationally for students to approach staff shortly after the receipt of notification of a mark or grade in order to resolve any dispute of interpretation, doubt or uncertainty which may affect the performance of the student.

The procedures and criteria also make provision for students to present documentation of illness or misadventure which may not have been available to the lecturer(s) concerned when the mark or grade was determined.

Procedures for Appeal against Assessment.

If a student receives a grade or mark in any assessment component (class test, essay, examination and so on) which is regarded as unacceptable the following procedures should be followed:

1. The student should contact the lecturer(s) concerned within ten (10) days of the receipt of notification of the grade so that the reasons for the particular grade or mark may be explained. It is important that the lecturer(s) be consulted promptly to receive feedback so that the student's performance may not be affected. The ten day period was chosen because delayed complaints serve no useful educational purpose. Documentation relating to illness or misadventure should be presented at this stage.
2. The student may ask the lecturer(s) who assessed his or her work to arrange for a remark by another member of the academic staff.
3. If, for any reason, the student is unable to contact the lecturer(s) concerned he or she must, within the ten (10) day period, write to the Chairman of the relevant Department in order to arrange for a reconsideration of his or her grade or mark. The student may ask the Chairman to arrange for a remark by another member of the academic staff.
4. The lecturer(s) or Chairman will inform the student of the reconsidered result within ten (10) days and if the grade or mark is still considered to be unacceptable the student may make a written appeal to the Board of Studies. This written appeal must be lodged within ten (10) days of receiving the reconsidered result.

There are four possible grounds for appeal, as stated below. The appeal must be written and should contain all relevant documentation in support of one or more of the possible grounds.

5. A right of appeal lapses after
 - (i) ten (10) days after receipt of notification of any grade or mark if the student does not contact his or her lecturers or the Chairman of the relevant Department to arrange for reconsideration; and then after
 - (ii) ten (10) days from the date of notification of the reconsidered result.
6. If the Board of Studies upholds an appeal it will refer the matter back to the examiner concerned and the relevant academic department for reconsideration; the Board of Studies will not amend a grade on appeal. The examiner may wish to discuss the matter with the student concerned and may involve the student in its considerations. The examiner will report any outcome to the Board of Studies for ratification.
7. If the appeal to the Board of Studies is unsuccessful and the student wishes to take the matter further he or she may appeal to the Academic Board in accordance with Student Regulation 55.4.

Results of Formal Examinations

1. It is normal practice for staff to add the results of formal examinations at the end of a semester to other assessment components in order to arrive at a final grade, which is then considered by the Board of Studies meeting as a Board of Examiners. Consequently students may not know the results of the examination component of the assessment package until it is publicised as part of the final grade. If the final grade, including the grade in an end-of-semester examination, is regarded as unacceptable, the student should contact the lecturer(s) concerned or the Chairman of the relevant Department to discuss his or her performance in the final examination component of the assessment package within ten (10) days of receiving final results. The Procedures for Appeal against Assessment, out-lined above, then apply.
2. Appeals against unacceptable grades in end-of-semester examinations, based on evidence of illness or misadventure, will not be upheld if this evidence, by its nature, could have been presented prior to the determination of the final grade in a semester-unit.
3. Students should consult the College's Student Regulations on assessment, Sections 40-50.
4. When the final grade in a semester-unit is publicised, the student should bear in mind that he or she cannot appeal against any marks or grades received in assessment components conducted during the semester, as these grades should have been discussed or reconsidered with the lecturer(s) concerned within ten (10) days of their receipt.

Programme Administration

This programme is administered by the Head of School of Financial and Administrative Studies in conjunction with the Board of Studies of the School. For further details on the policies and procedures of the Board of Studies see the publication "School of Financial and Administrative Studies: Student Information".

Typical Course Programmes

Typical course programmes by specialisation for both full-time and part-time students are shown on the following pages.

Criteria for Appeal to the Board of Studies

Appeals to the Board of Studies against unacceptable grades in assessment components must be lodged in writing within ten (10) days of receiving notification of the reconsidered grade. An appeal may be based on one or more of the following grounds:

1. At least two members of the academic staff of the appropriate Department had not assessed the student's work in a component of assessment which by its nature is capable of re-assessment.
2. **Modes** of assessment were not publicised and conducted in accordance with College or Board of Studies policy. College policy is outlined in Student Regulation 40. The Board of Studies of the School requires that assessment components of a semester-unit be formalised in writing within the first two weeks of a semester. Subsequent changes may only be made with the approval of students enrolled in the unit, and must be confirmed in writing by the lecturer in charge of the semester-unit. If students do not object formally to assessment components in a semester-unit within ten (10) days of their publication, their right of objection lapses.
3. There existed relevant information regarding illness or misadventure which, by its nature, could not have been made available to the examiners or the Board of Studies at the time a result was determined so that a fair decision was reached. Appeals will be disallowed on this ground if they are out of time. Documentation relating to illness or misadventure should be presented within ten (10) days of the receipt of a grade in assessment components during a semester; or prior to, or immediately after a final examination and definitely no later than the date of the Examiners' Meeting of the Board of Studies which determines the final overall grade for a semester-unit.
4. There existed any other relevant circumstance (including the manner in which the unit was conducted or mode(s) of assessment used) which was unduly prejudicial to the student's performance and did not fairly reflect the student's competence in the unit. The onus is on the student to demonstrate that such a relevant circumstance existed.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME

Financial Studies Major Accounting Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37101	Quantitative Methods I	3	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
III	31301	Managerial Decision Making	3	8
	32301	Economy and Society III	3	8
	37302	Business Data Processing Systems	3	8
	34201	Commercial Law	3	8
		Electives* (at least one)	3	-
IV	31401	Managerial Accounting	3	8
	32402	Financial Institutions and Markets	3	8
	34301	Company Law	3	8
		Electives* (at least two)	6	-
V	31302	Contemporary Professional Issues in Accounting	3	10
	31402	Auditing	3	10
	31502	Security Analysis and Portfolio Management	3	10
		Electives* (at least one)	3	-
VI	31303	Contemporary Theoretical Issues in Accounting	3	10
	31601	Securities Market Regulation	3	10
	34401	Revenue Law	3	10
		Electives* (at least one)	3	-

*A minimum of five electives must be taken.

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME

Administrative Studies Major

Business Management Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37101	Quantitative Methods I	3	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
III	31301	Managerial Decision Making	3	8
	32301	Economy and Society III	3	8
	37302	Business Data Processing Systems	3	8
	34201	Commercial Law	3	8
	36301	Industrial Sociology	3	8
IV	31401	Managerial Accounting	3	8
	32402	Financial Institutions and Markets	3	8
	34402	Industrial Law	3	8
	36404	Bureaucracy	3	8
		Electives* (at least one)	3	-
V	36601	Organisation Adaptation and Change	3	10
	36402	Corporate Strategy Electives* (at least two)	3 6	10 -
VI	36603	Management Theory	3	10
	36602	Organisation Design— Business Administration Electives* (at least two)	3 6	10 -

*A minimum of five electives must be taken.

† Unit outlines: see section at rear of calendar where unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME

Administrative Studies Major Social Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37101	Quantitative Methods I	3	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
III	32301	Economy and Society III	3	8
	31301	Managerial Decision Making	3	8
	36301	Industrial Sociology	3	8
		Electives* (at least two)	6	-
IV	36404	Bureaucracy	3	8
	35203	Sociology of Community	3	6
	34206	Health/Welfare Law	3	8
	35305	Social Inequality and Social Action	3	8
		Electives* (at least one)	3	-
V	36601	Organisation Adaptation and Change	3	10
	36503	Health/Welfare Systems	3	10
	35503	Social Enquiry	3	10
		Electives* (at least one)	3	-
VI	36603	Management Theory	3	10
	36602	Organisation Design— Social Administration	3	10
	36604	Public Policy	3	10
		Electives* (at least one)	6	-

* A minimum of five electives must be taken.

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME

Administrative Studies Major Public Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37101	Quantitative Methods I	3	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
III	31301	Managerial Decision Making	3	8
	32301	Economy and Society III	3	8
	37302	Business Data Processing Systems	3	8
	36301	Industrial Sociology	3	8
	34202	Administrative Law	3	8
IV	31403	Government Accounting	3	8
	35301	Community Politics	3	8
	36404	Bureaucracy	3	8
		Electives* (at least two)	6	-
V	36601	Organisation Adaptation and Change	3	10
	36502	Public Administration Electives* (at least two)	3	10
VI	36603	Management Theory	6	-
	36602	Organisation Design— Public Administration	3	10
	36604	Electives* (at least one) Public Policy	3	-
			3	10

* A minimum of five electives must be taken.

† Unit outlines: see section at rear of calendar where unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME

Administrative Studies Major Local Government Specialisation

	Unit Semester Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37101	Quantitative Methods I	3	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
III	31301	Managerial Decision Making	3	8
	32301	Economy and Society III	3	8
	37302	Business Data Processing Systems	3	8
	36301	Industrial Sociology	3	8
	34202	Administrative Law	3	8
IV	31403	Government Accounting	3	8
	35301	Community Politics	3	8
	35203	Sociology of Community	3	6
	36404	Bureaucracy	3	8
	32401	Regional and Urban Economies	3	8
V	36601	Organisation Adaptation and Change	3	10
	36502	Public Administration	3	10
	34203	Local Government Law and Procedure	3	8
		Elective(s)	3	-
VI	36603	Management Theory	3	10
	36602	Organisation Design— Public Administration	3	10
	35401	Local and Regional Government	3	10
	36604	Public Policy	3	10

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS— PART-TIME PROGRAMME

Financial Studies Major Accounting Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
III	35102	Political Behaviour	3	6
	34101	Law and Society	3	6
	37101	Quantitative Methods I	3	6
IV	35101	Society and Culture	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
V	32301	Economy and Society III	3	8
	37302	Business Data Processing Systems	3	8
	31301	Managerial Decision Making	3	8
VI	31401	Managerial Accounting	3	8
	32402	Financial Institutions & Markets	3	8
VII	34201	Commercial Law	3	8
		Electives* (at least two)	6	-
VIII	34301	Company Law	3	8
		Electives* (at least one)	3	-
IX	31302	Contemporary Professional Issues in Accounting	3	10
	31402	Auditing	3	10
		Electives* (at least one)	3	-
X	31303	Contemporary Theoretical Issues in Accounting	3	10
	34401	Revenue Law	3	10
XI	31502	Security Analysis and Portfolio Management	3	10
XII	31601	Securities Market Regulation	3	10
		Electives* (at least one)	3	-

* A Minimum of five electives must be taken.

† Unit Outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching programmes.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME

Administrative Studies Major Business Management Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
III	35102	Political Behaviour	3	6
	34101	Law and Society	3	6
	37101	Quantitative Methods I	3	6
IV	35101	Society and Culture	3	6
	36201	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
V	31301	Managerial Decision Making	3	8
	34201	Commercial Law	3	8
	36301	Industrial Sociology	3	8
VI	31401	Managerial Accounting	3	8
	36404	Bureaucracy	3	8
	34402	Industrial Law	3	8
VII	32301	Economy and Society III	3	8
	37302	Business Data Processing Systems	3	8
VIII	32402	Financial Institutions and Markets	3	8
		Electives* (at least one)	3	-
IX	36601	Organisation, Adaptation and Change	3	10
		Electives* (at least one)	3	-
X	36602	Organisation Design - Business Administration	3	10
		Electives* (at least one)	3	-
XI	36402	Corporate Strategy	3	10
		Electives* (at least one)	3	-
XII	36603	Management Theory	3	10
		Electives* (at least one)	3	-

* A minimum of five electives must be taken.

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME

Administrative Studies Major

Social Administration Specialisation

Semester	Unit Number	Unit	Nominal Class Contact	Week Hours
I	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37101	Quantitative Methods I	3	6
II	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37201	Quantitative Methods II	3	6
III	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
IV	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
V	31301	Managerial Decision Making	3	8
	36301	Industrial Sociology	3	8
	32301	Economy and Society III	3	8
VI	35305	Social Inequality and Social Action	3	8
	36404	Bureaucracy	3	8
		Electives* (at least one)	3	-
VII	34206	Health/Welfare Law	3	8
		Electives* (at least one)	3	-
VIII	35203	Sociology of Community	3	6
		Electives* (at least one)	3	-
IX	36503	Health/Welfare Systems	3	10
	36601	Organisation, Adaptation and Change	3	10
X	36602	Organisation Design - Social Administration	3	10
		Electives* (at least one)	3	-
XI	35503	Social Enquiry	3	10
		Electives* (at least one)	3	-
XII	36603	Management Theory	3	10
	36604	Public Policy	3	10

* A minimum of five electives must be taken.

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME

Administrative Studies Major Public Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37101	Quantitative Methods I	3	6
II	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37201	Quantitative Methods II	3	6
III	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
IV	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
V	31301	Managerial Decision Making	3	8
	32301	Economy and Society III	3	8
	36301	Industrial Sociology	3	8
VI	36404	Bureaucracy	3	8
	35301	Community Politics	3	8
VII	34202	Administrative Law	3	8
	37302	Business Data Processing Systems	3	8
		Electives* (at least one)	3	-
VIII	31403	Government Accounting	3	8
		Electives* (at least one)	3	-
IX	36601	Organisation, Adaptation and Change	3	10
		Electives* (at least one)	3	-
X	36602	Organisation Design - Public Administration	3	10
		Electives* (at least one)	3	-
XI	36502	Public Administration	3	10
		Electives* (at least one)	3	-
XII	36603	Management Theory	3	10
	36604	Public Policy	3	10

* A minimum of five electives must be taken

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME**Administrative Studies Major
Local Government Specialisation**

Semester	Unit Number	Unit	Nominal Class Contact	Week Hours
I	34101	Law and Society	3	6
	36201	Organisation Behaviour	3	6
	37101	Quantitative Methods I	3	6
II	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37201	Quantitative Methods II	3	6
III	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
IV	31201	Financial Accounting II	3	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
V	31301	Managerial Decision Making	3	8
	32301	Economy and Society III	3	8
	36301	Industrial Sociology	3	8
VI	36404	Bureaucracy	3	8
	32401	Regional and Urban Economies	3	8
VII	34202	Administrative Law	3	8
	37302	Business Data Processing Systems	3	8
VIII	31403	Government Accounting	3	8
	35203	Sociology of Community	3	6
IX	36601	Organisation, Adaptation and Change	3	10
		Electives* (at least one)	3	-
X	36602	Organisation Design	3	10
	35204	Community Politics	3	8
XI	36502	Public Administration	3	10
	34203	Local Government Law and Procedure	3	8
XII	35401	Local and Regional Government	3	10
	36604	Public Policy	3	10
	36603	Management Theory	3	10

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT

The securities industry is central to efficient and productive resource allocation within the economy. Higher levels of skill and higher qualifications for its members are being demanded both within the industry and by the authorities which regulate it. Yet the industry is poorly served in terms of tertiary educational facilities.

The Associate Diploma in Securities Management is intended to meet this need. The course provides:

- vocational training specifically oriented to the needs of the industry
- a forum for considering the central social issues underlying the trade in securities and the affairs of corporations.

Introduction of the course has been supported by

- The Sydney Stock Exchange
- The New South Wales Corporate Affairs Commission
- The Securities Institute of Australia
- The Australian Society of Security Analysts.

Admission will normally be based on achievement in the Higher School Certificate, or its equivalent. However, persons working in the securities industry who have not completed a full secondary education will be admitted to the course if they give evidence to the Board of Studies of probable success in the programme.

The Associate Diploma in Securities Management course is designed to:

- meet minimum levels of qualification as specified by the Stock Exchange or other regulatory bodies;
- meet vocational training needs as specified by the industry;
- give detailed consideration to the central social issues involving the trade in securities and its regulation;
- cater for development of the individual student, by the provision of units which are generally (as distinct from vocationally) educative, by the provision of sufficient units leading to a career other than in the securities industry (in accounting, for example), and by allowing for transition from the Associate Diploma to a Degree course.

Students who demonstrate the ability to proceed to full degree studies may be granted advanced standing in the degree programmes of the School.

Class Contact and Week Hour Weightings

See under Bachelor of Business Degree.

Structure of the Course

The course consists of 24 units and extends over eight semesters of part-time study. Part-time students would take three units per semester, normally requiring nine hours of class attendance per week.

The units taken over the course may be divided into the following disciplinary areas:

	Units
Accounting Studies	4
Economic Studies	4
Legal Studies	4
Administrative, Social and Political Studies	3
Securities Industry Studies	4
Communication Studies	2
Quantitative and Computing Studies	3
	24

This structure is designed to meet the vocational needs of the industry, raise the central issues confronting the securities industry at present, assist students in developing skills in interpersonal and other forms of communication, equip students with a minimum necessary level of quantitative and computational competence, introduce students to present understandings about major areas of social behaviour and to the disciplinary processes through which these understandings are acquired, and give them adaptability in their eventual choice of career.

The specific units to be taken are listed in the accompanying table, which also outlines a typical part-time programme. Course outlines for each unit follow.

Award of the Associate Diploma in Securities Management

1. In order to qualify for the award of the Associate Diploma the student must complete the prescribed 24 units.
2. A student who fails in a unit must repeat it in a later semester.
3. The normal time for the completion of all the requirements of the Associate Diploma programme is eight semesters (part-time). However, the Associate Diploma will be awarded to students who complete the requirements in ten semesters (part-time).

In special circumstances, the Board of Studies in the School of Financial and Administrative Studies may grant an extension beyond this time, or may permit part-time students to complete the programme in less than the normal time.

4. Credit for relevant studies completed in other institutions may be granted by the Board of Studies in accordance with the Student Regulations of the College.

Patterns of Attendance

The course may be taken on a part-time basis over eight semesters of study. It is anticipated that the course will be taken mainly by part-time students employed in some area of the securities industry.

Students may find it necessary or advantageous to switch from one pattern of attendance to another over the duration of the course, or employers may grant release for day attendance. For these reasons flexibility in patterns of attendance will be permitted where practicable.

ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT

Typical Part-time Programme

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
I	31101	Financial Accounting I	4	6
	32101	Economy and Society I	3	6
	11111	Communication I	2	6
II	31201	Financial Accounting II	4	6
	32201	Economy and Society II	3	6
	11211	Communication II	2	6
III	34101	Law and Society	3	6
	32301	Economy and Society III	3	8
	37101	Quantitative Methods I	2	6
IV	35102	Political Behaviour	3	6
	35101	Society and Culture	3	6
	37201	Quantitative Methods II	3	6
V	31301	Managerial Decision Making	3	8
	34201	Commercial Law	3	8
	37302	Business Data Processing Systems	3	8
VI	31401	Managerial Accounting	3	8
	34301	Company Law	3	8
	32402	Financial Institutions and Markets	3	8
VII	31502	Security Analysis and Portfolio Management	3	10
	31102	Stock Exchange Procedures		6
	36402	Corporate Strategy	3	10
VIII	34401	Revenue Law	3	10
	31601	Securities Market Regulation	3	10
	37402	Research Project— Securities Market	3	10

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Advanced Standing and Accelerated Progression

It is also considered desirable that part-time students be able to “accelerate their progression” so that they can complete the course in less than eight semesters. In this regard, provisions made for the Bachelor of Business programmes are applicable.

Programme Administration

The programme is administered by the Head of School of Financial and Administrative Studies in conjunction with the Board of Studies of the School. For further details on the policies and procedures of the Board of Studies see the publication “School of Financial and Administrative Studies: Student Information”.

Procedures and Criteria for Student Appeals Against Assessment Results

See description in Bachelor of Business Section.

POST GRADUATE DIPLOMA IN ADMINISTRATION

The Graduate Diploma in Administration provides generalist training in management and an orientation to a specialist institutional or functional setting. The programme is offered over five semesters of part-time study (four semesters for persons with appropriate backgrounds) and leads to a post-graduate award in the A.C.A.A.E. category PG1.

The programme caters for people with a variety of academic and vocational backgrounds who are engaged in, or who are contemplating careers in, administration. The programme provides an orientation to:

- Management in a specialised institutional setting (in fields such as social services, health, education, leisure/recreation); or
- Management at the middle management level (in either the public or private sectors); or
- Management of specialised functional areas in public or private sector organisations (such as finance, data management, marketing, etc.).

Entrants to the programme may have first qualifications in Arts, Economics, Commerce, Social Work, Education, Science, Engineering or other fields, and they may be employed in government or in the private sector. The programme provides particularly for the acquisition of the necessary skills for a career re-orientation towards management and administration where previous training has been inadequate, and for improvement in skills for practitioners already in the field. The programme is offered only on a part-time basis.

In broad terms the programme has the following objectives.

Professional — To develop generalist professional/vocational skills required for management.

Disciplinary — To provide further disciplinary training through the study of extant knowledge about organizations and their administration.

Specialist — To provide an appropriate intellectual orientation to managerial practice in defined institutional or functional settings.

Personal — To develop personal and intellectual capacities of students.

Admission Requirements

It is anticipated that most students seeking admission to the programme will be graduates. However, some non-graduates with considerable and appropriate administrative experience may be accepted. At the same time, a certain minimum level of post-graduation experience will be required of graduate applicants.

Applicants will be graded into one of three categories according to the level of formal education they have obtained. Further requirements for each category are listed below:

Category 1

Applicants with disciplinary training to U.G.1 degree level.

Further Requirements:

- (a) A basic level of knowledge and skills in social, economic, political, and quantitative analysis. This might have been obtained during degree level study and/or during the preparatory semester to the post-graduate diploma.
- (b) Work experience. At least two years in an administrative position appropriate to a tertiary educated student, or in professional activities consequent upon the attainment of the degree (e.g. social work, engineering, teaching, accounting, stockbroking, merchant banking.) which might be expected to lead to an administrative position.

Category 2

Applicants with professional training to U.G.2 (Diploma) level.

Further Requirements:

- (a) A basic level of knowledge and skills in social, economic, political and quantitative analysis. It is possible that this level might have been obtained during the course of study leading to the U.G.2 Diploma, but, generally applicants will be required to satisfactorily complete all three units in the preparatory semester.
- (b) Work experience. A minimum of two years in an administrative position for which possession of the Diploma was a pre-requisite, or two years professional practice with appointment to an administrative position ensured (e.g., on list of appointment as Deputy or Subject Master) or an accountant, stockbroker, merchant banker, etc.
- (c) Evidence of capacity to proceed with a Postgraduate Diploma programme. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at this post-graduate level, and will need to show some awareness of administrative/management problems that occur in their field.

Category 3

Applicants with any other formal post-secondary qualifications, whether obtained from an educational institution or professional associations (e.g. AASA; ACA) or otherwise (e.g. in-service certificates).

Further Requirements:

- (a) A basic level of knowledge and skills in social, economic, political and quantitative analysis. This could be obtained only by successful completion of all three units in the preparatory semester.
- (b) Work experience. A minimum of two years in a senior administrative position and at least five years' prior experience leading to that position. A senior administrative position is taken to be Level or Grade 7, or higher, within the Commonwealth or State Public Service, or its equivalent; a Subject Master or Deputy Head Master; a Clerk or Deputy Clerk in Local Government; financial controller, treasurer, company secretary, financial manager, investment manager, or an agency or programme head or co-ordinator where the agency or programme employs at least 10 full-time staff (or their part-time equivalent) or performs at least five separate functions.
- (c) Evidence of capacity to proceed with a Postgraduate Diploma programme. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at post-graduate level. They will need to demonstrate an awareness of administrative/management problems that occur in their field and a familiarity with administrative/management concepts generally. They will be further required to provide evidence of administrative skills via papers/reports etc. to be reviewed by the interviewers.

Award of the Post Graduate Diploma

1. The award of the Graduate Diploma normally will require the satisfactory completion of a defined programme of 15 semester units divided as follows:

	Semester Units
Preparatory Units	3
Disciplinary Sequence	4
Orientation Sequence	4
Elective Units	2
Skills Units	

- Where a student's academic background is such that study of one or more of the 15 defined units would involve duplication of previous training, he or she may be exempted from such units by the Board of Studies of the School. This exemption is obtained by applying for advanced standing in that unit. It is expected that many students, because of previous undergraduate study will gain exemption from one or more of the preparatory units. It is less likely that advanced standing would be granted in other units. If the number of exemptions granted exceeds three, then the units taken must be increased to at least 12 by the selection of the required number of units from others offered within the programme. Conditional on pre-requisites being satisfied. Hence, a minimum of 12 or a maximum of 15 subjects would need to be satisfactorily completed for the Graduate Diploma to be awarded.
- The programme normally involves five semesters or two and one-half years of part-time study. With exemptions a student may complete it in two years. With the permission of the Board of Studies, students may seek to extend their progress by taking a reduced workload in some semesters. This would only be permitted on a semester by semester basis and would be limited by the requirement that the maximum time allowed for completion of the programme is seven semesters.
- A student who fails a unit must repeat it in a later semester or take another in its place if it is an elective.
- A student who fails in a unit in a sequence must repeat the unit failed before continuing the sequence.

Structure of the Programme

Students will normally undertake three units per semester. After a preparatory semester of three units, students study each semester one unit from each of three categories of units.

The structure of the course can be represented as follows:

Preparatory * Semester	Social Dynamics	Social Statistics A or B	Social Economics A or B
Semester I			
Semester II	Disciplinary	Skills	Orientation
Semester III	Sequence	Subjects and	Sequence
Semester IV		Electives	

The Preparatory Semester consists of three preparatory units designed to equip students with a basic level of knowledge and analytical skills in economic analysis, statistical analysis, and social and political analysis. These units are titled Social Economics A or B, Social Statistics A or B and Social Dynamics. Students who have acquired a basic level of knowledge and skills in one or more of these areas will be exempted where appropriate from components of these units or from one or more of the units in their entirety.

* Students enrolled in the Financial Administration specialization are also expected to possess a basic level of knowledge and analytical skills in finance and accounting. Where this is not the case, students will be required to successfully undertake a unit titled Accounting, Finance and Management.

Disciplinary Sequence: A thorough grounding in Administrative Studies is obtained in a disciplinary sequence consisting of four units of study in successive semesters. In order, these units are: Organisation and Management, Individual and Organisation, Organisation Structure and Change, and Organisation Design. This sequence is taken by all students. The final unit of the sequence Organisation Design, would be orientated towards the student's field of specialisation.

Skills Subjects: Provision is made for the development of appropriate managerial skills through a set of defined subjects. Two units from this category are compulsory for all students, though the required subjects vary according to the specialisations in which students are enrolled. Financial Administration students are required to complete Corporate Financial Policy and Contemporary Issues in Accounting. Students enrolled in all other specialisations are required to complete Managerial Decision-making and Management Information Systems.

Other skills subjects may be taken as electives. Subjects in this category include: Community Studies; Law and Administration; Accounting Finance and Management; Computer Systems; Systems Design; Research Project; Curriculum Design; Media Management; Public Financial Control; Topics in Finance, Law or Accounting, and Financial and Managerial Applications of Computers.

Orientation Sequence: The orientation sequence of the course provides students with a set of four consecutive units appropriate to their chosen specialisation.

For the Social Administration specialisation these units are, in order, Deprivation and intervention, Social Service Systems, Social Policy and Social Administration. For the Educational Administration specialisation, the orientation units are, Education Analysis, Educational Institutions and Systems, Education Policy and Education Administration. For the Recreation Administration specialisation, the orientation units are Leisure and Recreation, Recreation Institutions and Systems, Recreation Policy and Recreation Administration. For the Public Administration specialisation, the orientation units are The Public/Private Domain, Public Institutions and Systems, The Policy Process and Management in the Public Sector. For the Financial Administration specialisation, the orientation units are Capital Markets, Portfolio Management, Advanced Managerial Accounting and Capital Market Regulation.

In all cases further specialisation may be obtained by the orientation given to the final disciplinary unit — Organisation Design, by selection of appropriate electives, and by undertaking specialist projects within units in any category.

Electives: Students may choose elective subjects in two ways: they may choose from the semester-units categorised as Skills Subjects, listed above; or they may choose to take subjects listed in Orientation Sequences other than the one appropriate to the specialisation in which they are enrolled. In all cases, defined pre-requisites must be satisfied.

Patterns of Attendance

The course is offered on a part-time basis with evening attendance. Normally students will attend College two evenings per week during each of two fifteen week semesters per year. Attendance will generally be six hours per week.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progress consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for completion of the Post Graduate Diploma.

Procedures and Criteria for Student Appeals Against Assessment Results

See description in Bachelor of Business Section

Programme Administration

The programme is administered by the Director of Post Graduate Studies, School of Financial and Administrative Studies, on behalf of the Head of the School of Financial and Administrative Studies, in conjunction with the Board of Studies of the School.

Typical Course Programmes

Typical course programmes by specialisation are contained on the following pages.

POST GRADUATE DIPLOMA IN ADMINISTRATION
Educational Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	37701	Social Statistics A	2	7
	32701	Social Economics A	2	7
I	36702	Organization and Management	2	7
	31702	Managerial Decision-Making	2	7
	35703	Educational Analysis	2	7
II	36701	Individual and Organization	2	7
	31703	Management Information System	2	7
	35706	Educational Institutions and Systems	2	7
III	36801	Organization Structure and Change	2	7
	35803	Educational Policy	2	7
		Elective Unit*	2	7
IV	36802	Organization Design - Educational Administration	2	7
	35806	Educational Administration	2	7
		Elective Unit*	2	7

† *Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

POST GRADUATE DIPLOMA IN ADMINISTRATION

Social Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	37701	Social Statistics A	2	7
	32701	Social Economics A	2	7
I	36702	Organization and Management	2	7
	31702	Managerial Decision-making	2	7
	35704	Deprivation and Intervention	2	7
II	36701	Individual and Organization	2	7
	31703	Management Information Systems	2	7
	35705	Social Service System	2	7
III	36801	Organization Structure and Change	2	7
	35804	Social Policy	2	7
		Elective Unit*	2	7
IV	36802	Organization Design -	2	7
		Social Administration		
	35805	Social Administration	2	7
		Elective Unit*	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

POST GRADUATE DIPLOMA IN ADMINISTRATION

Recreation Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	37701	Social Statistics A	2	7
	32701	Social Economics A	2	7
I	36702	Organization and Management	2	7
	31702	Managerial Decision Making	2	7
	35707	Leisure and Recreation	2	7
II	36701	Individual and Organization	2	7
	31703	Management Information Systems	2	7
	35708	Recreation Institutions and Systems	2	7
III	36801	Organization Structure and Change	2	7
	35807	Recreation Policy	2	7
		Elective Unit*	2	7
IV	36802	Organization Design - Recreation Administration	2	7
	35808	Recreation Administration	2	7
		Elective Unit*	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* ELECTIVE UNITS

Electives can be chosen from these units as long as pre-requisites are met.

31701	<i>Introduction to Accounting and Finance</i>
35702	<i>Community Studies</i>
34702	<i>Law and Administration</i>
37801	Systems Design
37802	<i>Research Project</i>
35811	<i>Curriculum Design</i>
11704	<i>Media Management</i>
31708	<i>Public Financial Control</i>

POST GRADUATE DIPLOMA IN ADMINISTRATION

Public Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	37701	Social Statistics A	2	7
	32701	Social Economics A	2	7
I	36702	Organization and Management	2	7
	31702	Managerial Decision-making	2	7
	35709	The Public/Private Domain	2	7
II	36701	Individual and Organization	2	7
	31703	Management Information Systems	2	7
	35710	Public Institutions and Systems	2	7
III	36801	Organization Structure and Change	2	7
	35809	The Policy Process	2	7
		Elective Unit*	2	7
IV	36802	Organization Design - Public Administration	2	7
	35810	Management in the Public Sector	2	7
		Elective Unit*	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* ELECTIVE UNITS

Electives can be chosen from these units as long as pre-requisites are met.

31701	<i>Introduction to Accounting and Finance</i>
35702	<i>Community Studies</i>
34702	<i>Law and Administration</i>
37801	Systems Design
37802	<i>Research Project</i>
35811	<i>Curriculum Design</i>
11704	<i>Media Management</i>
31708	Public Financial Control

POST GRADUATE DIPLOMA IN ADMINISTRATION
Financial Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics *	2	7
	37703	Social Statistics B	2	7
	32704	Social Economics B	2	7
I	36702	Organisation and Management	2	7
	31705	Corporate Financial Policy	2	7
	32702	Capital Markets	2	7
II	36701	Individual and Organisation	2	7
	31706	Contemporary Issues in Accounting	2	7
	31707	Portfolio Management	2	7
III	36801	Organisation Structure and Change Elective Unit *	2	7
	31807	Advanced Managerial Accounting	2	7
	IV	36802	Organisation Design — Financial Administration Elective Unit *	2	7
31808		Capital Market Regulation	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* Applicants to the programme would normally be expected to have basic skills in Accounting. If they have not, then they would be required to substitute the unit Accounting, Finance and Management for Social Dynamics in the Preparatory Semester; Social Dynamics would then be taken as an elective in a later semester. It may be possible for some students to take both Social Dynamics and Accounting, Finance and Management in the preparatory semester (by learning contracts, or if they receive advanced standing in other units).

POSTGRADUATE DIPLOMA IN FINANCE

The Postgraduate Diploma in Finance provides specialist training in Finance. The programme is offered over five semesters of part-time study (four semesters for persons with appropriate backgrounds) and leads to a postgraduate award in the A.C.A.A.E. category PG1.

The programme caters for people with a variety of academic and vocational backgrounds who are engaged in, or who are contemplating careers as financial specialists in either the public or private sectors (e.g. cash flow managers, corporate planners, investment analysts, portfolio managers, financial analysts, etc.). Entrants to the programme may have first qualifications in accounting, economics, commerce or law; but they would not have recent exposure to contemporary thought in accounting or finance. Entrants may not have received prior disciplinary training in Finance through undergraduate study.

In broad terms the programme has the following objectives:

Professional — To develop the professional skills and perspectives necessary for the finance practitioner working in either the public or private sector.

To review contemporary developments in accounting thought and practice.

To develop skills in the use of modern techniques of financial analysis and calculation in both public and private sector settings.

Disciplinary — To extend and reinforce disciplinary skills, by concentrated disciplinary training in Finance.

Admission Requirements

It is anticipated that most students seeking admission to the programme will be graduates. To be eligible for admission, all applicants must have a certain minimum level of appropriate work experience.

Applicants will be graded into one of two categories according to the level of formal education they have obtained. Admission requirements for each category are listed below.

Category 1:

Applicants with disciplinary training equivalent to U.G.1. degree level.

Further Requirements:

- (a) A basic level of knowledge, technical and analytic skills, and descriptive information in accounting, economics and quantitative methods — as defined by the Foundation Subjects offered during the Preparatory Semester.
- (b) Work experience: At least two years experience in a financial specialist role in either the public or private sectors (e.g. credit manager, corporate planner, investment analyst, project evaluation officer, commercial or professional accountant), consequent upon the attainment of a degree.

Category 2:

Applicants with professional training to U.G.2 diploma level.

Further Requirements:

- (a) A basic level of knowledge, technical and analytic skills, and descriptive information in accounting, economics and quantitative methods — as defined by the Foundation Subjects offered in the Preparatory Semester. It is possible that this level might have been obtained during prior study; many applicants in this category are likely to be required to satisfactorily complete all units in the Preparatory Semester.
- (b) Work experience: At least two years experience in a financial specialist role in either the public or private sector (e.g. credit manager, corporate planner,

- investment analyst, project evaluation officer, commercial or professional accounting) for which the attainment of a U.G.2 Diploma was a pre-requisite.
- (c) Evidence of a capacity to proceed with a Postgraduate Diploma programme. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at the postgraduate level, and will need to show some awareness of financial problems that occur in their field.

Award of the Postgraduate Diploma

- (i) In order to qualify for the award of the Postgraduate Diploma in Finance, a student must complete a programme of 15 defined subjects, unless exemptions are granted or substitutions permitted as defined in (ii) and (iii) below-in which case not less than 12 approved subjects must be satisfactorily completed.
- (ii) Credit for relevant studies completed in other institutions may be granted by the Board of Studies up to a maximum exemption of three subjects. Each case will be considered on its merits, though normally on a subject for subject basis.
- (iii) Students may be permitted to substitute other subjects offered at Postgraduate level in the School for those in the defined programme. Each case will be considered on its merits, normally on a subject for subject basis.
- (iv) A student who fails in a subject must repeat it in a later semester or take another subject in its place, where this is permitted.
- (v) A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed.
- (vi) The normal time for the completion of all the requirements of the Postgraduate Diploma programme will be five semesters (part-time). However, the Postgraduate Diploma will be awarded to students who complete the requirements in seven semesters (part-time). In special circumstances, the Board of Studies of the School may grant an extension beyond these times, or may permit students to complete their programmes in less than the normal time.

Structure of the Programme

Students will normally undertake three units per semester. After a preparatory semester of three units, students study each semester one unit from each of three categories of units.

The structure of the course can be represented as follows:

	Semester-Unit
Foundation Units	3
Disciplinary Sequences - Finance	4
Other Accounting/Finance Units	6
Electives	2

Foundation Units: consist of three preparatory units designed to equip students with a basic level of knowledge, analytical skills, descriptive and technical skills, defined in Social Economics B, Social Statistics B and Accounting Finance and Management. Students who have acquired a basic level of knowledge and skills in one or more of these areas will be exempted where appropriate from components of these units or from one or more of the units in their entirety.

Disciplinary Sequence: A thorough grounding in Financial Studies is obtained in a disciplinary sequence consisting of four units studied in successive semesters. In order, these units are: Finance — Contemporary Perspectives and Quantitative Techniques, Public Finance, Theory of Corporate Finance, and Finance Project — Public or Private Sector. The final unit of the sequence would be orientated towards the student's field of specialisation.

Other Accounting/Finance Units: These units provide an orientation to finance as a social phenomenon and the institutional settings in which it is operable or practised, while at the same time developing appropriate computational and analytical skills. The units in this category are: Corporate financial Policy, Capital Markets, Contemporary Issues in Accounting, Portfolio Management, Advanced Managerial Accounting, and Capital Market Regulation.

Electives: Students may choose elective units in two ways: they may choose from semester-units categorised as Skills Subjects within the Graduate Diploma in Administration programme, listed below; or they may choose to take units listed in Orientation Sequences in the Graduate Diploma of Administration. In all cases, defined pre-requisites must be satisfied.

The following Skills Subjects may be taken as electives: Law and Administration; Computer Systems; Systems Design; Research Project; Financial and Managerial Applications of Computers; Public Financial Control; Topics in Finance, Law or Accounting; Media Management, or Social Dynamics.

Patterns of Attendance

The course is offered on a part-time basis with evening attendance. Normally students will attend College two evenings per week during each of two fifteen week semesters per year. Attendance will generally be six hours per week.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progress consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for completion of the Graduate Diploma.

Programme Administration

The programme is administered by the Director of Postgraduate Studies, School of Financial and Administrative Studies, on behalf of the Head of the School of Financial and Administrative Studies, in conjunction with the Board of Studies of the School.

**Procedures and Criteria for Student Appeals
Against Assessment Results**

See description in Bachelor of Business Section.

POSTGRADUATE DIPLOMA IN FINANCE

Finance Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	31704	Accounting Finance and Management	2	7
	37703	Social Statistics B	2	7
	32704	Social Economics B	2	7
I	37702	Finance - Contemporary Perspectives and Quantitative Techniques	2	7
	31705	Corporate Financial Policy	2	7
	32702	Capital Markets	2	7
II	32703	Public Finance	2	7
	31706	Contemporary Issues in Accounting	2	7
	31707	Portfolio Management	2	7
III	31805	Theory of Corporate Finance Elective	2	7
	31807	Advanced Managerial Accounting	2	7
IV	31804	Finance Project - Public or Private Sector Elective	2	7
			2	7
	31808	Capital Market Regulation	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Course Information

The School of
Library and Information Studies

GENERAL PROGRAMMES

BACHELOR OF ARTS (LIBRARY SCIENCE)

The programme provides initial career preparation in library and information studies suited to a range of library and information agencies.

This programme normally will involve three years full-time study or six years part-time study, though consideration is being given to ways in which part-time students may accelerate the progression.

Structure of the Course

A. General Studies—students elect one of the following:

(a) Accounting	
Financial Accounting I	31101
Financial Accounting II	31201
Managerial Decision Making	31301
Managerial Accounting	31401
Contemporary Professional Issues in Accounting	31302
Contemporary Theoretical Issues in Accounting	31303
(b) Administrative Studies	
Political Behaviour	35102
Organization Behaviour	36201
Industrial Sociology	36301
Bureaucracy	36404
Organization Adaptation and Change	36601
Management Theory	36603
(c) Economics	
Economy and Society I	32101
Economy and Society II	32201
Economy and Society III	32301
Financial Institutions and Markets	32402
Competition and Welfare	32502
International Economics	32602
(d) Education	
Foundations of Education I	12124
Foundations of Education II	12224
Approaches to Education	12324
Education in Australia	12424
Comparative Studies in Education	12524
Education and Development	12624

SCHOOL OF LIBRARY AND INFORMATION STUDIES

The formation of the School of Library and Information Studies in 1976 marked a further step in the multi-disciplinary development of the Kuring-gai College of Advanced Education.

The School provides general and special programmes for education and training in library and information services which will allow for normal and mature age entry, basic and advanced study with varied patterns of attendance.

1. The general programmes are:

- (a) a three year degree course in general studies and library and information studies with the opportunity of a specialist graduate diploma to follow after 2 years of professional experience;
- (b) a one year graduate diploma course in library and information studies for persons with a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study).

2. The special programme is:

a one year graduate diploma course in library and information studies with special emphasis on teacher librarianship, for persons with a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study), a recognised teaching diploma or certificate and a minimum of two years teaching experience.

The School also provides:

Continuing Education programmes for librarians with basic professional qualifications

- specialist and refresher courses
- short term (2-3 days) and full term (one semester)

Consultancy Services for library authorities, information agencies and government departments.

All programmes are designed to assist students to further develop their intellectual capacity, initiative and creativity and analytical approaches to problem solving through basic disciplinary studies and professional studies.

The study of librarianship is understood to include:

- a knowledge of the content of human records
- the professional methods of indication, classification and control
- service to special publics
- the application of organisation theory and management and machine based information storage and retrieval
- user and system studies.

All programmes are designed on the premise that librarianship is the art and science of relating information resources to users through information methods. The professional studies in each programme comprise three main areas of study:

Information Users

Information Resources

Information Methods

(e) Law		
	Law and Society	34101
	Judicial Process	34205
	Foundations of Law I	34305
	Foundations of Law II	34405
	Foundations of Law III	34505
	Law and Justice	34605
(f) Political Science		
	Political Behaviour	35102
	An Introduction to American Politics	35202
	Politics and Information	35403
	Community Politics	35301
	Politics and Welfare	35402
	The Modern State: Theory & Practice	35502
	Australian Political Issues	35501
B. Professional Studies		
(a) Background Subjects		
	Psychology IA	12125
	Psychology IIA	12225
	Psychology IIIA	12325
	Psychology IVA	12425
	Society and Culture	35101
	Sociology of Community	35203
	Communication IB	11112
	Communication IIB	11212
(b) Information Subjects		
	Information Agencies IA	41105
	Information Users IA	41107
	Information Users IIA	41207
	Information Users IIIA	41307
	Information Users IVA	41407
	Information Resources IA	41106
	Information Resources IIA	41213
	Information Resources IIIA	41313
	Information Resources IVA	41404
	Information Resources IVB	41405
	Information Resources IVC	41406
	Information Methods IA	41108
	Information Methods IIA	41208
	Information Methods IIIA	41308
	Information Methods IVA	41408
	Issues in Librarianship IA	41508

- C. Practice Studies, includes field visits, field trips, field projects as well as working in libraries and information agencies. Each full-time student is required to undertake a block period of two weeks Practice Studies within each Semester. It is expected that part-time students will be in employment which may necessitate some adaptation to the Practice Studies requirement. Special field work trips (up to 5 days) to libraries and similar agencies either in a region or a state or national centre will be required for all students in the second and third year of their full-time programme (corresponding year for part-time programme). A number of the subjects in the course include compulsory visits to libraries, information centres and related institutions.

SEMESTER-UNIT WEIGHTINGS

CLASS CONTACT HOURS, WEEK-HOURS, SEMESTER-HOURS

In the section, "Semester-Unit Outlines" at the back of the calendar, each semester-unit is described in terms of Class Contact Hours and Week Hours. These approximately indicate the amount of time a student can expect to devote to the various aspects of the unit: i.e., in formal class contact and overall study per week.

Class Contact Hours: The number of hours per week in which students enrolled in a particular unit are in formal contact with fellow students and teaching staff. Such contact may take the form of lectures, tutorials, workshop classes, laboratory sessions, seminars or discussions or a combination of these sessions.

Week Hours: The approximate amount of time a student is expected to work in the given unit per week, *including* class contact. Week hours can be seen as the minimum amount of work required per week.

Courses have been designed so that generally speaking a student will be required to do between 36 and 44 hours per week in the programme, i.e., the total number of week hours of all semester units in which a student is enrolled in any one semester should total between 36 and 44 hours in a full-time programme. A part-time programme is approximately half this.

Bachelor of Arts (Library Science) — FULL-TIME PROGRAMME

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I		General Studies Elective	3	6
	35101	Society and Culture	3	6
	11112	Communication IB	3	6
	41105	Information Agencies IA	3	6
	41106	Information Resources IA	3	6
II		General Studies Elective	3	6
	12125	Psychology IA	3	6
	35203	Sociology of Community	3	6
	11212	Communication IIB	3	6
	41213	Information Resources IIA	3	8
	41108	Information Methods IA	3	6
III		General Studies Elective	3or4	6 or 8
	12225	Psychology IIA	3	6
	41107	Information Users IA	3	6
	41313	Information Resources IIIA	3	6
	41208	Information Methods IIA	3	6
IV		General Studies Elective	3or4	6 or 8
	12325	Psychology IIIA	3	8
	41207	Information Users IIA	3	6
	41404	Information Resources IVA	2	8
	41308	Information Methods IIIA	3	8
V		General Studies Elective	3or4	6 or 8
	12425	Psychology IVA	3	8
	41307	Information Users IIIA	2	8
	41405	Information Resources IVB	2	8
	41408	Information Methods IVA	3	8
VI		General Studies Elective	3or4	6 or 8
	41407	Information Users IVA	2	8
	41406	Information Resources IVC	2	8
	41508	Issues in Librarianship IA	2	8

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Bachelor of Arts (Library Science) — PART-TIME PROGRAMME

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I	11112	Communication IB	3	6
	41105	Information Agencies IA	3	6
II	41106	Information Resources IA	3	6
	12125	Psychology IA	3	6
	11212	Communication IIB	3	6
III	12225	Psychology IIA	3	6
	35101	Society and Culture	3	6
	41213	Information Resources IIA	3	8
IV	12325	Psychology IIIA	3	8
	35203	Sociology of Community	3	6
V		General Studies Elective	3	6
	12425	Psychology IVA	3	8
	41313	Information Resources IIIA	3	6
VI		General Studies Elective	3	6
	41108	Information Methods IA	3	6
VII		General Studies Elective	3or4	6 or 8
	41404	Information Resources IVA	2	8
	41208	Information Methods IIA	3	6
VIII		General Studies Elective	3or4	6 or 8
	41308	Information Methods IIIA	3	8
IX		General Studies Elective	3or4	6 or 8
	41107	Information Users IA	3	6
	41408	Information Methods IVA	3	8
X		General Studies Elective	3or4	6 or 8
	41207	Information Users IIA	3	6
XI	41307	Information Users IIIA	2	8
	41406	Information Resources IVB, IVC	2	8
XII	41407	Information Users IVA	2	8
	41508	Issues in Librarianship IA	2	8

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

POLICIES OF THE SCHOOL WHICH AFFECT STUDENTS:

“SHOW CAUSE” POLICY

The conditions under which a student will be required to “show cause” are:

- (i) a student enrolled in 5 or 6 semester units should pass 3 or be required to show cause.
- (ii) a student enrolled in 3 or 4 semester units should pass 2 or be required to show cause.
- (iii) a student enrolled in 1 or 2 semester units should pass 1 or be required to show cause.
- (iv) a student be required to show cause after unsatisfactory completion of two Practice Studies segments, one of which may be a supplementary segment.

CRITERIA FOR CONSIDERATION OF “SHOW CAUSE”

1. It is felt that the onus of proof is on the student to present evidence that the circumstances which caused the failures have changed, and are not likely to be repeated in the next semester.
2. All acceptable reasons cannot be defined in advance, but
 - (a) serious ill-health or misadventure, properly attested, will be considered;
 - (b) demands of employers, pressure of employment, or time devoted to non-academic activity may be accepted where it is demonstrated that these are of a temporary nature. Such claims must be independently attested;
 - (c) a student’s general record will be taken into account and should include evidence of strong motivation to complete the course.

AWARD OF THE DEGREE

1. In order to qualify for the award of the Degree of Bachelor of Arts (Library Science) a student must complete a total of 30 semester units of study, of which 720 semester hours are General Studies electives, 700 semester hours are prescribed Background Units for Professional Studies, 1274 semester hours are prescribed and 208 semester hours are elective Information Studies units. Students must undertake and successfully complete 60 semester hours Practice Studies in each Semester.
2. A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
3. A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of the Degree programme is six semesters (full-time) or twelve semesters (part-time). However, the Degree will be awarded to students who complete the requirements in eight semesters (full-time) or fourteen semesters (part-time). In special circumstances, the Board of Studies may grant an extension beyond this time.
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

GRADUATE DIPLOMA IN LIBRARY SCIENCE

Pre-requisite, a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study).

The programme provides initial career preparation at graduate level in library and information studies suited to a range of library and information agencies.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

Structure of the Course

Communication IC	11702
Information Agencies IB	41101
Information Users IB	41114
Information Users IIB	41214
Information Resources IB	41103
Information Resources IIB	41112
Information Resources IIIB	41212
Information Methods IB	41104
Information Methods IIB	41204
Issues in Librarianship IB	41201

Practice Studies (see Section C under Bachelor of Arts (Library Science). For Graduate Diploma, only one special field trip required).

Graduate Diploma in Library Science — FULL-TIME PROGRAMME

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I	11702	Communication IC	2	4
	41101	Information Agencies IB	2	6
	41114	Information Users IB	4	8
	41103	Information Resources IB	3	6
	41112	Information Resources IIB	2	5
	41104	Information Methods IB	3	6
	II	41212	Information Resources IIIB	4	10
41204		Information Methods IIB	6	15
41214		Information Users IIB	2	4
41201		Issues in Librarianship IB	2	6

Graduate Diploma in Library Science — PART-TIME PROGRAMME

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I	41101	Information Agencies IB	2	6
	11702	Communication IC	2	4
	41103	Information Resources IB	3	6
II	41112	Information Resources IIB	2	5
	41114	Information Users IB	4	8
III	41104	Information Methods IB	3	6
	41212	Information Resources IIIB	4	10
	41214	Information Users IIB	2	4
IV	41204	Information Methods IIB	6	15
	41201	Issues in Librarianship IB	2	6

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

SPECIAL PROGRAMMES

GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

Pre-requisite, a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study), a recognised teaching diploma or certificate and a minimum of two years teaching experience.

The programme provides initial career preparation at graduate level in library and information studies with special emphasis on school librarianship.

Structure of the Course

Communication IC	11702
Information Agencies IB	41101
Information Users IB	41114
Information Users IIB	41214
Information Resources IB	41103
Information Resources IIB	41112
Information Resources IIIB	41212
Information Methods IB	41104
Information Methods IIB	41204
Issues in Librarianship IB	41201

Practice Studies (see Section C under Bachelor of Arts (Library Science). For Graduate Diploma, only one special field trip required).

**Graduate Diploma in Teacher Librarianship —
FULL-TIME PROGRAMME**

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I	11702	Communication IC	2	4
	41101	Information Agencies IB	2	6
	41114	Information Users IB	4	8
	41103	Information Resources IB	3	6
	41112	Information Resources IIB	2	5
	41104	Information Methods IB	3	6
II	41212	Information Resources IIIB	4	10
	41204	Information Methods IIB	6	15
	41214	Information Users IIB	2	4
	41201	Issues in Librarianship IB	2	6

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

**Graduate Diploma in Teacher Librarianship —
PART-TIME PROGRAMME**

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I	41101	Information Agencies IB	2	6
	11702	Communication IC	2	4
	41103	Information Resources IB	3	6
II	41112	Information Resources IIB	2	5
	41114	Information Users IB	4	8
III	41104	Information Methods IB	3	6
	41212	Information Resources IIIB	4	10
	41214	Information Users IIB	2	4
IV	41204	Information Methods IIB	6	15
	41201	Issues in Librarianship IB	2	6

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Students in this programme and the Graduate Diploma in Library Science have common lectures, but all tutorials, group work, assignments, projects and practice studies must be undertaken within the general area of educational libraries, their users, services, resources, and methods and within the specific area of the school library.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

AWARD OF THE GRADUATE DIPLOMA IN LIBRARY SCIENCE AND THE GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

1. In order to qualify for the award of the Graduate Diploma in Library Science and the Graduate Diploma in Teacher Librarianship, a student must complete a total of 780 semester hours of study, of which 728 semester hours are prescribed units and 52 semester hours comprise an elective unit. Students must undertake and successfully complete 60 semester hours of Practice Studies in each semester.
2. A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
3. A student who fails in a unit in a sequence in which passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of both the Graduate Diploma programmes is two semesters (full-time) or four semesters (part-time). However, the respective Diploma will be awarded to students who complete the requirements in four semesters (full-time) or six semesters (part-time). In special circumstances, the Board of Studies in Library and Information Studies, may grant an extension beyond this time.
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

Course Information

THE COLLEGE OF LAW
functioning as
The School of Practical Legal Training

THE COLLEGE OF LAW SCHOOL OF PRACTICAL LEGAL TRAINING

FULL-TIME COURSE

The course comprises six months full time intensive training designed to prepare legally qualified people for entry into practice as solicitors.

Those eligible:

Students who have graduated in law at the University of Sydney, University of New South Wales, Macquarie University, Australian National University, N.S.W. Institute of Technology or have otherwise fulfilled the academic requirements laid down by the N.S.W. Solicitors Admission Board.

Sandwich Course:

The Practical Legal Training Course is also offered by "sandwich" mode of study. This course has been designed particularly to meet the needs of country and employed students. Entry is open only to those in legal and law related work. The course involves three periods of full-time attendance, for six weeks, four weeks, and a final four weeks. The three full-time periods are to be undertaken at intervals of approximately six months. External work will also be required between periods of full-time attendance.

Curriculum:

The Practical Legal Training Course provides training relevant to the following aspects of legal practice:

Accounting, Administration of Estates, Advocacy, Civil Litigation, Commercial Law Practice, Company Practice, Creditors' Remedies and Bankruptcy, Criminal Practice, Family Relations Practice, Industrial Relations, Insurance, Landlord & Tenant, Legal Aid, Legal Drafting, Legal Interviewing, Legal Profession, Office Management, Professional Responsibility, Real Estate Transactions, Revenue Law, Specialised Services, Workers' Compensation.

Features of Instruction:

Members of the full-time professional instructing staff are drawn from the practising profession.

Visiting instructors drawn from the practising profession and other relevant fields, also contribute to the programme.

Student groupings are limited to obtain maximum individual attention and participation.

Students work in syndicate groups, usually five or six to an office, the members changing groups at least twice during a full time course.

The ratio of instructors to students is normally 1 to 15.

Students retain the written course materials and practice papers provided for all topics.

Students participate in practice courts covering advocacy in various areas of civil and criminal litigation.

There is no final written examination, but each student's work is assessed regularly, and each student's progress in the course is reviewed at regular intervals.

Course Information

The School of Teacher Education

THE SCHOOL OF TEACHER EDUCATION

The School of Teacher Education offers courses at both undergraduate and Graduate Diploma levels. Courses at undergraduate level are designed for people with no previous training or experience who wish to become teachers. Graduate Diploma courses are designed to provide for trained and experienced teachers an extension or enlargement of their professional skills to enable them to take on new roles.

Courses offered to new students in 1982 at undergraduate level are:

- Diploma of Teaching/Bachelor of Education (Primary Education)
- Bachelor of Education (Physical Education)

Undergraduate students enrolled prior to 1981 will be completing one of the following courses:

- Diploma of Teaching (Early Childhood Education)
- Diploma of Teaching (Primary Education)
- Diploma of Teaching (Special Education)
- Diploma of Teaching (Secondary Science Education)
- Diploma of Teaching (Physical Education).

Graduate Diploma courses to be offered in 1982 are:

- Graduate Diploma in Special Education
- Graduate Diploma in Educational Studies: Reading Education
- Graduate Diploma in Educational Studies: Learning Difficulties
- Graduate Diploma in Children's Literature.

Students awarded the Diploma of Teaching or Bachelor of Education are qualified to be employed as teachers in New South Wales and in other states of Australia.

SEMESTER-UNIT WEIGHTINGS

In the section "Semester-Unit Outlines" later in the Calendar, each semester-unit is described in terms of Class Contact Hours and Week Hours. The figure for Week Hours for each unit indicates the amount of time a student is expected to work in the unit during a week. The figure given includes any scheduled hours of class contact, such as lectures, seminars, workshops, laboratory sessions, or a combination of these. The figure for Class Contact Hours for each unit is nominal, and may be varied, depending on the teaching and learning activities required and the stage of development reached by the students.

Courses have been designed so that generally a full-time student will be required to work for 36 to 44 hours per week, and a part-time student half this amount.

DIPLOMA OF TEACHING/BACHELOR OF EDUCATION (PRIMARY EDUCATION)

This is a "sandwich" type programme, with three distinct phases:

- Phase I** : 3 years full-time, leading to the award of a Diploma of Teaching;
- Phase II** : At least one year of satisfactory professional experience;
- Phase III** : 2 years part-time, leading to the award of the Bachelor of Education degree.

The Diploma of Teaching awarded at the end of Phase I will for some students be a terminal award; that is, teachers need not return to Phase III if they do not wish to, the Diploma being the only necessary qualification for primary teachers.

The structure of the Degree is as follows:

- PHASE I**
- A disciplinary sequence in Education Studies over six semesters.
 - A group of units of Teaching Studies in all the areas of the Primary School curriculum.
 - Several units of Background Studies, including a sequence of two units in Australian Studies and an elective unit.
 - A disciplinary sequence in elective General Studies over six semesters.
- PHASE III**
- A continuation of the disciplinary sequence in Education Studies (four further semesters).
 - Two units of Advanced Teaching Studies.

PHASE I

Semester	Education Studies		Teaching Studies	Background Studies	General Studies	Class/Week Contact/Hours
I	IA	IB	English I, Maths. I, Science I, Music I	Australian Studies I	I	19/40
II	IIA	IIB	English II, Maths. II, Art/Craft I, Health I	Australian Studies II	II	19/40
III	IIIA	IIBB IIIC	Social Studies I, Art/Craft II, Physical Education I	—	III	17/40
IV	IV		English III, Maths. III, Science II, Music II	—	IV	17/40
V	V		English IV, Maths. IV, Health II	—	V	15/40
VI	VIA	VIB	Social Studies II, Physical Education II	Elective	VI	15/40

PHASE II

At least one year of satisfactory professional experience.

PHASE III

VII	VIIA	VII B		6/20
VIII	VIIIA	VIII B		6/20
IX	IX	Advanced Teaching Studies A		6/20
X	X	Advanced Teaching Studies B		6/20

CONCENTRATION

While the programme does not provide for formal specialisation in either early childhood or primary education, there are opportunities within the course structure for students to concentrate on the infants area of the primary school or the Class 3 to 6 area. In some Teaching Studies areas alternative units are provided, while in other areas concentration may occur within common units. In the Practicum element of Education Studies a concentration on one area may be made in Semesters IV, V and VI.

THE EDUCATION STUDIES SEQUENCE

This is the central disciplinary backbone of the programme. It is designed to ensure that teachers can practise their profession in a thoroughly informed and competent fashion, soundly directed by theoretical principles drawn from all relevant fields of study.

The sequence consists of two integrated strands. Strand A is concerned with the principles and practices of teaching, while Strand B requires students to achieve an understanding of education as a social process and of their potential involvement in that process.

SEMESTER	STRAND A	STRAND B
I	Education IA Principles & Practices of Teaching I	Education IB Developmental Psychology I
II	Education IIA Principles & Practices of Teaching II	Education IIB Developmental Psychology II
III	Education IIIA Principles & Practices of Teaching III Education IIIC Instructional Technology	Education IIIB Social Bases of Education I
IV	Education IV Principal & Practices of Teaching IV	
V	Education V Teaching Children with Learning Difficulties	
VI	Education VIA Design of Educational Programmes.	Education VIB Philosophical Bases of Education I.

PRACTICUM

In-school activities are basic components of the Education Studies sequence. The activities are undertaken in a Practicum which provides for a graded sequence of experiences across the six semesters of the Diploma phase of the programme. There is a systematic progression in the scope and sophistication of

the teaching competencies which the practicum experiences demand, in order to cater for the progressive development of the student's understanding of the educative process and his increasing competence in planning learning situations.

A special feature of the Practicum is the Community Experience in Semester III.

This is designed to give students the opportunity to broaden their professional competencies in an educational setting that is not necessarily a school.

GENERAL STUDIES

Each student is required to select a sequence of six units in a General Studies subject chosen from this list: Art Studies; Drama and the Theatre Arts; Economics; English; Health Studies; History; Law; Mathematics; Music Studies; Politics; Science.

It should be noted that all of these may not be available in any given year; and that, even if listed, a subject may not be offered if insufficient students elect it.

BACKGROUND STUDIES

Two units of Australian Studies, in Semesters I and II, provide for students a broad-based understanding of the society in which they will work as professionals. In Semester VI students may develop their skills in a particular area of interest to them by choosing one elective from this list: Art in Australia; Australian Natural History; The Crafts in Australia; Educational Drama; Introductory Statistics; Musical Theatre; Music and Society; Oral Interpretation; Urban Studies.

BACHELOR OF EDUCATION: PHASE III

The programme for this final phase of the degree is devoted entirely to advanced professional studies. The sequence in Education Studies is continued from the Diploma phase in both of the Strands A and B. In addition, two units of Advanced Teaching Studies will be selected from elective lists.

CONVERSION COURSE FOR BACHELOR OF EDUCATION (PRIMARY)

The School will offer in 1982 a part-time conversion course to enable holders of a recognised Diploma of Teaching (Primary, Infants, or Early Childhood Education) to qualify to enter Phase III of the B.Ed. (Primary Education) programme. Holders of such a Diploma who have at least one year of satisfactory professional experience, or who expect to have it by the end of 1982, may apply for entry to this Conversion Course.

The Conversion Course consists of three semester-units:

- Education Studies (Conversion)
- English Teaching (Conversion)
- Mathematics Teaching (Conversion)

While the English Teaching (C) and Mathematics Teaching (C) units are specially written for the Conversion Course, the Education Studies (C) requirement will be met by a student taking, after consultation with the Head of the Education Studies Department, **either** Education III B **or** Education VI B from Phase I of the Degree programme. Selection will depend upon the student's previous academic background.

On the successful completion of these three units, a student will be eligible to enrol in Phase III of the B.Ed. (Primary) programme.

All three units will be offered in the latter part of 1982. Applications will be invited before the end of the first school term.

BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

This a four-year full-time programme. Its structure is as follows:

- a series of Preparatory Studies units, mostly in the first semester, to lay the foundations of study in Human Movement and Education;
- a disciplinary sequence in Human Movement Studies over six semesters;
- a disciplinary sequence of Education Studies over six semesters;
- a sequence of Curriculum Studies, concerned with methods and approaches in the teaching of Physical Education;
- a disciplinary sequence of elective General Studies over at least four semesters.

Semester	Education Studies		Human Movement Studies	Curriculum Studies	General Studies	Class/Week Contact/Hours
	IA	IB				
I	IA	IB	Human Biology, Statistics, Communication I, Performance Studies I	—	I	21/40
II	IIA	IIIB	Anatomy, Mechanics, Foundations, Performance Studies II	—	II	22/43
III	IIIA	IIIB IIIC	Human Physiology, Kinesiology, Performance Studies III	—	III	20/42
IV	IVP		Physiological Efficiency, Performance Studies IV	Organisation/ Administration of P.E.	IV	20/38
V	VP		Biomechanical Efficiency, Performance Studies V	Curriculum P.E. IA Curriculum P.E. IB	Elective	21/42
VI	VIA	VIB	Psychology of Physical Activity, Performance Studies VI	Adapted P.E. Curriculum P.E. IC	Elective	18/44
VII	VIIA		Social Basis OR History of Sport, Movement and Development, Prevention and Care of Injuries, Performance Studies VII	Method (2nd Teaching Subject)	—	19/42
VIII	VIIIB	IX	Directed Study, Performance Studies VIII	Method (2nd Teaching Subject)	—	17/44

EDUCATION STUDIES SEQUENCE

This is essentially the same as in the B.Ed. (Primary), diverging only to take account of different age levels and teaching subjects. The table below lists the two sequences, the asterisks indicating where differences occur:

B.Ed. (Primary)	B.Ed. (Physical Education)
Education IA, IB	Education IA, IB
Education IIA, IIB	Education IIA, IIB
Education IIIA, IIIB, IIIC	Education IIIA, IIIB, IIIC
* Education IV	Education IVP: Principles and Practices of Teaching Physical Education
* Education V	Education VP: Human Ability and Disability
Education VIA, VIB	Education VIA, VIB
Education VIIA, VIIB	Education VIIA, VIIB
* Education VIIIA	Measurement and Development of Physical Ability
* Education VIIIB	EITHER Social Basis of Sport and Recreation OR History of Sport and Recreation
Education IX	Education IX
* Education X	Directed Study in Human Movement Studies

GENERAL STUDIES

In General Studies the requirements are similar to those in the B.Ed. (Primary), though there are restrictions on the choices of Physical Education students, since the General Studies subject chosen has to satisfy the subsidiary purpose of providing for students a second teaching subject.

Each student is required to select a sequence of at least four units from this list: Drama and the Theatre Arts; English; Health Studies; History; Mathematics; Science.

NOTE: Students are required to take a unit in the Method of Teaching this second subject in each of Semesters VII and VIII.

POLICIES OF THE SCHOOL WHICH AFFECT STUDENTS

'Show Cause' Rules

The conditions under which a student will be required to "show cause" why he should not be excluded from his programme of study under Student Regulation 32 are:

- (1) **Diploma of Teaching (enrolled prior to 1981) and all Graduate Diploma courses.**
 - (a) A full-time student shall be asked to show cause why he should not be excluded if he has failed in any semester in three or more semester-units.
 - (b) A full-time student shall be asked to show cause why he should not be excluded if he has failed in any Practical Experience unit.
 - (c) A part-time student shall be asked to show cause why he should not be excluded if he has failed in any semester in all the units in which he is enrolled.

- (2) **Diploma of Teaching/Bachelor of Education (Primary Education) (1981 and subsequent entry) or the Bachelor of Education (Physical Education).**
 - (a) fails in any of Teaching Practicums I to VI or I to VIII as the case may be;
 - or (b) does not pass in at least 4 semester units if he is enrolled in 7 or 8 units in any semester;
 - or (c) does not pass in at least 3 semester units if he is enrolled in 5 or 6 units in any semester;
 - or (d) does not pass in at least 2 semester units if he is enrolled in 3 or 4 units in any semester;
 - or (e) does not pass in at least 1 semester unit if he is enrolled in 1 or 2 units in any semester;
 - or (f) does not pass in at least 5 semester units if he is enrolled in 9 or 10 units in any semester.

Enrolment in Teaching Practicum units will not be included in the total number of enrolled units in sub-clauses (b) to (f).

Appeals Procedures

1. Any appeal made by a student to the Board of Studies in Teacher Education under College Regulation 51 shall be heard by the Appeals Committee of the Board.
2. The student shall in the first instance make his appeal in writing to the Board within one calendar month of the Board's decision against which he is appealing. In this letter the student should outline the nature and grounds of the appeal and provide evidence to support it.
3. The student has the right to appear before the Appeals Committee in person.
4. The lecturer concerned has the right to appear before the Appeals Committee in person.

5. The Head of Department concerned or his delegate has the right to appear before the Appeals Committee in person.
6. Information given to the Board concerning the student's assessment should be available to the student, on request.
7. The appellant may not table at the hearing of the appeal any material that has not previously been circulated to the members of the Appeals Committee at least three days before the meeting of the Appeals Committee.
8. In the case of an appeal concerning final assessment, the student should consult the lecturer, and/or the Head of Department responsible for the unit, before lodging the appeal with the Board of Studies.

In the case of appeals relating to other decisions of the Board of Studies, the student should consult the Chairman of the Board and/or the Head of School before lodging the appeal.

APPEALS COMMITTEE

1. The Appeals Committee shall consist of four members:
 - (a) The Head of School, or, in his absence, the Acting Head of School, or, if there is no Acting Head of School, a member of the Board nominated by the Head of School;
 - (b) The Chairman of the Board, or in his absence, the Deputy Chairman;
 - (c) Two other members of the Board elected by the Board, one of whom shall be a student member. A second student member of the Board shall be elected to act if the first student member is absent.
2. The quorum for the Appeals Committee shall be three members, one of whom must be the student member, or, in his absence, the second student member.
3. The Secretary to the Board shall be in attendance at all meetings of the Committee, and shall keep a record of the proceedings.
4. If an appeal is lodged in relation to a lecturer who is a member of the Appeals Committee, that lecturer shall be disqualified from hearing the appeal in his capacity as committee member.
5. At the conclusion of the hearing of an appeal, the Appeals Committee shall make a recommendation to the Board of Studies as to the outcome of the appeal.

Criteria to be used in considering Appeals made to the Board of Studies in Teacher Education in Matters of Assessment.

An appeal may be made to vary the decision regarding assessment and may be upheld on one or more of the following grounds.

1. The semester-unit requirements and assessment procedures were not notified at the beginning of the unit and/or were not carried out according to the regulations and the agreed policy of the College and the student was able to demonstrate that this had prejudiced the result.
2. The assessment of failure had not been confirmed in the manner indicated in the policy statement of the Academic Board, viz.

Before a final assessment is recommended by the Department to the relevant Board of Studies, all cases where a student is initially awarded an E(Fail) grade shall be re-assessed by at least one member of the academic staff competent to do so. The final decision is to be made in consultation with the Head of the relevant Department. (Academic Board, December 1, 1977).

The student's right to the application of this procedure would be upheld — this may or may not lead to variation in the grade awarded.

3. Applications and grounds for special consideration, though correctly made by the student in terms of the regulations, were not made available to the lecturer, or to the Board before the decision was taken. This may lead to award of Z grade (Special Assessment) rather than E grade (Fail).
4. The student was able to demonstrate that he was unable, through illness or misadventure, to comply with the regulation in making application for special consideration by the time stated, but subsequently presented grounds for this. This may lead to award of Z Grade (Special Assessment).
5. Any other information or circumstance, considered by the Appeals Committee to be relevant, which for some reason was not known to the Board at the time of making the decision, e.g. transcription error.

Criteria to be used in considering Appeals made to the Board of Studies in Teacher Education in relation to matters other than those related to Final Assessments.

An appeal may be made to vary any decision of the Board relating to a student and may be upheld on one or more of the following grounds:

1. The application and grounds for special consideration, though correctly made by the student in terms of the regulations were not made available to the Board before the decision was taken.

2. The student was able to demonstrate that he was unable, through illness or misadventure to make application for special consideration by the time stated and to provide the required evidence to support the application.
3. Additional information which for some other reason was not known to the Board at the time of making the decision, is brought forward by the student to support the application.

DIPLOMA OF TEACHING

Course Requirements

GENERAL PRIMARY

All students must take General Studies on the pattern of

- one sequence of five or more semester-units
- one sequence of three or more semester-units
- a total of at least ten semester-units, except that if a student elects a sequence of five units or more in Politics or Communication, his total will be at least nine semester-units.

All students must take Education Studies on the pattern of

- the four prescribed units
- at least four elective units.

All students must include one of the following sequences in their Education Studies strand:

- Early Childhood Education I, II, III
- Middle Childhood Education I, II, III
- Introduction to Special Education I, II, III

All students must take

- the nine prescribed Curriculum Studies units, and at least seven elective units.
- Practical Experience I - VI
- Educational Technology
- a minimum of forty-two semester-units in all, or forty-one if a sequence of five units or more is taken in Politics or Communication.

No student may take units totalling more than 26 class contact hours in Semesters I and II, or 22 class contact hours in Semesters III, IV, V or VI.

SECONDARY SCIENCE

All students must take General Studies on the pattern, see over, and must take

- the four prescribed Education Studies units, and at least four elective units;
- the sequence Adolescent Education I and II in the Education Studies strand;
- the Curriculum Studies sequence, see over;
- Practical Experience I - VI;
- Educational Technology.

No student may take units totalling more than 26 classes contact hours in Semesters I and II, or 24 class contact hours in Semesters III, IV, V or VI.

A TYPICAL GENERAL PRIMARY THREE YEAR PROGRAMME

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
General Studies	Electives: 5 units of one, at least 3 of another, 10 units in all					
Education Studies	Educational Psychology	Child Development	Education and Society Elective	Curriculum Theory and Practice 2 electives (including specialisation in Early or Middle Childhood or Special Education)	Elective	Elective
Curriculum Studies	Curriculum Maths I	Curriculum Health I	Curriculum English IB	2 electives	2 electives	3 electives
	Curriculum Physical Ed. I	Curriculum Science I	Curriculum Social Studies I			
	Curriculum English IA	Curriculum Art I	Curriculum Music I			
Practical Experience	Practical Experience	Practical Experience	Practical Experience	Practical Experience	Practical Experience	Practical Experience
	Educational Technology					

A TYPICAL SECONDARY SCIENCE THREE YEAR PROGRAMME

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
General Studies	Chemistry I Physics I Cells, Organisms and Populations Science Mathematics I	Chemistry II Physics II Earth Science I Science Mathematics II	Chemistry III Physics III Earth Science II Maintenance of Organisms	) 3 of the 4) subjects) previously) taken)	2 of the 3 subjects previously taken	1 of the 2 subjects previously taken
Education Studies	Educational Psychology I	Child Development	Education and Society I	Curriculum Theory and Practice Adolescent Education I	Elective Adolescent Education II	Elective
Curriculum Studies	Curriculum Science	Curriculum Science	Curriculum Science	Curriculum Science Sport in the Secondary School	Curriculum Science	Curriculum Science
Practical Experience	Practical Experience	Practical Experience Educational Technology	Practical Experience	Practical Experience	Practical Experience	Practical Experience

NOTE:

Science Mathematics is provided to assist students in those areas of Mathematics that apply directly to the Science units in the first three Semesters. Students will be required to complete only those sections of the units in which they are not already competent.

The Science subject taken in Semester VI is divided into two units. Secondary Science students are required to take both units.

The Science unit available in the Biological Sciences area is the General Biology sequence.

DIPLOMA OF TEACHING

Professional Studies

● EDUCATION STUDIES

The following table indicates the order of both prescribed and elective units. It should be noted that students do not have to select a unit from every group of electives offered; all that is required is a minimum of four elective units in the total programme. (For the purpose of this rule, units in Early Childhood, Middle Childhood, Adolescent and Special Education count as electives.)

Semester I 12106 Educational Psychology I

Semester II 12207 Child Development

Semester III, 12311 Education and Society I

ONE ELECTIVE, IF DESIRED, FROM:

- 11409 Using Media for Teaching
- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12307 Moral Development

Semester IV 12413 Curriculum Theory and Practice

ONE UNIT FROM:

- 12415 Early Childhood Education I
- 12426 Middle Childhood Education I
- 12417 Adolescent Education I
- 12418 Introduction to Special Education I

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12206 Educational Psychology IIA

ONE ELECTIVE, IF DESIRED, FROM:

- 11406 Television in Education II
- 11410 Educational Games and Simulations II
- 12208 The History of Australian Education II
- 11409 Using Media for Teaching

Semester V

ONE UNIT FROM:

- 12515 Early Childhood Education II
- 12526 Middle Childhood Education II
- 12517 Adolescent Education II
- 12518 Introduction to Special Education II

ONE ELECTIVE, IF DESIRED, FROM:

- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 11407 Production of Educational Films

ONE ELECTIVE, IF DESIRED, FROM:

- 11306 Television in Education I
- 11310 Education Games and Simulations I
- 11308 Transmitted Television and Radio in Education
- 11409 Using Media for Teaching
- 12307 Moral Development

Semester VI

ONE UNIT FROM:

- 12615 Early Childhood Education III
- 12626 Middle Childhood Education III
- 12618 Introduction to Special Education III

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12206 Educational Psychology IIA

ONE ELECTIVE, IF DESIRED, FROM:

- 11406 Television in Education II
- 11410 Educational Games and Simulations II
- 12208 The History of Australian Education II
- 11409 Using Media for Teaching

ONE ELECTIVE, IF DESIRED, FROM:

- 12415 Early Childhood Education I
- 12416 Middle Childhood Education I
- 12417 Adolescent Education I
- 12418 Introduction to Special Education I

Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

● CURRICULUM STUDIES

General Primary:

The following table indicates the order of both prescribed and elective units. It should be noted that from Semester IV onwards students do not have to select a unit from every group of electives; a total minimum of nine electives spread over at least four subject areas, is required. All units are three semester-hours. The asterisk indicates prescribed units.

In Semesters I, II and III students take the following units.

10103	Curriculum Art I*
13130	Curriculum English IA*
13133	Curriculum English IB*
14101	Curriculum Health Education I*
15108	Curriculum Mathematics I*
16113	Curriculum Music I*
17109	Curriculum Physical Education I*
18124	Curriculum Science I*
19120	Curriculum Social Studies I*

Semester IV

ONE ELECTIVE, IF DESIRED, FROM:

13431, 13532, 13533,	English IIB or IID or IIE
13534, 13529	or IIF or IIG
10206, 10210, 10211, 10218	Art IIE or IIJ or IIK or IIL

ONE ELECTIVE, IF DESIRED, FROM:

18527	Science IID
17409, 17410, 17411	Physical Education IIA or IIB or IIC
16414, 16415	Music IIA or IIB

ONE ELECTIVE, IF DESIRED, FROM

15406, 15407	Mathematics IIA or IIB
19420, 19423, 19424	Social Studies IIA or IIB or IIC
14402, 14403, 14404	Health Education IIA or IIB or IIC

Semester V

ONE ELECTIVE, IF DESIRED, FROM:

13533, 13529	English IIE or IIG
18524, 18525.	Science IIA or IIB
19520	Social Studies IIIA
15406	Mathematics IIA

ONE ELECTIVE, IF DESIRED, FROM:

16414, 16415	Music IIA or IIB
17409, 17410, 17509,	Physical Education IIA or IIB
17510, 17511	or IID or IIE or IIF
10218	Art IIL

ONE ELECTIVE, IF DESIRED, FROM:

13430, 13431, 13532, 13534	English IIA or IIB or IID or IIF
19420, 19423, 19424, 19523	Social Studies IIA or IIB or IIC or IIIB
15407, 15408	Mathematics IIB or IIC

Semester VI

ONE ELECTIVE, IF DESIRED, FROM:

13430, 13431, 13532, 13534	English IIA or IIB or IID or IIF
10206, 10210, 10211, 10218	Art IIE or IIJ or IIK or IIL
19520, 19523	Social Studies IIIA or IIIB

ONE ELECTIVE, IF DESIRED, FROM:

18527	Science IID
17409, 17410, 17411	Physical Education IIA or IIB or IIC
16414, 16415	Music IIA or IIB
13533, 13529, 13539	English IIE or IIG or IIH

ONE ELECTIVE, IF DESIRED, FROM:

15406, 15407	Mathematics IIA or IIB
14402, 14403, 14404	Health Education IIA or IIB or IIC
17509, 17510, 17511	Physical Education IID or IIE or IIF

Secondary Science

Students taking this course are required to take the following sequence of Curriculum Studies:

Semester	I —18128 Curriculum Science I (Secondary)
	II —18228 Curriculum Science II (Secondary)
	III —18328 Curriculum Science III (Secondary)
	IV —18428 Curriculum Science IV (Secondary)
	V —18528 and 18529 Curriculum Science V (Secondary)
	VI —18628 Curriculum Science VIC
	and
	18630 Curriculum Science VIB (Physics)

In Semester IV students will also be required to take 17205 Sport in the Secondary School.

● PRACTICAL EXPERIENCE

A graduated programme of visits to schools, observation of children, demonstration lessons and teaching in schools is provided in all courses.

Semester I

09101, 09102, 09103:

Practical Experience I, General Primary
Secondary Science, Physical Education
Educational Technology

11101

Semester II

09201, 09202, 09203:

Practical Experience II, General Primary,
Secondary Science, Physical Education

Semester III

09301, 09302, 09303:

Practical Experience III, General Primary,
Secondary Science, Physical Education

Semester IV

09401, 09402, 09403:

Practical Experience IV, General Primary,
Secondary Science, Physical Education

Semester V

09501, 09502, 09503:

Practical Experience V, General Primary,
Secondary Science, Physical Education

Semester VI

09601, 09602, 09603:

Practical Experience VI, Alternative Practical
Experience VI, General Primary, Secondary
Science, Physical Education

GENERAL STUDIES

A wide range of units may be undertaken, including many of the traditional disciplines, inter-disciplinary studies and approved individual projects initiated and designed by students for study, travel, employment or community service. Students designing their own projects must seek prior approval from the appropriate authority; the Head of the Department concerned for those involving study, and the Head of the School for those involving travel, employment or community service. In each case, the application will be dealt with by the Board of Studies, which will consider the proposal in the light of the academic work involved and the student's background. The Board will require a detailed statement of progress at various times, documentary evidence of specific activities completed, and a final report. Advisers will be appointed to assist the student, and an assessor or assessors at the completion of the course.

General Studies units within the School are offered in four groups and students may select not more than one unit from any group in any semester. The availability of all units is subject to a minimum number of students wishing to enrol, and to the availability of staff and resources.

GROUP A

16120, 16220, 16320	Guitar I, II, III
16103, 16203	Introduction to Piano, I, II
16219, 16319, 16419, 16519	Orchestral Studies II, III, IV, V, VI
16118, 16218, 16318	Choral Music I, II, III
18318, 18418, 18518, 18618	Physics III, IV, V, VI, VIA, VIB
19313, 19413, 19513, 19613	History IIIA, IVA, VA, VIA
19322, 19414, 19410, 19514, 19613	History IIIC, IVB, IVC, VB, VIA
19125, 19225, 19325, 19425, 19525, 19625	History ID, IID, IIID, IVD, VD, VID

GROUP B

11311, 11411, 11412, 11511	Communication IIIA, IVA, IVB, VA
13523, 13622	Drama and the Theatre Arts VB, VIA
13426, 13429, 13526, 13628	Literature IVA, IVD, VA, VIC
13140, 13240, 13340, 13440	Drama and the Theatre Arts I, II, III, IV
13141, 13241, 13341, 13441	English I, II, III, IV

18317, 18417, 18517, 18617
19315, Chemistry III, IV, V, VIA, VIB
Geography III

GROUP C

10312, 10412, 10512, 10612
10314, 10414, 10514, 10614
10315, 10415, 10515, 10615
10316, 10416, 10516, 10616
10517, 10617
14510, 14610
17208, 17308, 17408, 17508
18221, 18321
Art IIIA, IVA, VA, VIA
Art IIIC, IVC, VC, VIC
Art IIID, IVD, VD, VID
Art IIIE, IVE, VE, VIE
Art VV, VIF
Health Studies VA, VIA
Physical Education II, III, IV, V
Earth Science II, III

GROUP D

15607
18134
18234
18334
18333
18433
18533
18235
15112, 15212, 15312, 15412
18137, 18237, 18337, 18437
15513
Algebra
Australian Natural History:
Local Natural Communities
National Park Field Study
Regional Natural Communities
Environment:
Terrestrial Ecosystems
Aquatic Ecosystems
The Urban Environment
General Biology:
Cells, Organisms and Populations
Mathematics I, II, III, IV
Science I, II, III, IV
Microcomputing

18435	General Genetics
18535	Human Biochemistry
18635	Distribution of Organisms
18634	Biological Projects
19421, 19422, 19521	Social Science IA, IB, IIA,
19522, 19621, 19622	IIB, IIIA, IIIB
13150	Children's Theatre

NOTE:

- (1) Individual units and sequences may also be chosen from those offered by the School of Financial and Administrative Studies, if approved by the Board of Studies in Teacher Education. These include a sequence of five units in Politics and a sequence of three units in Sociology.
- (2) *Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

POSTGRADUATE STUDIES

GRADUATE DIPLOMA IN EDUCATION

This is a programme for graduates of Universities or Colleges of Advanced Education, or persons with equivalent qualifications, who have had no previous teacher training, but who wish to prepare for secondary school teaching. The essential aim of the programme is to provide a sound theoretical basis for effective decision making in any learning situation, and to focus on the practice of teaching and classroom management.

The programme is available for both full-time and part-time students. For full-time students, it is of two semesters duration.

For part-time students, the following rules apply:

1. Candidates for admission to the programme must indicate whether they will be seeking a full-time or a part-time place, and offers will be made in accordance with this. Any subsequent request for a change from part-time will be considered by the Board of Studies.
2. All proposals for individual courses for part-time studies in the Graduate Diploma in Education programme must be submitted to and approved by the Board of Studies.
3. The standard part-time programme shall be of four semesters duration.
4. One complete sequence of Curriculum Studies (e.g., 18702 Science Method I and 18802 Science Method II) must be taken in each year of enrolment.
If a student is taking a Curriculum Studies relating only to one teaching subject (e.g., Mathematics) then these Curriculum Studies must be taken in the first two semesters of enrolment.
5. Either 14701 Health Education or 17701 Physical Education, if offered, must be taken in the second semester of enrolment.
6. All students are required to undertake Practical Experience in the first semester of enrolment, and in either the third or fourth semester of enrolment.
7. Where a student possesses a recognised award in teacher education which includes an assessed element of practice teaching, he may apply for exemption or partial exemption from the Practical Experience requirement.
8. Where a student does not possess a recognised award in teacher education which includes an assessed element of practice teaching, but is currently employed as a teacher, he may satisfy the Practical Experience requirement of the programme by assessment of his normal teaching duties. This assessment will be by a member of the College staff in consultation with the student's Principal, and may take any form appropriate to the teaching situation, provided that it has been approved by the Board of Studies.

Students need to satisfy requirements in three strands:

EDUCATION STUDIES

The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, for example, learning theories, child growth and development and curriculum construction, will be examined in depth.

CURRICULUM STUDIES

Elective Curriculum Studies are available in these secondary school subject groupings: Science; Mathematics; English, History and Drama in Education. Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent pre-requisites), e.g., a student will be admitted to the Science major course only if he has a Science degree or an equivalent qualification.

PRACTICAL EXPERIENCE

All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete periods of practice teaching as required.

GRADUATE DIPLOMA IN EDUCATION

PART I

All students undertake the Education Studies listed below.

Unit Number* Unit Name	Class Contact Hours	Week Hours
12702 Educational Psychology: Understanding Teaching & Learning	4	8
12703 Secondary Education in Australia	2	4
11701 Communication IA	2	4
14701 Health Education	1	2
09701 Practical Experience	0	0

In addition, students undertake subjects in Curriculum areas which they have elected.

Unit Number* Unit Name	Class Contact Hours	Week Hours
18702 Science Method I	6	12
18703 Science Method IA	3	6
Two of:-		
18706 Advanced Science Method IA	3	6
18707 Advanced Science Method IB	3	6
18708 Advanced Science Method IC	3	6
18709 Advanced Science Method ID	3	6
15703 Mathematics IA	4	8
15704 Mathematics IB	4	8
13704 English Method I	5	10
13706 Drama in Education I	5	10
19702 Social Science Method IB (History)	5	10

* Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

GRADUATE DIPLOMA IN EDUCATION

PART II

All students undertake the Education Studies listed below.

Unit Number*	Unit Name	Class Contact Hours	Week Hours
12802	Sociological Bases of Education	2	4
12803	Philosophy of Secondary Education	2	4
12804	Secondary Curriculum Issues	2	4
11801	Communication IIA	2	4
17701	Physical Education	2	4
09801	Practical Experience	0	0

In addition, students undertake subjects in Curriculum areas which they have elected.

Unit Number*	Unit Name	Class Contact Hours	Week Hours
18802	Science Method II	6	12
18803	Science Method IIA	3	6
	Two of:—		
18706	Advanced Science Method IA	3	6
18707	Advanced Science Method IB	3	6
18708	Advanced Science Method IC	3	6
18709	Advanced Science Method ID	3	6
15803	Mathematics IIA	4	8
15804	Mathematics IIB	4	8
13804	English Method II	5	10
13806	Drama in Education II	5	10
19801	Social Science Method II (History)	5	10

* *Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: READING EDUCATION

This is a part-time programme extending over 4 or 6 semesters designed to provide a specialist qualification in Reading Education for teachers of infants, primary and secondary school children.

The course will prepare graduates to take up positions in schools as Reading specialists, to act as curriculum advisers or to lecture in tertiary institutions.

Entry requirements include a degree or 3 year diploma and at least 2 years of successful teaching.

A 4 SEMESTER PART-TIME SEQUENCE:

Semester 1			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13709	Reading Process I	2	4
13710	Evaluation in Reading I	1	2
13711	Language and Reading I	1	2
13712	Literature and Reading I	2	4
09702	Practicum in Reading I		
Semester II			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13713	Reading Process II	2	4
13714	Evaluation in Reading II	1	2
13715	Language and Reading II	1	2
13716	Literature and Reading II	2	4
13717	Research in Reading I	1	2
09703	Practicum in Reading II		
Semester III			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13809	Reading Process III	2	4
13810	Evaluation in Reading III	1	2
13811	Language and Reading III	1	2
13812	Literature and Reading III	2	4
13817	Research in Reading II	1	2
09802	Practicum in Reading III		
Semester IV			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13818	Research Project	3	6
13819	Implementing Reading	3	6
09803	Practicum in Reading IV		

GRADUATE DIPLOMA IN SPECIAL EDUCATION

This is a programme extending over two semesters (full-time) or four semesters (part-time). It is designed to extend the competencies of qualified teachers who intend to teach in special classes, special centres or other situations where there are pupils with significant behaviour problems, learning difficulties, and/or general intellectual retardation.

Although most of the students in the full-time programme will be teachers released from Department of Education schools, applications for admission to both full-time and part-time programmes would be welcomed from other qualified applicants.

Applicants for admission will be required to have

1. satisfactorily completed an appropriate degree or diploma course;
2. completed at least two years of satisfactory teaching experience;
3. included in the above either previous studies in Special Education or experience of teaching children with learning difficulties or handicaps.

Applicants who meet requirements 1 and 2 but not 3 may be provisionally enrolled and required to complete two additional units.

The full-time structure of the course is as follows:

SEMESTER I

Unit Number	Unit Name	Class Contact Hours	Week Hours
12707	Teaching Exceptional Children	4	8
12709	Practical Experience I	—	—
13707	Language in Special Education I	4	8
14702	Health and Development	2	4
15705	Mathematics in Special Education I	3	6
19703	Teaching Social Competence	2	4

SEMESTER II

Unit Number	Unit Name	Class Contact Hours	Week Hours
12807	Instructional Programming	3	6
12808	Behaviour Management	3	6
12809	Practical Experience II	—	—
12810	Research Project	0	4
13807	Language in Special Education II	3	6
15805	Mathematics in Special Education II	2	4

ONE OF THE FOLLOWING:

12710	Vocational Preparation	) 2	4
12711	Parent Training and Consultancy)	
17702	Developmental Physical Education)	

ONE OF THE FOLLOWING:

10702	Art and Craft in Special Education	)	2	4
11705	Interpersonal Communication)		
13708	Drama in Special Education)		
16701	Music and Sound for the Handicapped)		

The part-time structure is as follows:

SEMESTER I

Unit Number	Unit Name	Class Contact Hours	Week Hours
13707	Language in Special Education I	4	8
12808	Behaviour Management	3	6
12709	Practical Experience I	—	—

SEMESTER II

Unit Number	Unit Name	Class Contact Hours	Week Hours
15705	Mathematics in Special Education I	3	6
13807	Language in Special Education II	3	6

ONE OF THE FOLLOWING

10702	Art and Craft in Special Education	)	2	4
11705	Interpersonal Communication)		
13708	Drama in Special Education)		
16701	Music and Sound for the Handicapped)		

SEMESTER III

Unit Number	Unit Name	Class Contact Hours	Week Hours
12707	Teaching Exceptional Children	4	8
19703	Teaching Social Competence	2	4
14702	Health and Development	2	4
12809	Practical Experience II	—	—

SEMESTER IV

Unit Number	Unit Name	Class Contact Hours	Week Hours
15805	Mathematics in Special Education II	2	4
12807	Instructional Programming	3	6
12810	Research Project	0	4
	ONE OF THE FOLLOWING		
12710	Vocational Preparation	) 2	4
12711	Parent Training and Consultancy)	
17702	Developmental Physical Education)	

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (LEARNING DIFFICULTIES)

This is a part-time programme extending over four semesters designed to provide teachers with competence in the delivery of educational services to children with learning difficulties. It is expected that teachers so prepared will work mainly in "resource teaching" positions in primary or secondary schools.

Applicants for admission will be required to have

1. satisfactorily completed an appropriate degree or diploma course;
2. completed at least two years of successful teaching experience;
3. included in the above specified Education and Curriculum units or their approved equivalents.

Applicants who meet requirements 1 and 2 but not 3 may be provisionally enrolled and required to complete two additional units.

SEMESTER I

Unit Number	Unit Name	Class	
		Contact Hours	Week Hours
13701	Language and Learning Difficulties	3	6
12808	Behaviour Management	3	6
09704	Practical Experience I	—	—

SEMESTER II

Unit Number	Unit Name	Class	
		Contact Hours	Week Hours
15711	Diagnosis and Remediation: Mathematics I	3	6
13801	Reading and Learning Difficulties	3	6
09705	Practical Experience II	—	—

SEMESTER III

Unit Number	Unit Name	Class	
		Contact Hours	Week Hours
12721	Systematic Teaching	3	6
12722	Parent and Teacher Consultancy	2	4
12821	Resource Teaching Services	2	4
09804	Practical Experience III	-	-

GRADUATE DIPLOMA IN CHILDREN'S LITERATURE

This is a part-time programme extending over 4 or 6 semesters designed for qualified teachers, librarians and youth workers who wish to acquire specialist qualifications in children's literature.

It will be of value to practising teachers involved with implementing literature programs, school and children's librarians responsible for reading guidance and library extension activities. It will also prepare consultants concerned with the role of literature in language and reading development, and be of value to writers, editors and publishers of children's literature.

Entry requirements include a degree or a 3 year diploma and at least 2 years professional experience.

A 4 SEMESTER PART-TIME SEQUENCE

SEMESTER 1

Unit Number	Unit Name	Class Contact Hours	Week Hours
13721	The Reader and Reading 1	2	4
13723	Literature 1	2	4
13725	Literature and Response 1	2	4
09711	Practicum I		

SEMESTER II

Unit Number	Unit Name	Class Contact Contact	Week Hours
13722	The Reader and Reading II	1	4
13724	Literature II	2	4
13726	Literature and Response II	1	4
09712	Practicum II		

SEMESTER III

Unit Number	Unit Name	Class Contact Hours	Week Hours
13821	The Reader and Reading III	1	4
13823	Literature III	2	4
13825	Literature and Response III	1	4
09811	Practicum III		

SEMESTER IV

Unit Number	Unit Name	Class Contact Hours	Week Hours
13820	Literature in Action	2	8
09812	Practicum IV		

SEMESTER IV

Unit Number	Unit Name	Class Contact Hours	Week Hours
13901/ 13902	Reading and Learning Difficulties IIA or IIB	2	4
15811	EITHER Diagnosis and Remediation: Mathematics IIA (Primary)	2	4
	OR ONE of these Electives (Secondary):		
13708	• Drama in Special Education	2	4
12710	• Vocational Preparation		
15812	• Diagnosis and Remediation: Mathematics IIB		
12822	Independent Study	2	4
09805	Practical Experience IV	-	-

Course Information

Board of Studies in Recreation
and Community Studies

BOARD OF STUDIES IN RECREATION AND COMMUNITY STUDIES

A Board of Studies in Recreation and Community Studies was established late in 1979. It was to take charge of the Associate Diploma in Recreation, which had enrolled its first students in second semester that year, and to plan and co-ordinate developments of further initiatives by the College in the area of recreation and community studies.

ASSOCIATE DIPLOMA IN RECREATION

An Associate Diploma in Recreation is the only course at present offered by the Board of Studies in Recreation and Community Studies and the only course of its kind in N.S.W.

It is designed for people engaged or seeking employment in the delivery of recreation programmes.

More specifically, the course is for those wishing to work...

- with groups of people; pre-schoolers, children, youth, adults, the aged, unemployed, disabled, ethnic groups, women,
- leading and organising activities: sport, games, art and crafts, music, drama, dance, camping and outdoor sports, concerts and festivals, cultural and special events,
- in a range of settings; hospitals, children's homes, clubs, local councils, government departments, schools, industry, the outdoors, the armed services.

Course Design

The course is built around a core of units designed to equip the student with the knowledge and skill required for the organisation and delivery of recreation programmes. These units are seen as a means of developing the technical, analytical, appreciative, instrumental, personal and interpersonal skills thought to be basic to vocational competence, such as skill in:

- Relating techniques and practices of recreation to all types of people. Developing knowledge and skill in a broad range of recreation activities.
- Appraising existing community structures in relation to the needs of particular groups for the requirements of a broad range of activities. Assessing the ability and availability of resource persons.
- Appreciating current trends in leisure/recreation.
- Developing structures for mounting particular recreation programmes, teaching specific activities, and inducing new and innovative forms of recreation activities.
- Liaising with professional and voluntary personnel.

This core of units contains four strands of units classified as:

- *Leisure/recreation studies*: Sociology of Leisure.
- *Vocational studies* in recreation: Recreation I - The Nature and Scope of Recreation Programmes., Recreation II - Organisation and Administration of Recreation, Recreation IIA - Planning and Facility Design. and Recreation IIIB - A Directed Study.
- *Participant skills* in recreation are chosen from: Aquatics I and II, Children's Literature, Dance in Recreation I, Dance II, Drama in Recreation I, Drama II, Information Resources IIIA, IVA, Leisurecraft I, IIA, IIB, IIC, Music in recreation I, Music II, Physical Activity and Sport in Recreation I, Sport II, Local Natural Communities, National Park Field Study, Regional Natural Communities, and Outdoor Recreation.

- *Field Studies*: provide progressively graded laboratory and "internship" type experience in a wide range of recreation agencies. Field Work I - Leadership Skills and Instructional Techniques in Recreation, Field Work II, III, and IV - Supervised Placements.

In addition to the core units there are a set of *preparatory subjects* designed to develop a sensitivity to individual needs: Communication I, Educational Psychology, and Human Biology, and an understanding of the social dimensions of individual needs within a leisure/recreation framework:

Society and Culture, Sociology of Community and Organisational Behaviour.

Finally students are offered the opportunity to pursue an area of individual interest through *electives*. Any two may be selected from a wide range of possibilities in such subject areas as: art, accounting, adolescent education, child development, communication, community politics, drama, economics, education, environmental education, geography, health, history, information resources, literature, skill acquisition, music, political behaviour, science of movement, quantitative methods.

Admission Requirements

The programme draws students from two groups:

1. Students who have completed their secondary education in New South Wales and gained the Higher School Certificate, and
2. Students, who have achieved equivalent status as determined by the Academic Board of the College.

Admission to the programme is initially on the basis of academic merit as evidenced by performance in the Higher School Certificate, or equivalent examination. However, provision will be made for admission on other grounds, if a standard of education acceptable to the Academic Board has been reached or evidence of probable success in the programme can be given.

For this purpose such factors as age, scholastic background, motivation, relevant employment or professional experience will be taken into consideration.

The course then is open to both mature-age persons and school leavers with H.S.C. However, applicants with paid or voluntary work experience in recreation, or related areas, are especially welcome to apply.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progression, consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for the completion of the associate diploma.

Assessment

Assessment is progressive throughout the course and most individual units also incorporate a system of continuous progressive evaluation. Methods of assessment include reports, essays, tutorials, seminar and workshop presentations, resource development, activity leadership and organisation, tests, and, in the case of some units, examinations.

Award of the Associate Diploma

1. In order to qualify for the award of the Associate Diploma in Recreation, a student must complete six preparatory subjects, one leisure/recreation studies unit, 4 prescribed vocational core subjects, ten elected participant skills, four field work units, and two elective subjects.
2. A student who fails in a subject must repeat it in a later semester or take another subject in its place, where this is permitted.

3. A student who fails in a unit in a sequence in which its passing is a prerequisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of the Associate Diploma programme will be eight semesters (part-time).
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, and on an individual subject basis. The granting of credit largely depends upon the extent to which the subject nominated parallels its Kuring-gai equivalent, the level at which the subject was completed, and the time lapse between completion of the subject and application for advanced standing.

Patterns of Attendance

The course is taught on a part-time basis only and at present requires four years part-time study, involving an average of three, three-hour evenings each week for two semesters of fourteen weeks each year. However, some units will be taught during the day and may be taken by students with flexible working hours. A typical part-time programme is listed below.

Class Contact and Semester Hours Weightings

All units in the Associate Diploma require three hours per week class contact. Such contact may take the form of lectures, tutorials, workshop classes, seminars or discussions or a combination of these sessions. However, the number of weekly hours and the form of class contact may be varied, depending on their educative value in the study of a particular subject or the necessity for a particular pattern or style of teaching.

The structure of the course is based on an assumed total work load for part-time students of at least 18-23 hours per week, made up of class contact, group work and individual study. The total work load per week for each unit is defined in terms of a "week-hour" weighting, which recognises that class contact is only one part of course work. Each unit is given a week hour weighting of between six and eight.

ASSOCIATE DIPLOMA IN RECREATION

A Typical Part-Time Programme

Semester	Unit Number	Unit †	Class Contact Hours
I	12106	Educational Psychology I	3
	51102	Field Work I	3
		Participant Skill	3
II	18102	Human Biology	3
	51101	Recreation I	3
		Participant Skill	3
III	11111	Communication I	3
	35101	Society & Culture	3
		Participant Skill	3
	51202	Field Work IIA	1.5
IV	35203	Sociology of Community	3
		Elective	3
		Participant Skill	3
	51302	Field Work IIB	1.5
V	36201	Organisation Behaviour	3
		Elective	3
		Participant Skill	3
	51402	Field Work IIIA	1.5
VI	51201	Recreation II	3
	35205	Sociology of Leisure	3
		Participant Skill	3
	51502	Field Work IIIB	1.5
VII	51301	Recreation IIIA	3
		Participant Skill	3
		Participant Skill	3
	51602	Field Work IVA	1.5
VIII	51401	Recreation IIIB	3
		Participant Skill	3
		Participant Skill	3
	51603	Field Work IVB	1.5

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Semester Unit Outlines

Semester units are presented in numerical order, and are generally grouped within the Department which offers them.

Subject numbers are compiled on the following basis:

- The first two numerals refer to the Department which is offering the unit.
- The third numeral refers to the semester in which the unit may first be taken within a programme of study.
- The last two numerals distinguish the unit from those offered within the Department in the same semester, e.g. Number 12345: the numerals 1 and 2 refer to the Education Studies Department, the numeral 3 to the third semester of a programme of study and the numerals 4 and 5 distinguish this unit from those offered by the Department in the same semester.

The following are the teaching departments, showing the pages on which their units commence:

Administrative, Social and Political Studies	294
Art/Craft	171
Communication Studies	179
Economic Studies	284
Education Studies	185
English	199
Financial and Quantitative Studies	269
Health Education	215
Legal Studies	289
Library and Information Studies	313
Mathematics	221
Music	227
Physical Education	232
Practical Experience	164
Recreation and Community Studies	320
Science	242
Social Science	259

Practical Experience

PRACTICAL EXPERIENCE V

09501 General Primary

09502 Secondary Science

09503 Physical Education

Semester: V

A period of three weeks continuous teaching in schools

PRACTICAL EXPERIENCE VI

09601 General Primary

09602 Secondary Science

09603 Physical Education

Semester: VI

A period of three weeks continuous teaching in schools.

09601 ALTERNATIVE PRACTICAL EXPERIENCE VI

An alternative teaching practice, using drama as an educational medium, is available to approved students in their final teaching practice.

09121 THEATRE PRACTICUM: CHILDREN'S THEATRE

Bachelor of Education

Semester III

Pre-requisites:

Audition and permission of lecturer

Objective:

Students will demonstrate ability in production, design and acting for annual public performances to school children in the metropolitan area.

GRADUATE DIPLOMA (READING EDUCATION)

09702 PRACTICUM IN READING I

(Graduate Diploma, Reading Education)

Pre-requisites:

None

Objectives:

With reference to a child who is a beginning reader the student will select and use appropriate evaluation techniques and carry out an effective teaching programme relevant to a child at this stage.

09703 PRACTICUM IN READING II

(Graduate Diploma, Reading Education)

Pre-requisites:

Practicum in Reading I

Objectives:

With reference to individuals and groups of developing readers and remedial readers the student will select and use appropriate evaluation techniques and carry out an effective teaching programme relevant to children at this stage.

09802 PRACTICUM IN READING III

(Graduate Diploma, Reading Education)

Pre-requisites:

Practicum in Reading I

Objectives:

With reference to individuals and groups of advanced readers and remedial readers the student will select and use appropriate evaluation techniques and carry out an effective teaching programme relevant to children and adults at this stage.

09803 PRACTICUM IN READING IV

(Graduate Diploma, Reading Education)

Pre-requisites:

Practicum in Reading I, II, III

Objectives:

To carry out the practical outcomes of the Reading Project and Implementing Reading.

GRADUATE DIPLOMA (LEARNING DIFFICULTIES)

09704 PRACTICAL EXPERIENCE I

(Graduate Diploma, Learning Difficulties)

Semester: I equivalent to 3 class contact hours

Objectives:

To observe behaviour using informal observation, screening tests, coding, time sampling and pinpointing; to select reinforcers for individual pupils; to manage learning situations through prompting, modelling and teacher response to child's performance.

09705 PRACTICAL EXPERIENCE II

(Graduate Diploma, Learning Difficulties)

Semester: II equivalent to 3 class contact hours

Objectives:

To interpret results of standardised, diagnostic and criterion-referenced tests; to determine the point in established programs where individual pupils should enter; to select appropriate procedures for teaching the basic skills; to select and construct appropriate instructional materials.

09804 PRACTICAL EXPERIENCE III

(Graduate Diploma, Learning Difficulties)

Semester: III equivalent to 2 class contact hours

Objectives:

To assess and record pupil performance daily; to use recorded data to modify the teaching programme; to communicate effectively with parents and with other professional personnel.

09805 PRACTICAL EXPERIENCE IV

(Graduate Diploma, Learning Difficulties)

Semester: IV equivalent to 2 class contact hours

Objectives:

To design individual programmes for pupils with learning difficulties; to write reports and recommendations on individual pupils; to plan school-wide services for low-achieving pupils.

GRADUATE DIPLOMA (CHILDREN'S LITERATURE)

09711 PRACTICUM I

(Graduate Diploma in Children's Literature)

Objectives:

With reference to a child who is a beginning reader, the student will:

Assess that child's reading readiness in terms of linguistic development, cognitive skills, interest and motivation; bring to that child a variety of literary experiences; the sharing of books, story reading, story telling, poetry speaking/reading; Observe, record and analyse response; Employ discussion and/or activity appropriate to the child and the occasion.

09712 PRACTICUM II

(Graduate Diploma in Children's Literature)

Pre-requisite:

Practicum I.

Objectives:

With reference to individuals and groups of developing readers the student will:

Assess the range of individual differences, the needs and interests of the group, any special needs within the group; Select literature, both print and non-print, suitable for the group and individuals within the group; Share that literature appropriately; Explore the possibility of individual and group activity as a means of measuring response and/or deepening response; Demonstrate the ability to guide reading and stimulate an interest in a wide range of literature.

09811 PRACTICUM III

(Graduate Diploma in Children's Literature)

Pre-requisite:

Practicum II

Objectives:

With reference to individuals and groups of advanced readers the student will:

Assess the range of individual differences, the developmental needs and capabilities of the group, and any special need within the group; Select literature, both print and non-print, suited to the needs and interests of the group and individuals within the group; Devise and introduce strategies for developing both extensive and intensive reading; Explore the possibility of individual and/or group activity as a means of both measuring and deepening response - orally, in writing, through art, drama or other forms of expression; Demonstrate the ability to guide reading and stimulate an interest in a wide range of literature.

09812 PRACTICUM IV

(Graduate Diploma in Children's Literature)

Pre-requisite:

Practicum III

Objectives:

Practicum IV is closely linked with the Literature in Action unit which is the focal activity of the semester. The aim of the practicum is to provide an opportunity for the student to put his/her investigation into action; to work through the practical aspects of the project undertaken.

DIPLOMA OF TEACHING/BACHELOR OF EDUCATION (PRIMARY EDUCATION)

THE PRACTICUM:

In-school activities are basic components of the teaching and assessment within the Education Studies sequence. The activities are undertaken in a practicum which provides for a graded sequence of experiences across 6 semesters of the course. The nature of the practicum experiences is determined by the objectives of the Education units and by the requirements of the various Teaching Studies units.

ORGANISATION OF THE PRACTICUM:

09911	Teaching Practicum I	Semester I	Distributed and block
09912	Teaching Practicum II	Semester II	Block
09913	Teaching Practicum III	Semester III	Community practice
09914	Teaching Practicum IV	Semester IV	Distributed and block: infants and primary concentration
09915	Teaching Practicum V	Semester V	Distributed and block: infants and primary concentration; children with special needs
09916	Teaching Practicum VI	Semester VI	Distributed and block

09911 TEACHING PRACTICUM I

Semester I

12 days

Organisation:

Distributed and block

Objectives:

Students will plan, implement and evaluate teaching based on the exposition model.

09912 TEACHING PRACTICUM II

Semester II:

15 days

Organisation:

Block

Objectives:

In addition to the objectives of Practicum I, students will implement relevant principles from reinforcement theory in analysing significant problems associated with classroom management and discipline.

09913 TEACHING PRACTICUM III

Semester III

90 hours minimum

Organisation:

(Community Practice) Distributed and/or block

Objectives:

The purpose of the Community Practice is to enable students to work within a broad educational environment, generally outside a school, so that they will gain an understanding of the aims, activities, organisation and structure of agencies, institutions and people whose work complements that of schools.

09914 TEACHING PRACTICUM IV

Semester IV

15 days

Organisation:

Distributed and block

Objectives:

This unit in the Infants concentration will provide students with opportunities to assess children's performance on entering school and in the stages of early school achievement, and demonstrate competence in preparing appropriate teaching/learning tasks; examine two teaching models, cognitive-developmental and exploratory, and apply them to teaching in the infants school; develop skills in organising activity-oriented classrooms; review all teaching models and make appropriate selections; demonstrate proficiency in using technological and other forms of educational aids.

The Primary concentration will provide students with the opportunity to show competence in selecting and organising appropriate teaching/learning experience for the child in the primary school; design suitable systems for evaluating and recording pupil progress; show skill in planning and programming appropriately for specific classroom contexts, demonstrate proficiency in using technological and other forms of educational aids.

09915 TEACHING PRACTICUM V

Semester V

15 days

Organisation:

Distributed and block

Objectives:

As for semester IV, plus - this unit will provide students with opportunities to demonstrate skills in the teaching of special groups of pupils, including the skills of selecting appropriate reinforcers, selecting instructional materials and activities, communicating thoughts and feelings, and keeping detailed records of performance.

09916 TEACHING PRACTICUM VI

Semester VI

15 days

Organisation:

Distributed and block

Objectives:

As for semester V, plus - this unit will provide students with opportunities to undertake an examination and evaluation of the curriculum operating in the school, using principles drawn from theory work related to programming.

BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

THE PRACTICUM:

In-school activities are basic components of the teaching and assessment within the Education Studies sequence. The activities are undertaken in a practicum which provides for a graded sequence of experiences across the eight semesters of the course. The nature of the practicum experiences is determined by the objectives of the Education units and the requirements of the various Curriculum Studies units.

ORGANISATION OF THE PRACTICUM:

09901	Teaching Practicum I	Semester I	Distributed practice in primary school
09902	Teaching Practicum II	Semester II	Block practice in primary school (physical education)
09903	Teaching Practicum III	Semester III	Block practice in secondary school (physical education)
09904	Teaching Practicum IV	Semester IV	Block practice in secondary school
09905	Teaching Practicum V	Semester V	Camping or community or special practice
09906	Teaching Practicum VI	Semester VI	Camping or community or special practice
09907	Teaching Practicum VII	Semester VII	Block practice in secondary school: physical education and second methodology
09908	Teaching Practicum VIII	Semester VIII	Block practice in secondary school: physical education and second methodology

09901 TEACHING PRACTICUM I

Semester I:

12 days

Organisation:

Distributed and block

Objectives:

Students will plan, implement and evaluate teaching based on the exposition model.

09902 TEACHING PRACTICUM II

Semester II:

15 days

Organisation:

Block practice, primary school (physical education)

Objectives:

In addition to the objectives of Practicum I, students will implement relevant principles from reinforcement theory in analysing significant problems associated with classroom management and discipline.

09903 TEACHING PRACTICUM III

Semester III:

15 days

Organisation:

Block practice, secondary school (physical education)

Objectives:

In addition to the objectives for Practicum II, students will undertake an analysis of student behaviour; apply appropriate techniques in the study and evaluation of teacher-pupil interactions; and demonstrate competence in small-group and individual teaching in physical education.

09904 TEACHING PRACTICUM IV

Semester IV:

15 days

Organisation:

Block practice in secondary school (physical education)

Objectives:

In addition to the objectives for Semester III, students will show competence in selecting and organising appropriate teaching/learning experiences for the child in secondary school (physical education), design suitable systems for evaluating and recording pupil progress; show skill in planning and programming for specific classroom contexts.

09905 TEACHING PRACTICUM V

Semester V

15 days or its
equivalent

Organisation:

Camping or Community or Special

Objectives:

For the Camping or Community Practice, in addition to the objectives for semester IV, students will demonstrate developing professional competencies in whatever teaching/learning situation is selected, especially the skills of self-evaluation. For the Special Practice students will demonstrate skills in the teaching of special groups of pupils including the skills of selecting appropriate reinforcers, selecting instructional materials and activities, communicating thoughts and feelings, and keeping detailed records of performances.

09906 TEACHING PRACTICUM VI

Semester VI

15 days or its
equivalent

Organisation:

Camping or Community or Special

Objectives:

As for 09905 Practical Experience V.

09907 TEACHING PRACTICUM VII
Semester VII

15 days

Organisation:

Block (Secondary School)

Objectives:

Concentration is on secondary school teaching with major emphasis on Physical Education and a Second Methodology. In addition to the objectives of Semester V, students will undertake an examination and evaluation of the curriculum operating in the school, using principles drawn from Curriculum Theory. Students will also undertake teaching in their second specified subject area in line with the stated objectives of the subject taken in this semester.

09908 TEACHING PRACTICUM VIII
Semester VIII

15 days

Organisation:

Block (Secondary School)

Objectives:

As for 09907 Practical Experience VII

Art/Craft

This Department offers a major disciplinary sequence in Art Studies. The sequence focuses on man as a maker of objects, and selects from a broad field of practical and theoretical experience in the visual arts and crafts.

The units in the sequence are as follows:

- | | | |
|--------------|-----------------|--|
| 10120 | Art Studies I | — Western Art 1940-1978 — The Articulation of Surfaces. |
| 10220 | Art Studies II | — Western Art 1940-1978 — The Definition of Space. |
| 10320 | Art Studies III | — Makers and their Societies — Cultures and their Traditions. |
| 10420 | Art Studies IV | — Makers and their Societies — Artisans, Artists and Industrial Designers. |
| 10520 | Art Studies V | — Communication and Marketing. |
| 10620 | Art Studies VI | — Aesthetics and Problem Solving. |

10112 ART IA—CERAMICS AND MAN I

Semester: I

3 class contact hours

6 week hours

Objectives:

Examination of the ideas expressed in clay, from earliest times to the present; the means by which technological advances aided this expression, change in form developing from small, compact, low-fired objects to the industrial and handcrafted products of today.

10114 ART IC—WOODCRAFT I

Semester: I

3 class contact hours

6 week hours

Objectives:

To make students aware of factors influencing industrial design; to develop ability to communicate through drawing; and apply design principles through practical experiences.

10120 ART STUDIES I — WESTERN ART 1940-1978 THE ARTICULATION OF SURFACES

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: I

3 class contact hours

6 week hours

Objectives:

Students will achieve perspectives on significant changes and, by implication, important continuities evident in the history of Western Art, Craft and associated Technology in the period from the Second World War to the present; establish nodes within these perspectives to act as focal points for the multitude of "isms" and technical developments which characterise this period; begin an investigation of the major interpretations of Art History in order that they may develop an awareness of the techniques of evaluation as a basis for informed criticism.

10121 ART AND CRAFT TEACHING 1

Semester I or II

(Diploma of Teaching/Bachelor of Education
(Primary Education))

2 class contact hours

4 week hours

Objectives:

Students will demonstrate an understanding of basic media and associated skill sequences for teaching children, and for further personal and professional development of the student; develop an academic basis for the teaching of the above skills by examining the artistic development of children, adolescents and adults; develop a frame of reference for evaluation and appreciation.

10130 LEISURE CRAFT I

Semester: I or II

3 class contact hours

6 week hours

Objectives:

To provide prospective students with understanding and appreciation of the value of art experiences, recreation and leisure and the ability to foster creative expression; to examine art and craft organisation for exhibition, marketing and other consumer modes; to examine political infra structures in art and craft and their influence on the artist/craftsman as well as the consumer.

10206 CURRICULUM ART IIE—ART/CRAFT

Semester: V, VI

(Diploma of Teaching, General Primary)

3 class contact hours

6 week hours

Objectives:

To extend understanding of Art/Craft as understood by our past and present culture, by the function of Art/Craft in the educative process, with reference to N.S.W.

To extend the student's participation in an awareness of creative processes; and to further the development of criticism.

To aid the interpretation of curricula into classroom practice for contemporary education.

10210 CURRICULUM ART IJ—DESIGN EXTENSION

Semester: V, VI

(Diploma of Teaching, General Primary)

3 class contact hours

6 week hours

Objectives:

To develop powers of communication and the ability to think creatively through encouraging imaginative use of media and techniques; to investigate design concepts and their application to various craft ideas so that students will gain confidence in their ability to teach.

10211 CURRICULUM ART IIK– ENRICHMENT THROUGH CRAFT

Semesters: V, VI 3 class contact hours
(Diploma of Teaching, General Primary) 6 week hours

Objectives:

To make students more aware of the value of Art/Craft for enriching the child's classroom learning experiences and differentiate between enriched learning experiences and Art/Craft for pleasure. To make a detailed study of woodcraft as a Primary School activity and further develop the student's practical ability.

10212 ART IIA—CERAMICS AND MAN II

Semester: II 3 class contact hours
6 week hours

Pre-requisite:

Art IA.

Objectives:

To consolidate and extend the experience and knowledge gained in the first semester.

10214 ART IIC—WOODCRAFT II

Semester: II 3 class contact hours
6 week hours

Pre-requisite:

Art IC.

Objectives:

To further develop the objectives of Art IC with an introductory treatment of modern furniture.

10218 CURRICULUM ART IIL—INFANTS' GENERAL CRAFT

Semesters: V and VI 3 class contact hours
(Diploma of Teaching, General Primary) 6 week hours

Objectives:

To develop and consolidate the objectives of Curriculum Art I, with emphasis on meeting the creative needs and educational requirements of children in the Infant School.

10219 CURRICULUM ART IIM—CHILDREN AND CERAMICS

Semesters: I, II 3 class contact hours
6 week hours

Objectives:

To show students how clay can be used to aid the development of children in the classroom.

ART STUDIES II — WESTERN ART 1940-1978

10220 THE DEFINITION OF SPACE 3 class contact hours
6 week hours

Semester II

(Diploma of Teaching/Bachelor of Education, Primary Education))

Objectives:

Further development in objectives stated for Art Studies I.

**10221 ART AND CRAFT TEACHING 11A (INFANTS)
10222 AND 11B (PRIMARY)**

Semester III 3 class contact hours
7 week hours

(Primary Education))

Pre-requisite:

Art and Craft Teaching I

Objectives:

Students will extend the basic media and associated skill sequences in Art and Craft I by evaluating the concepts of expression and creativity; undertake media sequences appropriate to various developmental levels of children, with attention to contemporary cultural influences; develop their design and composition skills in two and three dimensions, with the associated Perception Theory; appreciate an appropriate historical background for evaluation and criticism.

10230 LEISURE CRAFT IIA

Semester: II 3 class contact hours
6 week hours

Objectives:

To make students more aware of Art and Craft value in enriching leisure and recreational activities; to examine current trends in teaching philosophies associated with Art and Craft; to develop the student's practical and creative ability through participation in group activities and the completion of a range of practical exercises; to make a study of woodcraft and associated media as recreation for all ages.

10314 ART IIIC— WOODCRAFT III

Semester: IV 3 class contact hours
(Diploma of Teaching, General Primary) 6 week hours

Pre-requisite:

Art IIC.

Objectives:

To further develop the objectives of Art IC and Art IIC with the emphasis on furniture construction.

10316 ART IIIE—WEAVING III

Semester: III

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisite:

Art IIE.

Objectives:

Developing understanding of the compound weaving process in the use of 2 and 4 shaft looms, and appreciation of design — its relation to pattern drafting. Continuing in-depth study of the historical background to weaving; its relationship to the cultural climate; understanding modern materials.

10317 ART IIIF — GRAPHIC ARTS III

Semester III

3 class contact hours

6 week hours

Pre-Requisite:

Art IIF

Objectives:

To develop the processes and skills in all-over repeat silk-screen printing and in photography. A folding children's book will be designed and printed by the student.

ART STUDIES III — MAKERS AND THEIR SOCIETIES

10320 CULTURES AND THEIR TRADITIONS

Semester III

3 class hours

6 week hours

(Diploma of Teaching/Bachelor of Education (Primary Education))

Pre-requisite:

Art Studies II

Objectives:

Students will develop an understanding of all the relationships between Artists and Craftsmen within the societies in which they work. Due consideration will be given to the aesthetic, ergonomic, technical, economic and environmental implications.

10330 LEISURE CRAFT IIB

Semester: III

3 class contact hours

6 week hours

Objectives:

To provide the student with the opportunity of extending skills, and working creatively with a variety of media and the techniques of modelling and weaving.

examining the means by which these may be used effectively in leisure and recreation situations. The unit will provide opportunity for practical experiences and teaching methods.

10416 ART IVE—WEAVING IV

Semester: IV

4 class contact hours

(Diploma of Teaching, General Primary)

8 week hours

Pre-requisite:

Art III E.

Objectives:

Emphasis on a more intimate knowledge of weaving by the use of more complicated looms, both hand and mechanical. Design interpretation will be extended through specialised weaving processes such as tapestry, rya rug weaving.

10417 ART IVF — GRAPHIC ARTS IV

Semester IV

4 contact hours

8 week hours

Pre-requisite:

Art III F

Objectives:

To develop the processes and skills in photo silkscreen printing, typesetting and composition and photography. A photographic book will be printed and bound by the student.

ART STUDIES IV — MAKERS AND THEIR SOCIETIES

10420 ARTISANS, ARTISTS AND INDUSTRIAL DESIGNERS

Semester IV

3 class hours

6 week hours

(Diploma of Teaching/Bachelor of Education (Primary Education))

Pre-requisite:

Art Studies III

Objectives:

Further development in objectives stated for Art Studies III.

10430 LEISURE CRAFT IIC

Semester: IV

3 class contact hours

6 week hours

Objectives:

To further develop communication and the ability to think creatively through encouraging imaginative use of a selected range of media and associated techniques with particular emphasis on the use of the environment; to investigate design concepts and their application to various craft areas so that students will gain confidence in their ability to teach; to examine the means by which these may

be used effectively in leisure and recreation situations; to extend concepts of evaluation and criticism. Programming units of work will be based on practical experiences in painting and graphics and on an examination of teaching procedures and classroom organisation and management.

10512 ART VA—CERAMICS AND MAN V

Semester: V 4 class contact hours
(Diploma of Teaching, General Primary) 8 week hours

Pre-requisite:

Art IVA.

Objectives:

To synthesize, in a practical, demanding and stimulating manner, the work of the previous four semesters, enriching students' concept of design and providing opportunity for co-operation and completion of group projects.

10514 ART VC—WOODCRAFT V

Semester: V 4 class contact hours
(Diploma of Teaching, General Primary) 8 week hours

Pre-requisite:

Art IVC.

Objectives:

To further develop the objectives of Art IVC with the extension of an individual approach to the principles of interior design.

10515 ART VD—FINE ARTS V

Semester: V 4 class contact hours
(Diploma of Teaching, General Primary) 8 week hours

Pre-requisite:

Art IVD.

Objectives:

To provide for specialization in one of the forms of art expression previously encountered and to extend the artistic background of the student by a detailed study of non-Christian, non-European art.

10517 ART VF—GRAPHIC ARTS V

Semester: V 4 class contact hours
8 week hours
(Diploma of Teaching/Bachelor of Education (Primary Education))

Pre-requisite:

Art IVF.

Objectives:

To introduce lithography and photo lithographic printing. Photo autotype stencil method will be used in colour silkscreen printing of posters.

10612 ART VIA—CERAMICS AND MAN VI

Semester: VI

4 class contact hours

(Diploma of Teaching, General Primary)

8 week hours

Pre-requisite:

Art VA.

Objectives:

To enable students to apply their knowledge and experience to the design and completion of a major piece of practical work; to develop, explicitly, the skills of criticism implicit in the previous five semesters.

10614 ART VIC—WOODCRAFT VI

Semester: VI

4 class contact hours

(Diploma of Teaching, General Primary)

8 week hours

Pre-requisite:

Art VC.

Objectives:

To further develop the objectives at Art VC with the emphasis on individual development.

10615 ART VID—FINE ARTS VI

Semester: VI

4 class contact hours

(Diploma of Teaching, General Primary)

8 week hours

Pre-requisite:

Art VD.

Objectives:

A study in style to extend students' specialization and personal development of expression in their selected area; to develop students' aesthetics by understanding criticism and review.

10617 ART VIF—GRAPHIC ARTS VI

Semester: VI

4 class contact hours

Pre-requisite:

Art V

8 week hours

Objectives:

The student will specialise in one aspect of graphic art reproduction to be presented as an exhibition on display in the College. The exhibition theme will be chosen by the student and could be either, fine art printing or commercial art printing products.

10702 ART AND CRAFT IN SPECIAL EDUCATION

Semester II:
(Graduate Diploma in Special Education)

2 class contact hours
4 week hours

Objectives:

To examine a range of art/craft experiences by which this area may be involved in assisting children with various educational problems. The experiences will be a function of the developmental abilities and attitudes of children, the development of criticism and evaluation, and this in the light of the history of art criticism.

To task analyse the skills required for each topic so that art/craft can be allied to specific needs of children and thus to understand the importance of relating art/craft activities to the ability level of the child; to show that art/craft may be used to enrich the child's classroom learning experiences in a variety of subject areas; to develop an awareness of procedures and methods of instruction for art/craft; to develop the student's ability through participation in group activities and the completion of a range of practical activities.

Communication Studies

The Department of Communication Studies offers a major disciplinary sequence in Communication Studies, as follows:

11111	Communication I	— Interpersonal Communication
11211	Communication II	— Argumentation and Reasoning
11314	Communication IIIA	— Communication in Small Groups
11414	Communication IVA	— Organisational Communication
11514	Communication VA	— Mass Communication
11611	Communication VI	— Theory and Research in Communication

Currently, the full sequence is available to Bachelor of Business students. Students undertake Communication I and II as compulsory units within their program, and then Communication IIIA, IVA, VA, and VI as elective studies.

11101 EDUCATIONAL TECHNOLOGY

Semesters: I and II

(Diploma of Teaching, Secondary Science, Physical Education)

0 class contact hours
2 week hours

Pre-requisite:

None.

Objectives:

To achieve competency at defined levels in the operation of audio visual equipment appropriate to an educational environment.

11111 COMMUNICATION I — INTERPERSONAL COMMUNICATION

Semester: I

(Bachelor of Business)

(Bachelor of Education P.E.)

(Associate Diploma in Recreation)

(Associate Diploma in Securities Management)

3 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

To affect willingness to participate in quality interpersonal communication; to develop understanding of the interactional nature of face-to-face interaction; to examine the factors influencing interpersonal communication; to develop interpersonal communication skills.

11112 COMMUNICATION IB

Semester: I

(Bachelor of Arts, Library Science)

3 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

To examine the role and nature of communication, both intra- and inter-personal and of various models of the communication process; to study the nature, potential and limitations of communication media against a background of their historical development.

11211 COMMUNICATION II – ARGUMENTATION AND REASONING

Semester: II

(Bachelor of Business, Bachelor of Education P.E., Associate Diploma in Securities Management)

3 class contact hours

6 week hours

Pre-requisite:

Communication I.

Objectives:

To develop understanding of argumentation and reasoning as a factor in communicating; to develop analytical skills, with particular reference to the fallacies of argument, the assessment of evidence, and the truth of statements; to develop skills in constructing written and oral argument in presenting a reasoned assessment of evidence.

11212 COMMUNICATION IIB

Semester: II

(Bachelor of Arts (Library Science))

3 class contact hours

6 week hours

Pre-requisite:

Communication IB.

Objectives:

To examine the nature of efficient and lucid communication, information preparation and presentation, in the context of cognitive and affective learning and communication. To assess the mutually reinforcing effects of the mass media and social attitudes. To examine the roles and applications of specific media. To evaluate the major research evidence in mass communications and related fields. To appraise the costs and benefits of present and future technological developments and to identify basic forecasting techniques.

11314 COMMUNICATION IIIA – COMMUNICATION IN SMALL GROUPS

Semester : I

(Bachelor of Business)

3 class contact hours

8 week hours

Pre-requisite:

Communication II

Objectives:

To create an awareness of groups as part of the wider structural contexts in which they operate; to provide an understanding of the major concepts, theories and current research in small group communication; to develop a

conceptual framework from which to observe small group behaviour and communication performance; to develop insights and skills in the presentation of self in small group contexts.

11409 USING MEDIA FOR TEACHING

Semesters: IV and VI
(Diploma of Teaching)

2 class contact hours
4 week hours

Pre-requisite:
11101 Educational Technology

Objectives:

To understand the processes of mass communication and their influences on schools; to examine ways in which the media of mass communication affect children and their learning; to develop skills in analysing the content of messages mediated in different forms; to analyse the implications of present and future technological developments for mass communication processes and their relevance to education, to develop skills in the design of media studies programmes for schools.

11414 COMMUNICATION IVA — ORGANISATIONAL COMMUNICATION

Semester II
(Bachelor of Business)

3 class contact hours
8 week hours

Pre-requisite:
Communication IIIA

Objectives:

To determine the nature and scope of communication in organisational contexts; to analyse the purposes of organisational communication; to analyse the relationship between organisational communication processes and relevant theoretical frameworks; to define and analyse the day elements of the communication process in organisational contexts in order to build a theoretical perspective; to analyse the impact of communications technology upon organisation; to illustrate specific professional applications of communication processes in organisational contexts.

11514 COMMUNICATION VA — MASS COMMUNICATION

Semester I
(Bachelor of Business)

3 class contact hours
10 week hours

Pre-requisite:
Communication IVA

Objectives:

To determine the nature and scope of mass communication technologies; to analyse the relationship between mass communication processes and relevant theoretical frameworks; to explore the theoretical bases of mass communication research; to analyse the socio-cultural impact of the mass communication media as revealed by research; to examine the control and support of mass communication media with particular reference to the Australian experience.

11611 COMMUNICATION VI — THEORY AND RESEARCH IN COMMUNICATION

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Communication VA.

Objectives:

To introduce and consider some of the major philosophical problems of theory analysis and evaluation; to consider the historical development of human communication from classical theories to contemporary theory; to analyse the various conceptual perspectives which form the bases of approaches to communication theory; to identify the issues of theory construction for the social sciences; to understand the scientific methods employed in social science research pertaining to human communication; to develop a personal theoretical approach which can be applied to specific problems of communication.

11702 COMMUNICATION IC

Semester: I

(Graduate Diploma in Library Science)

2 class contact hours
4 week hours

Pre-requisite:

None.

Objectives:

To examine the role and nature of communication, both intra- and inter-personal and of various models of the communication process; examine the nature of efficient and lucid communication, information preparation and presentation, in the context of cognitive and affective learning and communication; study the nature, potential and limitations of communication media against a background of their historical development; assess the mutually reinforcing effects of the mass media and attitude formation and social behaviour; examine the roles and applications of specific media in the context of present and future technological developments and assess their costs and benefits; evaluate the major research evidence in this area and related fields; identify basic forecasting techniques.

11704 MEDIA MANAGEMENT (P/G)

Semester: II

(Graduate Diploma in Administration)

2 class contact hours
7 week hours

Pre-requisite:

None.

Objectives:

To develop an appreciation of the range and potential of media in a wide range of administrative settings; to analyse the impact of developments in media technology on the administrative process; to make known and to evaluate research procedures appropriate to media evaluation and to develop skills in evaluating research findings concerning media use; to examine major theories of communication and assess the use of media in improving the effectiveness of the communication process in administrative settings.

11705 INTERPERSONAL COMMUNICATION

Semesters: I and II

(Graduate Diploma in Special Education)
(Secondary Resource Teachers)

2 class contact hours

4 week hours

Objectives:

After completing this unit the student will be able to: understand and use models of the inter personal communication process; better understand the processes of small group interaction and communication; reduce barriers to communication; demonstrate and use skills to improve communication effectiveness, problem solving, and decision making; demonstrate skills in interviewing and counselling.

Education Studies

The Department of Education Studies offers a major sequence in Education, as follows:

- 12124 Foundations of Education Analysis I
- 12224 Foundations of Education Analysis II
- 12324 Approaches to Education
- 12424 Education in Australia
- 12524 Comparative Studies in Education
- 12624 Education and Development

The major is designed as a disciplinary sequence for students in the Bachelor of Arts (Library Science) and Bachelor of Business programmes. It is not available to Diploma of Teaching or Bachelor of Education students.

12106 EDUCATIONAL PSYCHOLOGY I

(Associate Diploma in Recreation)

Semester: I

3 class contact hours

Pre-requisites:

6 week hours

None.

Objectives:

By the end of the unit students should be able to indicate how a study of educational psychology assists in understanding learner behaviour; to describe the main forms of learning and the theories which seek to explain them; to interpret some of the more obvious forms of learning variables; to apply knowledge of the learner and of learning theories in order to secure particular learning outcomes in the classroom; to appraise critically and to use methods of evaluating learning outcomes.

12108 THE HISTORY OF AUSTRALIAN EDUCATION I

(Diploma of Teaching)

Semester V

2 class contact hours

Pre-requisites:

4 week hours

None.

Objectives:

Students are required to: understand the evolution of the New South Wales educational system; develop skills in selection and use of primary and secondary sources of information; evaluate the contribution of developing trends to the contemporary education situation.

12109 COMPARATIVE EDUCATION I

(Diploma of Teaching)

Semesters: III and V

2 class contact hours

Pre-requisites:

4 week hours

None.

Objectives:

To apply simulation techniques in analysing issues and problems associated with educational planning and implementation. To examine the education systems of selected Asian or Pacific countries and to identify assumptions related to educational development.

12124 FOUNDATIONS OF EDUCATIONAL ANALYSIS I

(Bachelor of Arts (Library Science))

Semester: I

3 class contact hours

6 week hours

Pre-requisites:

None.

Objectives:

To provide students with the opportunity to secure an experimentally based awareness of the general structural, operational and contextual features of educational agencies and systems; to foster an awareness of the nature, scope and purpose of education as a field of study; to introduce students to a philosophical perspective upon education.

12125 PSYCHOLOGY IA

(Bachelor of Arts (Library Science))

(Introduction to a Psychological Study of the Person)

Semester: II

3 class contact hours

6 week hours

Pre-requisites:

None.

Objectives:

To introduce students to the study of Psychology as a set of developing views of the person. To develop a framework within which to present an account of the person as actively engaged in the development and maintenance of competencies and skills which will enable him/her to "cope effectively" with the intellectual, personal and inter-personal dimensions of experience across the life-span. To consider the contribution of particular areas of psychological investigation to an understanding of the person as a whole. To indicate and evaluate the extent to which psychological knowledge is used/abused in various areas of human interaction. To acquaint students with basic methods of data collection and analysis in Psychology.

12130 EDUCATION IA: PRINCIPLES AND PRACTICES OF TEACHING

(Bachelor of Education, Physical Education)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: I

3 class contact hours

5 week hours

Pre-requisites:

None

Objectives:

To describe the basic elements in the teaching-learning process; to indicate the major factors influencing contemporary approaches to teaching; to state the distinguishing features of major teaching models or approaches; to discuss the psychological rationale underlying the exposition approach to teaching; to plan, implement and evaluate teaching based on the exposition model.

12131 EDUCATION IB: DEVELOPMENTAL PSYCHOLOGY I

(Bachelor of Education, Physical Education)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: I

2 class contact hours

5 week hours

Pre-requisites:

None

Objectives:

To describe the general features of human growth and development from conception to adulthood; to identify and describe the intra-individual and environmental determinants of human growth and development; to demonstrate proficiency in gathering and interpreting observational information relating to human behaviour.

12224 FOUNDATIONS OF EDUCATIONAL ANALYSIS II

(Bachelor of Arts (Library Science))

Semester: II

3 class contact hours

6 week hours

Pre-requisite:

Foundations of Educational Analysis I

Objectives:

To develop a critical understanding of significant historical and modern concepts of the nature of learning and knowledge and of the human learner; to encourage an awareness and appreciation of the influence such concepts have had, and are having, on educational theory, policies and practices; to involve students in the formulation of a personal concept of the human learner and of the learning process and to have them undertake an educational interpretation of their viewpoints.

12225 PSYCHOLOGY IIA

(Bachelor of Arts (Library Science))

(Cognitive Processes in the Person)

Semester: III

3 class contact hours

6 week hours

Pre-requisite:

Psychology IA (Introduction to a Psychological Study of the Person)

Objectives:

To demonstrate how the individual copes with the problem of "knowing" his/her environment through a study of current theory and research into the nature and functioning of cognitive and higher mental processes. To trace developmental aspects and individual differences in these processes across the life-span as a function of maturation, decline, deficit or deterioration of competence, performance or skill. To foster an awareness of basic problems in the investigation of higher mental processes through practical research experience. To guide students to undertake a critical analysis of conceptual issues in each of the areas studied.

12230 EDUCATION IIA:**PRINCIPLES AND PRACTICES OF TEACHING II**

(Bachelor of Education, Physical Education)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: II

3 class contact hours

5 week hours

Pre-requisites:

None

Objectives:

To explain the teaching-learning process in terms of reinforcement theory; to identify and select principles from reinforcement theory in analysing problems associated with classroom management and discipline; to devise suitable strategies to solve these problems; to evaluate the effects of these strategies to establish and/or maintain effective management in the classroom; to deduce implications for professional self-development in practical teaching situations.

**12231 EDUCATION IIB:
DEVELOPMENT PSYCHOLOGY II**
(Bachelor of Education, Physical Education)
(Diploma of Teaching/Bachelor of Education (Primary Education))
Semester: II 2 class contact hours
5 week hours

Pre-requisites:

None

Objectives:

To indicate and explain the nature and extent of individual differences in development; to outline the major theories of development and describe the concept of man implied in each; to describe and justify the research methods used in the study of human behaviour and development.

12324 APPROACHES TO EDUCATION
(Bachelor of Arts (Library Science))
Semester: III 3 class contact hours
6 week hours

Pre-requisites:

Foundations of Educational Analysis I.

Foundations of Educational Analysis II.

Objectives:

To investigate major contemporary approaches to educational design and practice from the standpoint of philosophy, psychology and socio-cultural influences; with reference to the concepts and processes considered in Foundations of Educational Analysis I and II, to analyse and evaluate the philosophical and psychological assumptions on which the various approaches are based; to examine curricular implications of each approach; to identify, in general terms, the teaching strategies most commonly associated with each approach.

12325 PSYCHOLOGY IIIA
(Bachelor of Arts (Library Science))
(Personal Growth, Maturity and Change)
Semester: IV 4 class contact hours
8 week hours

Pre-requisites:

Psychology IA (Introduction to a Psychological Study of the Person)

Psychology IIA (Cognitive Processes in the Person)

Objectives:

To continue the general theme of development and maintenance of "coping skills" across the life-span in terms of personal growth, maturity, change and disruption in the context of normative life crises. To encourage students to explore and consider their own ways of classifying people as well as psychological models and theories of personality and personality development. To examine the concepts of stress, conflict, defence in relation to the self-concept. To analyse methods of assessment in personality, the notions of normality, deviance and the ethics of intervention.

**12330 EDUCATION IIIA:
PRINCIPLES AND PRACTICES OF TEACHING III**
(Bachelor of Education, Physical Education)
(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: III 3 class contact hours
Pre-requisites: 5 week hours
Education IIA and any 2 of Education IA, IB, IIB.

Objectives:

To describe the principal objectives and features of student-centred approaches to teaching; to undertake a comprehensive, objective and informed analysis of student behaviour; to apply appropriate techniques and conceptual systems in the study and evaluation of teacher-pupil interactions; to describe the nature of groups; to discuss the rationale for small groups and individualised teaching; to demonstrate competence in implementing the principles and skills of small-group and individualised teaching.

12331 EDUCATION IIIB:

SOCIAL BASES OF EDUCATION I

(Bachelor of Education, Physical Education)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: III 2 class contact hours

Pre-requisites:

None

Objectives:

To identify and analyse the characteristics of social systems in a variety of contexts; to demonstrate a knowledge of how the established child rearing/educational practices of a culture produce functionally recognizable members of that culture; to analyse education in both formal and informal contexts in terms of its socio-cultural determinants, with specific reference to the home, the school and the media; to interpret the significance of social classification data for education; to account for the development of Australian valuations of education; to interpret the directions of social change, and the educational implications of such.

12332 EDUCATION IIIC: INSTRUCTIONAL TECHNOLOGY

(Bachelor of Education, Primary)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: III 0 class contact hours

3 week hours

Objectives:

To introduce the principles underlying the use of audio visual equipment in the classroom, and to permit students to achieve competency in the operation of this equipment.

12424 EDUCATION IN AUSTRALIA

(Bachelor of Arts (Library Science))

Semester: IV

4 class contact hours

8 week hours

Pre-requisites:

Foundations of Educational Analysis I and II.

Approaches to Education.

Objectives:

To consider the development of education in the Australian context; using the conceptual framework and critical skills established in previous units, to undertake a critical examination, analysis and evaluation of the contemporary scene in

Australian education with particular reference to the nature and implications of change and to salient issues and controversies; to develop skills in the selection and use of primary materials and sources of information.

12425 PSYCHOLOGY IVA

(Bachelor of Arts (Library Science))
(The Inter-personal Context)

Semester: V

4 class contact hours
8 week hours

Pre-requisites:

Psychology IA (Introduction to a Psychological Study of the Person)

Psychology IIA (Cognitive Processes in the Person)

Psychology IIIA (Personal Growth, Maturity and Change)

Objectives:

To explore the relationship between persons and the social world in which they live. To examine in detail the processes involved in coping inter-personally, "knowing" the world and communicating with others. To develop an understanding of the nature of group structure and processes and the ways these affect the individual. To analyse broader cultural and social processes in terms of such concepts as roles, rules, values and social change. To foster a critical awareness of current social issues and competence in social research methods.

12430 EDUCATION IV: PRINCIPLES AND PRACTICES OF TEACHING IV

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Semester IV

4 class contact hours
10 week hours

Pre-requisites:

Education IA, IIA, IIIA, IB, IIB, IIIB.

Objectives:

Students will be drawing on child development data, as well as their understanding of teaching models, principles and practices in order to review and apply features of cognitive and social-emotional growth of the child from 4 to 12 years; to analyse the cognitive developmental and exploratory teaching models; to assess children's performance; to show skill in planning and organising for children with classroom contexts.

12433 EDUCATION IVP: PRINCIPLES AND PRACTICES OF TEACHING PHYSICAL EDUCATION

(Bachelor of Education, Physical Education)

Semester: IV

4 class contact hours
8 week hours

Pre-requisite:

Education IIIB.

Objectives:

To outline the areas and objectives of physical education from K to 12; to describe the scope of the K to 12 curriculum; to plan lessons and units and apply effective teaching procedures; to evaluate this teaching; and to plan programmes for sport and physical education.

12507 EDUCATIONAL THEORY I

(Secondary Remedial Teachers)

Semester: I

4 class contact hours
8 week hours

Pre-requisite:

None.

Objectives:

To consolidate and extend the student's knowledge of educational theory and practice.

12515 EARLY CHILDHOOD EDUCATION II

(Diploma of Teaching, General Primary)

Semester: V

2 class contact hours
4 week hours

Pre-requisite:

Early Childhood Education I.

Objectives:

To study the nature and influence of individual differences in early childhood education, in the pre-school and infant school.

To seek means of evaluating development, and to select appropriate curriculum content and specific learning sequences to match children's achievement.

12517 ADOLESCENT EDUCATION II

(Diploma of Teaching, Secondary Science)

Semester: V

2 class contact hours
4 week hours

Pre-requisite:

Adolescent Education I.

Objectives:

At the completion of the Semester students will be expected to be able to discuss critically and constructively the aims and objectives of secondary education with reference to knowledge of adolescent development; to develop an attitude towards the secondary school curriculum, organization and instructional methods to enable them to cater for the needs and interests of adolescents; to be able to use the tools of evaluation to assist in the attainment of educational outcomes, and to develop a functional awareness of the role and responsibility of the teacher in the secondary school.

12518 INTRODUCTION TO SPECIAL EDUCATION II: DIAGNOSTIC TEACHING

(Diploma of Teaching, General Primary)

Semester: V

2 class contact hours
4 week hours

Pre-requisite:

Introduction to Special Education I.

Objectives:

The unit provides an introduction to the principles and techniques of data-based instruction and their application to the teaching of exceptional children.

12524 COMPARATIVE STUDIES IN EDUCATION

(Bachelor of Arts (Library Science))

Semester: V

4 class contact hours
8 week hours

Pre-requisites:

Foundations of Educational Analysis I; Foundations of Educational Analysis II; Approaches to Education; Education in Australia.

Objectives:

To utilize the conceptual framework and analytical skills gained in preceding course units in order to critically examine aspects of educational systems and their societal contexts, and to evolve educational policy or planning strategies designed to assist perceived developments.

12526 MIDDLE CHILDHOOD EDUCATION II

(Diploma of Teaching, General Primary)

Semester: V

2 class contact hours
4 week hours

Pre-requisite:

Middle Childhood I.

Objectives:

Having studied the nature and influence of individual differences in Middle Childhood Education as they relate to the intellectual and social development of children, students will be able to: use and evaluate various procedures for analysing the entering behaviour of children; select appropriate curriculum content and structure specific learning sequences to match the individual development of children; make use of a variety of teaching approaches; evaluate the child's capability for learning; employ appropriate assessment techniques; utilize professional support resources.

12530 EDUCATION V: TEACHING CHILDREN WITH LEARNING DIFFICULTIES

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: V

4 class contact hours
11 week hours

Pre-requisite:

Education IV

Objectives:

Students will demonstrate awareness of individual differences and of the problems of socially devalued children; assess pupils' performance in basic skills; write individual mastery programs in the basic skills; describe strategies for improving language performance of pupils with different language backgrounds or with learning difficulties; describe ways of developing the self-esteem of children who are socially devalued or who have a history of failure.

12533 EDUCATION VP: HUMAN ABILITY AND DISABILITY

(Bachelor of Education, Physical Education)

Semester: V

3 class hours
6 week hours

Pre-requisites:

None

Objectives:

This is an introductory unit for studies relating to services for people who are disabled or socially devalued. The unit aims to challenge attitudes toward "different" people as well as to provide basic information about special needs and special services. Students will describe significant deviations from expected patterns of development; relate variations in human development to constitutional and environmental factors; and describe special services currently provided. Also, through a variety of media and experiences, students will be made aware of the personal significance of handicaps and of the universality of human needs and aspirations.

12607 EDUCATIONAL THEORY II

(Secondary Remedial Teachers)

Semester: II4 class contact hours
8 week hours**Pre-requisite:**

Educational Theory I.

Objectives:

To provide through a consideration of developing trends in curriculum organization, a basis for the constructive role of the resource centre and resource teacher in the school.

12615 EARLY CHILDHOOD EDUCATION III

(Diploma of Teaching, General Primary)

Semester: VI2 class contact hours
4 week hours**Pre-requisites:**

Early Childhood Education I and II.

Objectives:

To evaluate and construct curriculum models and programmes for the preschool and infant school, and to examine different patterns and policies of administration at these levels.

12618 INTRODUCTION TO SPECIAL EDUCATION III

(Diploma of Teaching, General Primary)

Semester: VI2 class contact hours
4 week hours**Pre-requisite:**

Introduction to Special Education I.

Objectives:

Students will make a detailed educational diagnosis of some individual exceptional children, and examine the total educational service demanded by the needs of an identifiable group of exceptional children. A core component will allow students to investigate major issues, concepts, curricula, teaching strategies and evaluation techniques in the education of children with special needs.

12624 EDUCATION AND DEVELOPMENT

(Bachelor of Arts (Library Science))

Semester: VI

4 class contact hours
8 week hours

Pre-requisites:

Foundations of Educational Analysis I; Foundations of Educational Analysis II; Approaches to Education; Education in Australia; Comparative and International Studies in Education.

Objectives:

To examine assumptions underlying cross-cultural educational planning and concurrent theories of development. With the employment of this frame of reference, to study developments in theory and practice in international education, and the influence of such activities on the provision of formal education in Australian States. To further examine a particular educational context through this framework, and with the assistance of primary sources and materials.

12626 MIDDLE CHILDHOOD EDUCATION III

(Diploma of Teaching, General Primary)

Semester: VI

2 class contact hours
4 week hours

Pre-requisites:

Middle Childhood Education II, Curriculum Theory and Practice.

Objectives:

Students will be able to demonstrate an understanding of the significance of the developmental and curriculum studies carried out in Middle Childhood Education I and II, in Curriculum Theory and Practice; apply this knowledge and understanding to problems of organization and classroom management; originate and use variety and depth in teaching approaches.

12630 EDUCATION VIA: DESIGN OF EDUCATIONAL PROGRAMMES

(Bachelor of Education, Physical Education)

(Diploma of Teaching/Bachelor of Education, (Primary))

Semester VI

2 class contact hours
6 week hours

Pre-requisites:

Education V

Objectives:

Students will: translate general aims of education into statements of objectives that are appropriate to appropriate class situations with due regard to specialist implementation at infants, primary and secondary levels of instruction; formulate behavioural objectives; select and design teaching/learning programmes; evaluate teaching/learning programmes; and modify programms in the light of feed-back gained from evaluation procedures.

12631 EDUCATION VIB: PHILOSOPHICAL BASES OF EDUCATION I

(Bachelor of Education, Physical Education)

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Semester VI

2 class contact hours

6 week hours

Pre-requisites:

Education V

Objectives:

To develop a reasoned and informed approach to teaching based on an understanding of some major educational issues that confront teachers today. To analyse alternative approaches to key educational problems in terms of their conceptual underpinnings. To evaluate alternative educational aims which emerge from the adaption of certain educational policies, and thereby to begin the process of determining the educational stance which they as teachers intend to adopt.

12707 TEACHING EXCEPTIONAL CHILDREN

(Graduate Diploma in Special Education)

Semester: I

4 class contact hours

8 week hours

Objectives:

This unit aims at assisting students: to develop skill in observing and interpreting children's behaviour; to apply the procedures of behaviour analysis and data-based instruction to individual pupils and small groups, and to examine research on the learning performance of exceptional children.

12709 PRACTICAL EXPERIENCE I

(Graduate Diploma in Special Education)

Semester: I

12 week hours

Objectives:

The first practical experience unit will provide students with opportunities to develop and demonstrate the following competencies: to observe behaviour using informal observation, screening and diagnostic tests, coding, time sampling and pinpointing; to determine the point in established programmes where individual pupils should enter; to select reinforcers for individual pupils; to assess and record pupil performances daily.

12710 VOCATIONAL PREPARATION

(Graduate Diploma in Special Education)

(Graduate Diploma in Learning Difficulties)

Semester: II

2 class contact hours

4 week hours

Objectives:

Completion of the unit will enable the student: to describe stages in the development of vocational maturity; to list occupations available to handicapped youth; to state the social and manipulative skills which are essential to employability; to relate the teaching of basic skills of literacy and numeracy to vocational tasks; to assess the work potential of handicapped students; to be aware of the skills required of the vocational counsellor; to evaluate existing programmes for prevocational and vocational training of handicapped youth.

12711 PARENT TRAINING AND CONSULTANCY

(Graduate Diploma in Special Education)

Semester: II

2 class contact hours
4 week hours

Objectives:

The unit will enable students: to observe and recognise the attitudes of parents and siblings to children with disabilities; to increase parents' skill in managing problem behaviour in the home; to guide parents in the selection and teaching of developmental activities; to communicate effectively with other professionals in a team; to promote effective teacher-parent co-operation.

12712 SOCIAL ASPECTS OF DISABILITY AND DIFFERENCE

(Bachelor of Education, Physical Education)

Semester: VI

3 class hours
6 week hours

Pre-requisite:

Human Ability and Disability

Objectives:

The unit requires students to analyse critically some of the assumptions relating to people who are "different". Students will be able to identify common assumptions relating to disabled people and minority groups and to test the assumptions against available evidence; distinguish between alternative theories of socialisation; analyse the processes of stigmatisation and normalisation; describe the problems arising within families, schools and communities when a handicapped person is present; and analyse the nature of the conflicts experienced in these situations and some common resolutions.

12713 HABILITATION SERVICES FOR THE HANDICAPPED

(Bachelor of Education, Physical Education)

Semester:

VII or VIII

4 class hours
8 week hours

Pre-requisite:

Human Ability and Disability and Social Aspects of Disability and Difference.

Objectives:

The unit requires students to examine the planning and operation in Australia of a total service for the handicapped. Students will make and defend a statement on the rights of the handicapped; state procedures and criteria for evaluating service; and evaluate current provisions for lifelong learning, health care, housing, employment and recreation for the handicapped.

12714 APPROACHES TO SPECIAL EDUCATION

(Bachelor of Education, Physical Education)

Semester: VI

4 class hours
8 week hours

Pre-requisite:

Human Ability and Disability.

Objectives:

The unit requires students to develop and apply analytical skills in their study of alternative approaches to the management and instruction of people with disabilities. Students will identify examples of different diagnostic procedures and treatment programs; state underlying principles and assumptions; and evaluate research evidence on the effectiveness of programs.

12721 SYSTEMATIC TEACHING

(Graduate Diploma, Learning Difficulties)

Semester: III

3 class contact hours

6 week hours

Pre-requisites:

Behaviour Management

Objectives:

To demonstrate skill in observing and interpreting children's behaviour; to apply the procedures of behaviour analysis and data based instruction to individual pupils and small groups; to analyse and interpret research on the learning performance of exceptional children.

12722 PARENT AND TEACHER CONSULTANCY

(Graduate Diploma, Learning Difficulties)

Semester: III

2 class contact hours

4 week hours

Pre-requisites:

None

Objectives:

To observe and recognise the attitudes of parents and siblings to children with disabilities; to increase parents' and teachers' skill in managing problem behaviour; to guide parents and teachers in the selection and teaching of developmental activities; to communicate effectively with other professionals in the team situation; to develop effective teacher-parent and teacher-teacher co-operation.

**12730 EDUCATION VIIIA:
ANALYSING CLASSROOM INTERACTION**

(Bachelor of Education, Physical Education)

(Bachelor of Education, Primary Education)

3 class contact hours

10 week hours

Semester VII

Pre-requisites:

None

Objectives:

This unit is based on the notions of professional decision making and accountability. Students will analyse the teaching/learning process in terms of instructional style and teacher/pupil interaction; demonstrate an understanding of research into classroom climate, classroom interaction; analyse teaching in terms of verbal-nonverbal interaction and episodic models; review research on teacher effectiveness; and demonstrate skill in systematic observation of teacher/pupil interaction.

**12731 EDUCATION VIIB:
PHILOSOPHICAL BASES OF EDUCATION II**

(Bachelor of Education, Physical Education)

(Bachelor of Education, Primary Education)

Semester VII Bachelor of Education (Primary)

Semester VIII Bachelor of Education (Physical Education)

3 class contact hours

10 week hours

Pre-requisite:

None

Objectives:

To apply skills in analysis, interpretation and evaluation of philosophical arguments, by participating in philosophical discourse relating to the educational context. To demonstrate a commitment to the activity of perceiving and critically analysing the philosophical assumptions that underlie educational theories. To state reasoned conclusions about the major philosophical questions that affect the educational enterprise, and thereby derive justifiable convictions about the aims of education and the legitimacy of various educational practices.

12807 INSTRUCTIONAL PROGRAMMING

(Graduate Diploma in Special Education)

Semester: II

3 class contact hours

6 week hours

Objectives:

Completion of this unit will enable the student: to state priorities for the school curriculum; given information about the community adjustment of handicapped adults; to list the needs of disabled children and youths; to derive developmental programmes; given information about the development of perception, motor skills, concepts, language, social, self-care and vocational skills; to analyse tasks and concepts; to evaluate educational programmes on the bases of (a) critical analyses and (b) research data.

Students will be given the opportunity to specialise in instructional techniques for teaching groups of either mildly handicapped or severely handicapped pupils.

12808 BEHAVIOUR MANAGEMENT

(Graduate Diploma in Special Education)

(Graduate Diploma in Learning Difficulties)

Semester: II

3 class contact hours

6 week hours

Objectives:

The unit provides opportunities for students to: analyse operant behaviour and the conditions for changing behaviour; examine some systematic applications of procedures for behaviour change; examine some alternatives to the behaviour-analysis approach; and develop skills in the management of behaviour in classrooms.

12809 PRACTICAL EXPERIENCE II

(Graduate Diploma in Special Education)

Semester: II

40 week hours

Objectives:

The second practical experience unit will provide students with opportunities to develop and demonstrate the following competencies: to design individual programmes for children with disabilities; to manage learning situations through prompting, modelling, and teacher response to child's performance; to use recorded data to modify the teaching programme; to orchestrate teaching skills to a fluent, confident and effective teaching style.

12810 RESEARCH PROJECT

(Graduate Diploma in Special Education)

Semester: II

1 class contact hour
4 week hours

Objectives:

The research project is intended to serve two purposes: it provides an opportunity for intensive study of a topic in special education which is seen by the individual student as being important in his professional development; it improves the student's skills and knowledge of conventions in preparing material for a journal article or for a proposal for project funding.

12821 RESOURCE TEACHING SERVICES

(Graduate Diploma, Learning Difficulties)

Semester: III

2 class contact hours
4 week hours

Pre-requisites:

None

Objectives:

To define the population of school pupils for whom resource teacher services are appropriate; to design programmes and management systems for individual progress in the basic skills; to compare and evaluate ways of organising services within the school for pupils with learning difficulties; to plan a resource room, given a defined cluster of problems in a school; to describe ways of enhancing pupils' self-concept; to establish priorities, and justify them for teaching across a wide range of individual differences.

12822 INDEPENDENT STUDY

(Graduate Diploma, Learning Difficulties)

Semester: IV

equivalent to 2 class contact hours
4 week hours

Pre-requisites:

None

Objectives:

To conduct an intensive study of a topic in special education, using literature surveys, primary sources, survey techniques, or research methodology, or any combination of these; to report the results of their study in an approved manner.

12830 EDUCATION VIIIA INDIVIDUALISING INSTRUCTION

(Bachelor of Education, Primary Education)

3 class hours
10 week hours

Semester: VIII

Pre-requisites:

None

Objectives:

To interpret, analyse and evaluate the literature on assessment and teaching strategies as related to individualising instruction. To identify the learning needs of individuals through the application of appropriate assessment procedures. To prepare a case study report based upon assessment. To prescribe learning goals according to the perceived characteristics of the learner. To plan appropriate intervention strategies based upon assessment of learning needs and abilities of the individual and the availability of teaching resources.

**12831 EDUCATION VIII B
SOCIAL BASES OF EDUCATION II**

(Bachelor of Education, Primary Education)

3 class hours
10 week hours

Semester: VIII

Pre-requisite:

None

Objectives:

To examine the social factors which influence Australian schooling, with particular reference to the bureaucratic education system, the hidden curriculum, the school and its local community, equality of access, the nature of school-community relationships and the culture of the school. To analyse the nature and forms of group behaviour operating in the school environment and the teacher's professional role and status in school and community interactions.

**12930 EDUCATION IX:
CURRICULUM DEVELOPMENT**

(Bachelor of Education, Physical Education)

(Bachelor Education, Primary Education)

3 class hours
10 week hours

Semester: VIII

Pre-requisites:

Bachelor Education (Primary) Education VIIB and VIIBB

Bachelor Education (Physical Education) Education VIIB

Objectives:

To consider contemporary issues and trends in curriculum development and to develop skills in the application of appropriate models of curriculum development and organisation to the design of school-based curriculum. Competency in school-based curriculum development will be fostered by group workshop activities and field studies.

**12990 EDUCATION X:
INDEPENDENT STUDY**

(Bachelor of Education, Primary Education)

Equivalent to 3 class hours
10 week hours

Semester: X

Pre-requisites:

Education VII B and VIII B.

Objectives:

This is a culminating exercise focusing on an educational problem of significance to the student in the context of a discipline that contributes to the study of education. There is considerable scope for individual selection of the problem. Students will utilise insights and conceptual tools already gained in previous units; apply skills in areas of data collection, analysis, interpretation and demonstrate ability to present a written report.

At least three of the following areas of study will be available in each semester X:

- History of Education
- Comparative Education
- Philosophy of Education
- Educational Psychology
- Education and Society
- Sexism and Education
- Mass Media and Education

English

The English Department offers two sequences of General Studies, available to students in the Bachelor of Education (Primary Education) and the Bachelor of Education (Physical Education). They may also be taken by other students in the College requiring a major disciplinary sequence, and by students completing the Diploma of Teaching (General Primary).

• DRAMA AND THE THEATRE ARTS

This sequence involves students in both the theory and practice of drama. It provides a general survey of world theatre, both ancient and modern, and moves towards an understanding of the drama of today. Stage crafts and design skills in terms of light, space, function and style are developed.

The sequence is as follows:

- | | | | |
|--------------|--------------------------------|---|---|
| 13140 | Drama and the Theatre Arts I | — | Introduction to World Theatre |
| 13240 | Drama and the Theatre Arts II | — | Acting |
| 13340 | Drama and the Theatre Arts III | — | The Craft of the Theatre |
| 13440 | Drama and the Theatre Arts IV | — | Themes, Symbols and Archetypes in Drama |
| 13540 | Drama and the Theatre Arts V | — | Dramatic Form |
| 13640 | Drama and the Theatre Arts VI | — | Direction, Production and Acting |

• ENGLISH

This sequence seeks to deepen students' understanding of the functions of language and to develop and refine their response to literature, which, including its extensions in the modern mass media, is considered in the context of the society which produced it and upon which it is in turn a major influence.

The units in the sequence are as follows:

- | | | | |
|--------------|-------------|---|--|
| 13141 | English I | — | Language and Literature |
| 13241 | English II | — | Form and Meaning |
| 13341 | English III | — | The Victorians and After |
| 13441 | English IV | — | Revolution and Romanticism |
| 13541 | English V | — | Elizabethans and Jacobean: The Emergence of Modern Language and Literature |
| 13641 | English VI | — | Australian Literature and Language |

13104 DRAMA IN RECREATION I

(Associate Diploma in Recreation)

3 class contact hours
6 week hours

Pre-requisites:

None

Objectives:

At the end of this course students will be able to: use and understand the function of different modes of drama e.g., games, role play, analogy, improvisation, simulation, mime, movement; exercise some discrimination in the choice of drama mode for use with various community groups with differing orientations; select and adapt resource material to the demands of dramatic form and the needs of community groups; evaluate the potential of drama as theatre and drama as a medium in recreation; identify and use the elements of theatre in a variety of recreational contexts.

13112 ENGLISH TEACHING I

3 class contact hours
6 week hours

Semester: I

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Pre-requisites:

None.

Objectives:

Students will demonstrate some knowledge of the nature and functions of language; recognize the relationship of language to learning; recognize the skills of listening, speaking and drama; demonstrate personal competence in these skills and apply this competence to teaching.

13140 DRAMA AND THE THEATRE ARTS I INTRODUCTION TO WORLD THEATRE

3 class contact hours
6 week hours

Semester: I

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Diploma of Teaching, General Primary)

Objectives:

Students will be able to identify and assess differences between the origins, place and nature of drama in different societies and different periods; to recognise and assess influences which have affected modern theatre; and to evaluate their own position through performance.

13141 ENGLISH I - LANGUAGE AND LITERATURE

3 class contact hours
6 week hours

Semester: I

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Diploma of Teaching, General Primary)

Objectives:

To provide insights into the operation of language, and to examine its uses and development in different periods; to examine some literature of different periods and to show how a knowledge of language can enlighten the appreciation of literature and a reading of literature can deepen the understanding of language; to show the relationship between the language and literature of a period and its social context; to foster critical perception; to develop the ability to support a considered point of view.

13150 THEATRE PRACTICUM: CHILDREN'S THEATRE

(Diploma of Teaching)

4 class contact hours

10 week hours

Pre-requisites:

Audition and permission of lecturer.

Objective:

Students will demonstrate ability in production, design and acting for annual public performances to school children in the metropolitan area.

13204 DRAMA IN RECREATION II

(Associate Diploma in Recreation)

3 class contact hours

6 week hours

Pre-requisites:

Drama and Recreation I

Objectives:

At the end of this course students will be able to: plan, execute and assess short-term and long-term drama projects in various recreational contexts; participate in the production of a piece of theatre; select and use drama techniques in specific community contexts; identify a number of uses of drama in the community and diagnose their suitability for recreational purposes.

13212 ENGLISH TEACHING II

2 class contact hours

Semester: II

4 week hours

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Pre-requisite:

English Teaching I.

Objectives:

Students will recognize the skills of literacy and develop personal competence in these skills; demonstrate knowledge of the development of early reading and writing, and the experience, teaching and resources necessary to the development of those skills; demonstrate an understanding of the role of literature in the development of literacy skills.

13240 DRAMA AND THE THEATRE ARTS II - ACTING

Semester: II

3 class contact hours

6 week hours

(Diploma of Teaching/Bachelor of Education, (Primary Education))

Diploma of Teaching, General Primary)

Pre-requisites:

Drama and the Theatre Arts I

Objectives:

Students should recognise and demonstrate different styles of acting and assess and develop relationships between movement, language and location, in historical perspective.

13241 ENGLISH II - FORM AND MEANING

3 class contact hours
6 week hours

Semester: II

(Diploma of Teaching/Bachelor of Education, (Primary Education)
Diploma of Teaching, General Primary)

Pre-requisites:

Nil.

Objectives:

To show how meaning is a function of form, structure and content; to show how form, as well as content, is a product of the society and culture from which it emerges; to study, in the light of the above, some major literary works of different periods, with special emphasis on twentieth century literature and its relationship to modern mass media.

13312 ENGLISH TEACHING III

(Diploma of Teaching/Bachelor of Education (Primary Education))

2 class contact hours

Semesters III or IV

4 week hours

Pre-requisite:

English Teaching II.

Objectives:

Students will develop an understanding of the specific skills required by the developing reader and the techniques of teaching these skills to preprimary and primary children. They will examine the place of reading in the total language environment, reading across the curriculum and some special problems in reading.

13340 DRAMA AND THE THEATRE ARTS III THE CRAFT OF THE THEATRE

Semester: III

3 class contact hours
8 week hours

(Diploma of Teaching/Bachelor of Education, (Primary Education)
Diploma of Teaching, General Primary)

Pre-requisites:

Drama and the Theatre Arts II.

Objectives:

Students will be able to select and use appropriate costume, scenery, lighting and make-up for specific stage productions; be able to work as a theatre team in the production process and be able to produce drawings, models and stage detail for a production.

13341 ENGLISH III - THE VICTORIANS AND AFTER

Semester: III

(Diploma of Teaching/Bachelor of Education, (Primary Education)
Diploma of Teaching, General Primary)

3 class contact hours
8 week hours

Pre-requisites:

English I and II

Objectives:

To study in depth some of the major works of Victorian and early modern English, American and Australian literature in the context of the social and intellectual forces which shaped them; to consider the language of the works studied both in the context of the shaping social and intellectual forces, and as the expression of the thought and feeling of the individual writer concerned; to consider the critical approaches to literature in the Victorian and modern periods, so as to show how these are also the product of the culture of the time. Critical and creative writing will be studied in conjunction.

13412 ENGLISH TEACHING IV

(Diploma of Teaching/Bachelor of Education (Primary Education))

2 class contact hours

Semesters V or VI

4 week hours

Pre-requisite:

English Teaching III.

Objectives:

Students will develop an understanding of the reading interests of children and young people and of the literature which best meets and extends these interests. They will develop an awareness of the role of literature in the growth of language skills and personal growth, and the uses of literature in the classroom.

13431 CURRICULUM ENGLISH IIB — CHILDREN'S LITERATURE

Semesters: IV, V and VI

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisite:

Curriculum English IA.

Objectives:

To encourage familiarity with and enjoyment of children's literature; to develop an understanding of children's reading interests from early childhood to adolescence; to consider the place of children's literature in early childhood and primary school education.

13433 CURRICULUM ENGLISH IIA — READING 2

Semesters: V and VI

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisites:

Curriculum English IA and IB.

Objectives:

To make each student competent to isolate specific areas of reading weakness in individual children and to provide suitable intervention to overcome the deficit.

**13440 DRAMA AND THE THEATRE ARTS IV
THEMES, SYMBOLS AND ARCHETYPES IN DRAMA**

Semester: IV

3 class contact hours

8 week hours

(Diploma of Teaching/Bachelor of Education, (Primary Education))

(Diploma of Teaching, General Primary)

Pre-requisites:

Drama and the Theatre Arts III.

Objectives:

Students will be able to identify the source and significance of themes and symbols in drama; to evaluate archetypes in drama and to use themes symbols and archetypes in production.

13441 ENGLISH IV - REVOLUTION AND ROMANTICISM

(Diploma of Teaching/Bachelor of Education, (Primary Education)
Diploma of Teaching, General Primary)

3 class contact hours

8 week hours

Pre-requisites:

English I, II and III.

Objectives:

To introduce students to the social and intellectual forces which shaped English literature in the late 18th and early 19th centuries, and to compare them to the forces which have shaped the culture of 20th century western society; to consider the aesthetic theories which emerged from these social and intellectual forces, and their embodiment in the literature of the period; to consider the theories of language, especially the theories of poetic and literary language, which emerged in the period, and to relate them to the literature of the time; to study closely some of the major works of literature of the late 18th and early 19th centuries in the light of above objectives; to consider relationships between the literature and culture of the Romantic period and that of our own time.

13520 ENGLISH TEACHING (CONVERSION)

(Conversion Course, Bachelor of Education,
Primary)

3 class contact hours

6 week hours

Pre-requisites:

None.

Objectives:

Students will re-examine the nature and aims of the teaching of English and its place in the total curriculum, and explore the interaction of the language arts as a mode of thought, expression and communication. They will examine specifically the areas of listening, speaking, reading, writing, literature and the mass media, and explore the processes of programming and evaluating in the English curriculum.

13529 CURRICULUM ENGLISH IIG — ENGLISH STUDIES IN THE PRIMARY SCHOOL

Semester: IV, V and VI

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisites:

Curriculum English IA and IB.

Objectives:

This unit is designed for students who have a special interest in teaching Primary School English. It explores further some topics studied in Curriculum English I and introduces additional topics. Students will be encouraged to pursue areas of particular personal interest.

13532 CURRICULUM ENGLISH IID — CHILD DRAMA

Semester: IV, V and VI

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisites:

Curriculum English IA.

Objectives:

To create an awareness of the significance of children's play, free and structured, and a critical awareness of the rich variety of material available for use in children's drama.

13533 CURRICULUM ENGLISH 11E — ENGLISH STUDIES IN EARLY CHILDHOOD

Semester: IV, V and VI

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisites:

Curriculum English 1A and 1B.

Objectives:

To examine methods of teaching basic skills in English studies with reference to young children; seek ways of developing expression through language and drama; select and use literature suitable for young children.

13534 CURRICULUM ENGLISH 11F — CHILDREN'S WRITING

Semester: IV, V and VI

3 class contact hours

(Diploma of Teaching, General Primary)

6 week hours

Pre-requisites:

Curriculum English 1A.

Objective:

To study children's writing as part of the language development of children, from early childhood to adolescence.

13537 READING DEVELOPMENT

Semester: I or II

4 class contact hours) For each

(Primary Resource Teachers)

8 week hours) part

Pre-requisites:

None.

Objectives:

Part I

To provide primary school teachers with an understanding of the Reading Process and Models of Reading and Language acquisition, stressing language development for the English speaking child and those with English as a second language.

To develop an understanding of the contribution of literature to language development and reading maturity.

Part II

To enable primary school teachers to test and identify specific Reading abilities of students and devise programmes to remedy deficiencies in individuals, groups and schools.

13538 HIGH SCHOOL READING DEVELOPMENT

Semester: I or II 4 class contact hours } For each
(Secondary Remedial Teachers) 8 week hours } part

Pre-requisites:

None.

Objectives:

Part I

To provide secondary school teachers with an understanding of the Reading Process and Models of Reading and Language acquisition stressing language development for the English speaking child and those with English as a second language.

To develop an understanding of the contribution of literature to language development and reading maturity.

Part II

To enable secondary school teachers to test and identify specific Reading abilities of students and devise programmes to remedy deficiencies in individuals, groups and schools.

13539 CURRICULUM ENGLISH 11H — TEACHING ENGLISH AS A SECOND LANGUAGE

Semester: VI 3 class contact hours
(Diploma of Teaching, General Primary) 6 week hours

Pre-requisites:

Curriculum English 1A and 1B.

Objectives:

To develop understanding of the language difficulties of the migrant child; to develop contrastive analysis skills across languages; to gain practical experience in Teaching English as a Second Language.

13540 DRAMA AND THE THEATRE ARTS V DRAMATIC FORM

(Diploma of Teaching/Bachelor of Education (Primary Education)
Diploma of Teaching, General Primary) 4 class hours
Semester V 10 week hours

Pre-requisites:

Drama and the Theatre Arts IV.

Objectives:

Students will come to understand, through a study of recent critical commentary, the nature of tragedy and comedy and the relationship between tragedy and comedy and changes in society. They will relate critically language, function and effect in writing for the theatre and will participate in the production of a tragedy or comedy, and will interpret the comic and tragic elements in drama.

13541 ENGLISH V ELIZABETHAN AND JACOBEANS: THE EMERGENCE OF MODERN LANGUAGE AND LITERATURE

(Diploma of Teaching/Bachelor of Education (Primary Education)
Diploma of Teaching, General Primary) 4 class hours
10 week hours

Semester V

Pre-requisites:

English I, II, III and IV.

Objectives:

Students will be introduced to the pre-Renaissance "picture" of man, society and the cosmos, and consider the social and intellectual forces which began to modify this picture in England during the 16th and 17th centuries, leading to modern concepts of man and the universe. They will study some of the major works of English literature of the Elizabethan and Jacobean periods in the light of the above object, and bring out their relevance for an understanding of man and society today; and will consider some of the major critical approaches to Elizabethan and Jacobean literature (especially to the study of Shakespeare), thus developing an awareness of the way each age interprets the culture of the past in terms of its own needs and insights.

13640 DRAMA AND THE THEATRE ARTS VI DIRECTION, PRODUCTION AND ACTING

(Diploma of Teaching/Bachelor of Education (Primary Education))

Diploma of Teaching, General Primary)

4 class hours

10 week hours

Semester VI

Pre-requisites:

Drama and the Theatre Arts V.

Objectives:

Students will demonstrate acting, direction and production ability in a theatre form not previously studied in detail. These forms could include puppet theatre, reader's theatre, children's theatre, street theatre, experimental theatre and theatre-in-education. They will select a genre and script appropriate to the available resources; and demonstrate the ability to create the dramatic moment, and to relate this to the work of the playwright.

13641 ENGLISH VI AUSTRALIAN LITERATURE AND LANGUAGE

(Diploma of Teaching/Bachelor of Education (Primary Education))

Diploma of Teaching, General Primary)

4 class hours

10 week hours

Semester VI

Pre-requisites:

English I, II, III, IV and V.

Objectives:

Students will explore the development of Australian language and literature in the context of its origins in the culture of Britain, Europe and North America. They will consider the relationship between Australian literature and language and the development of Australian society and culture (with some emphasis on modern mass media) and study selected works of Australian poets, dramatists and prose writers in the light of the above objectives.

13701 LANGUAGE AND LEARNING DIFFICULTIES

Semester: I 3 class contact hours
(Graduate Diploma, Learning Difficulties) 6 week hours

Objectives:

On completion of the unit, students will be able to define the phonological, syntactic and semantic components of language; describe stages of language development; interpret the language curriculum with reference to pupils with learning difficulties.

13707 LANGUAGE IN SPECIAL EDUCATION I

Semester: I 4 class contact hours
(Graduate Diploma in Special Education) 8 week hours

Objectives:

To provide students with an understanding of the nature of language, language acquisition and the language curriculum with relation to the special child; the ability to diagnose, test and intervene in the context of language disability.

13708 DRAMA IN SPECIAL EDUCATION

Semester: II 2 class contact hours
(Graduate Diploma in Special Education) 4 week hours

Objective:

This unit is designed to help students understand the nature and use of drama in special education and to develop some proficiency in using it to meet the special needs of the children they teach.

13709 READING PROCESS 1

(Graduate Diploma, Reading Education) 2 class contact hours
4 week hours

Objectives:

Students will identify the processes operating in fluent reading, and the factors influencing these; analyse and compare selected models of reading; identify the processes and the major tasks operating in beginning reading, with special reference to perceptual, cognitive, linguistic and other development factors; identify the range of individual differences among children aged 4 to 6 and consider the implications of these for teaching reading; evaluate approaches, materials and strategies used in beginning reading.

13710 EVALUATION IN READING I

(Graduate Diploma, Reading Education) 1 class contact hour
2 week hours

Objectives:

The student will make use of reliable observational techniques in drawing valid inferences in regard to early reading behaviours; apply tests of reading readiness and associated behaviours; select appropriate techniques for the evaluation of materials and programmes for the teaching of reading.

13711 LANGUAGE AND READING I

(Graduate Diploma, Reading Education)

1 class contact hour

Objectives:

2 week hours

Students will examine the central role of language in the reading process; analyse English orthography with special reference to its relevance to the reading process; study selected linguistic aspects of early reading materials and the process of writing material and to have practice in writing for children; examine language skills related to the reading process with emphasis on the competence of the oral language ability of the child and the teacher's language model.

13712 LITERATURE AND READING I

(Graduate Diploma, Reading Education)

2 class contact hours

Objectives:

4 week hours

Students will examine closely the art of writing for children and be encouraged to practise the art; explore the relationship of literature and language development, including the 'mechanical' skills of reading; develop a first-hand knowledge of oral, printed and pictorial literature appropriate to the pre-reader and the beginning reader and will examine the ways children can be helped to inter-act with such literature; explore a wide sampling of that traditional and modern literature suitable for the early reader and his cognitive and psychological development; analyse and practise methods of presenting young children with a worth-while literary experience.

13713 READING PROCESS II

(Graduate Diploma, Reading Education)

2 class contact hours

Pre-requisite:

4 week hours

Reading Process 1.

Objectives:

Students will identify the processes operating in the developing reader with special reference to perceptual, cognitive and linguistic factors; relate developing reading to the child aged 7 to 11; identify the range of individual differences among developing readers and consider the implications for practice; select and make use of varied approaches, materials and strategies for teaching the developing reader.

13714 EVALUATION IN READING II

(Graduate Diploma, Reading Education)

1 class contact hour

Pre-requisites:

2 week hours

Evaluation in Reading I.

Objectives:

The student will apply appropriate observational techniques and published tests in assessment of the developing reader; construct, administer and interpret the results of teacher-made tests in the evaluation of reading; expand and refine techniques of evaluation of materials and programmes in reading education; develop techniques for monitoring, recording and reporting the progress of developing readers.

13715 LANGUAGE AND READING II

(Graduate Diploma, Reading Education)

1 class contact hour

Pre-requisite:

2 week hours

Language and Reading I.

Objectives:

Students will examine the language development of the child in the middle years; examine the language of reading matter throughout the curriculum and have practice in writing for children; study related language and reading aspects peculiar to the bilingual child; examine the language limitations of the printed work as a communication medium.

13716 LITERATURE AND READING II**(Graduate Diploma, Reading Education)**

2 class contact hours

Pre-requisites:

4 week hours

Literature and Reading I.

Objectives:

Students will read widely in the various genres within the broad category of literature that is read by children; further examine traditional modern literature as it meets the needs of pre-adolescents; relate the literature studied to the patterns of growth in language and reading ability and personality, social and moral development; further explore methods of presenting literature, especially as part of a total language experience.

13717 RESEARCH IN READING I**(Graduate Diploma, Reading Education)**

1 class contact hour

SEMESTER: II Basic Concepts in Statistics

2 week hours

Pre-requisites:

None.

Objectives:

The student will consolidate introductory statistical concepts; gain an appreciation of the application of these in reading research; be able to use calculators efficiently in computation.

13721 THE READER AND READING I**(Graduate Diploma in Children's Literature)**

2 class contact hours

4 week hours

Objectives:

This unit is designed to develop an understanding of the reader - his/her needs, interests, abilities and the way in which literature can not only match but extend and develop those needs, interests and abilities. It is, in essence, a study of the audience - the place of literature in the life of children, and the re-creative act which literature demands.

13722 THE READER AND READING II**(Graduate Diploma in Children's Literature)**

1 class contact hour

4 week hours

Pre-requisite:

The Reader and Reading I.

Objectives:

By providing both a historical view of the evolution of childhood and an analysis of the contemporary interests, needs and stages of development of children in the primary grades, this unit is designed to further the understanding of the reader begun in the first unit of this sequence. In addition, emphasis will be given to the developing relationships between the reader and literature which continue to grow during the primary years.

13723 LITERATURE I

(Graduate Diploma in Children's Literature)

2 class contact hours

4 week hours

Objectives:

- (a) To develop a thorough understanding of the literary process - literature (both traditional and contemporary) as a means of ordering experience, exploring the physical, emotional and intellectual environment.
- (b) To develop a critical appreciation of literature.
- (c) To make students thoroughly conversant with the body of literature most suited to the needs of pre-school and early school age children.

13724 LITERATURE II

(Graduate Diploma in Children's Literature)

2 class contact hours

4 week hours

Pre-requisite:

Literature I

Objectives:

In this unit consideration will be given to the evolution of the modern children's novel beginning with motifs and archetypes which first occur in ancient myths and legends (e.g. the hero figure) which are developed in the 'classics' of children's literature and which are now embodied in contemporary novels.

13725 LITERATURE AND RESPONSE I

(Graduate Diploma in Children's Literature)

2 class contact hours

4 week hours

Objectives:

- (a) To develop an understanding of the reader's potential response to literature; of the educative value of literature; ways of using literature in an educational programme; and techniques of sharing literature with young children.
- (b) To provide an opportunity for guided practice in writing (and possibly, illustrating) for young children.

13726 LITERATURE AND RESPONSE II

(Graduate Diploma in Children's Literature)

1 class contact hour

4 week hours

Pre-requisite:

Literature and Response I

Objectives:

- (a) To further the understanding of the reader's potential response to literature; the educative value of literature; the contribution of literature in an educational programme for primary-school age children and techniques of sharing literature with children.
- (b) To provide a continued opportunity for guided practice in writing and illustrating for children.

13801 READING AND LEARNING DIFFICULTIES I

Semester: II

3 class contact hours

(Graduate Diploma, Learning Difficulties)

6 week hours

Objectives:

On completion of the unit, students will be able to: identify the processes operating in fluent reading; identify the problems of the beginning reader with learning difficulties through appropriate evaluation techniques; compare and evaluate approaches, reading materials and specific teaching strategies used with the reader who has learning difficulties in the elementary school; apply approaches and strategies in practical situations.

13807 LANGUAGE IN SPECIAL EDUCATION II

Semester: II

3 class contact hours

(Graduate Diploma, Special Education)

6 week hours

Pre-requisite:

Language in Special Education I.

Objectives:

To provide students with a understanding of the language problems of children with particular disabilities and the management of children and resources in the learning situation; an opportunity to focus on a particular issue in special education and to deal with that issue in depth at a theoretical and practical level.

13809 READING PROCESS III

(Graduate Diploma, Reading Education)

2 class contact hours

Pre-requisite:

4 week hours

Reading Process I.

Objectives:

Students will examine in depth the processes and major tasks operating in the advanced reader; relate social and emotional behaviours to the reader at this stage; analyse and evaluate materials and strategies used in the secondary schools with a view to maximum use; show awareness of the range of individual differences and make provisions for these in the classroom and across school organization.

13810 EVALUATION IN READING EDUCATION III

(Graduate Diploma, Reading Education)

1 class contact hour

Pre-requisite:

2 week hours

Evaluation in Reading Education II.

Objectives:

The student will be able to apply appropriate achievement and diagnostic tests to the assessment of reading behaviours in the secondary school; make use of suitable techniques in monitoring, recording and reporting pupil progress in reading; apply appropriate techniques to the evaluation of tests and testing techniques; evaluate materials, methods and programmes for reading education in the secondary school; apply suitable techniques to teacher self-evaluation in the teaching of reading.

13811 LANGUAGE AND READING III
(Graduate Diploma, Reading Education)

1 class contact hour
2 week hours

Pre-requisite:

Language and Reading I.

Objectives:

Students will examine language development during the secondary years with special emphasis on the problems of differences in dialect and the effects of the mass media upon the language and, hence, reading ability of the child; examine the language of reading materials across the curriculum in the secondary school and the resultant problems associated with language and learning; detailed analyses of materials will ensue; examine the role of language in the study of literature, the synthesis of language and literature; explore the relationship between speech and oral reading.

13812 LITERATURE AND READING III
(Graduate Diploma, Reading Education)

2 class contact hours
4 week hours

Pre-requisites:

Literature and Reading I.

Objectives:

Students will read widely in literature that appeals to young adults, both 'popular' adult literature, literature written specifically for young adults and so-called adult literature which particularly meets the personal and social needs of this age group; consider the place of form, style and techniques in literary appreciation; be made aware of approaches to literary criticism by a careful examination of some of the primary literary sources recommended at the beginning of the course; develop techniques of promoting both extensive and intensive reading especially with reluctant or disadvantaged readers.

13817 RESEARCH IN READING II
(Graduate Diploma, Reading Education)

1 class contact hour
2 week hours

Semester: III Inferential Statistics

Pre-requisites:

Research in Reading I.

Objectives:

The students will gain an appreciation of the usefulness of the statistical method in professional fields; develop an understanding of assumptions and logic underlying the application of introductory statistical methods to analysing data and drawing conclusions; be able to use calculators in the analysing of some research data; read applications of introductory experimental designs selected from research literature with an appreciation of the logic underlying the method of research, the choice of the experimental design, the analysis of the data; design and be able to implement the research project in reading required in level IV.

13818 RESEARCH PROJECT
(Graduate Diploma, Reading Education)

3 class contact hours
6 week hours

Pre-requisites:

Levels I, II and III.

In general the pre-requisites will be as the above. For certain research proposals further pre-requisites or co-requisites may be specified.

Objectives:

Students will survey the current trends and progress in the literature concerned with the particular specialisation chosen; propose and justify a research problem in that specialisation; design and carry out an individual research project to solve the problem, or investigate the issue; report the research in an approved scientific manner.

13819 IMPLEMENTING READING**(Graduate Diploma, Reading Education)**

3 class contact hours

6 week hours

Pre-requisites:

Levels 1, 11, 111.

Objectives:

The student will isolate practical applications of Reading Education within an area of specialisation and the implications of these for institutions, groups and individuals; evaluate existing curriculum/programmes for the teaching of reading and make valid decisions concerning education to curriculum/programme development teams in the school; seek the understanding and endorsement of those involved directly and indirectly in the developing curriculum (students, parents, teachers); promote the involvement of key educational personnel, and provide procedural guidelines for curriculum development and appraisal; develop a specific reading curriculum/programme for an actual school setting.

13820 LITERATURE IN ACTION**(Graduate Diploma in Children's Literature)**

2 class contact hours

8 week hours

Pre-requisites:

At least 8 of the units. The Reader & Reading I, II & III Literature I, II & III. Literature and Response I, II & III.

Objectives:

The unit is designed so that the student can demonstrate a first-hand and thorough knowledge of a wide variety of literature; an appreciation of its audience; and the techniques of bringing reader and literature together in a growth situation. The student will need to investigate an educational problem or issue arising out of the concerns of the programme or a facet of literature associated with the student's own interest and professional/vocational situation.

13821 THE READER AND READING III**(Graduate Diploma in Children's Literature)**

1 class contact hour

4 week hours

Pre-requisite:

The Reader and Reading II.

Objectives:

With the first two units of this sequence as background, this unit is designed to further understanding of the youth as a reader, with special emphasis on those interests and problems characteristic of this stage of development. In addition, the relationships between the reader and literature during the teenage years will be stressed.

13823 LITERATURE III

(Graduate Diploma in Children's Literature)

2 class contact hours

4 week hours

Pre-requisite:

Literature II

Objectives:

In this unit there will be a return to a consideration of the nature of literature and the literary experience - what constitutes a work of literature and what makes a mature reader. Research into community standards of literacy and reading habits will be examined and related to kinds of reading; serious literature; popular novels and sub-literature; adult magazines; non-fiction and biography.

13825 LITERATURE AND RESPONSE III

(Graduate Diploma in Children's Literature)

1 class contact hour

4 week hours

Pre-requisite:

Literature and Response II

Objectives:

- (a) This unit is designed to develop an understanding of mature literary response - 'the complete reader' - but at the same time to investigate and assess community standards of literary taste particularly the societal values that shape the young adult's reading world and affect personal response.
- (b) It is designed also to provide an opportunity for further writing experiments, extending the experiences begun in earlier semesters.

13801 READING AND LEARNING DIFFICULTIES I

Semester: II

3 class contact hours

(Graduate Diploma, Learning Difficulties)

6 week hours

Objectives:

On completion of the unit, students will be able to: identify the processes operating in fluent reading; identify the problems of the beginning reader with learning difficulties through appropriate evaluation techniques; compare and evaluate approaches, reading materials and specific teaching strategies used with the reader who has learning difficulties in the elementary school; apply approaches and strategies in practical situations.

13807 LANGUAGE IN SPECIAL EDUCATION II

Semester: II

3 class contact hours

(Graduate Diploma, Special Education)

6 week hours

Pre-requisite:

Language in Special Education I.

Objectives:

To provide students with a understanding of the language problems of children with particular disabilities and the management of children and resources in the learning situation; an opportunity to focus on a particular issue in special education and to deal with that issue in depth at a theoretical and practical level.

13809 READING PROCESS III

(Graduate Diploma, Reading Education)

2 class contact hours

Pre-requisite:

4 week hours

Reading Process I.

Objectives:

Students will examine in depth the processes and major tasks operating in the advanced reader; relate social and emotional behaviours to the reader at this stage; analyse and evaluate materials and strategies used in the secondary schools with a view to maximum use; show awareness of the range of individual differences and make provisions for these in the classroom and across school organization.

13810 EVALUATION IN READING EDUCATION III

(Graduate Diploma, Reading Education)

1 class contact hour

Pre-requisite:

2 week hours

Evaluation in Reading Education II.

Objectives:

The student will be able to apply appropriate achievement and diagnostic tests to the assessment of reading behaviours in the secondary school; make use of suitable techniques in monitoring, recording and reporting pupil progress in reading; apply appropriate techniques to the evaluation of tests and testing techniques; evaluate materials, methods and programmes for reading education in the secondary school; apply suitable techniques to teacher self-evaluation in the teaching of reading.

HEALTH EDUCATION

Health Studies is a degree level free standing general studies sequence which is available on application in any degree program. The Health Studies course consists of six units designed and sequenced to form a unified course of study with a focus on the development of physical, emotional and social health. They stress a preventive as distinct from a curative health care model and emphasize the raising of individual and community awareness about factors involved in healthy living, in attitude change and community responsibility for health.

The units in the sequence are:

14111	Health Studies I:	Physical Health
14211	Health Studies II:	Human Safety
14311	Health Studies III:	Environmental Health
14411	Health Studies IV:	Social Health
14511	Health Studies V:	Mental Health
14611	Health Studies VI:	Health in the Community

The major Health Education sequence noted below is designed for professional training of health educators in school or community.

14109	Health Education I
14209	Health Education II
14309	Health Education III
14409	Health Education IV
14509	Health Education V

14103 HEALTH TEACHING I

Semester: I or II
(Bachelor of Education)

2 class contact hours
4 week hours

Objectives:

1. To understand and appreciate the meaning of health as a multi-dimensional state of well-being that includes physical, psychological, social and ,spiritual aspects and appreciate good health as a positive quality of life;
2. To appreciate the scope of modern approaches to health education and contemporary teaching approaches;
3. To become acquainted with health concepts which may enhance wise decision making, effective enjoyable living, personal development and become acquainted with sources of accurate health information;
4. To recognise the importance and the need for the school health program in today's society which will involve knowledge, attitudes and practices concerning a variety of health content areas;
5. To be introduced to aspects of the teaching of health.

14109 HEALTH EDUCATION I

Semester: I

3 class hours
6 week hours

Objectives:

1. To understand and appreciate the meaning of health as a multi-dimensional state of well-being that includes physical, psychological, social and spiritual aspects and appreciate good health as a positive quality of life;
2. To appreciate the scope of modern approaches to health education and contemporary teaching approaches;
3. To become acquainted with health concepts which may enhance wise decision making, effective enjoyable living, personal development and become acquainted with sources of accurate health information;
4. To recognize the importance and the need for the school health program in today's society which will involve knowledge, attitudes and practices concerning a variety of health content areas;
5. To be introduced to aspects of the teaching of health in a variety of small group situations in school and community.

14111 HEALTH STUDIES I

Semester: I
(Bachelor of Education)

3 class contact hours
6 week hours

Objectives:

To involve students in the formulation of a personal concept of health and responsibility for its maintenance; to develop in students an understanding of problems and areas of personal health care; to develop an awareness of the nature, scope and purpose of health education as an enterprise and field of study; to develop a critical understanding of the significance of nutrition in attainment of health in a changing society; to investigate in broad terms human nutrition and health from a biological, technological and sociological viewpoint.

14209 HEALTH EDUCATION II

Semester: I or II

3 class contact hours
6 week hours

Pre-requisites:
Health Education I

Objectives:

The student will understand the significance of children's health problems on learning; appreciate the nature of the total school health program and be able to promote a meaningful instructional program and healthful school living conditions as well as being able to understand and utilize health services available to the school; attempt to develop a standard of personal health practice which will help to maintain the health of the individual and serve as an example to pupils or students; identify and utilize a variety of techniques and procedures to determine the health needs and interests of pupils, be able to organize the health instruction program for the year/grade being taught around the needs and interests of students and develop effective teaching units; be able to identify and utilize sources of current health information and be able to stress the development

of attitudes and behaviours for healthful living based on such health information; be able to provide a variety of alternative solutions to health problems to enable students to make wise decisions; utilize a variety of stimulating and motivating health teaching techniques that are derived from fundamental principles of learning; use a variety of evaluative procedures periodically to assess the effectiveness on students and to determine the quality and usefulness of teaching aids and materials.

14211 HEALTH STUDIES II

Semester: II

3 class contact hours
6 week hours

Objectives:

To investigate individual and societal attitudes towards accidents, accident causation and accident prevention in a variety of environments; to show how the conceptual framework and methodology of systems can be applied to real situations and to develop through application a systematic methodology for studying accidents; to foster an awareness of the nature, scope and purpose of human safety education as a means of maintaining health.

14309 HEALTH EDUCATION III

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Health Education I and II

Objectives:

1. To understand aspects of health education in varying community settings.
2. To be introduced to aspects of selective planning methodology, implementation and evaluation of community health programs.
3. Maintain close contact with practical aspects of community programs in the on-going field studies/practical experience program.
4. To identify characteristics of adult learners and relate these to the design of community programs.

14311 HEALTH STUDIES III

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Health Studies I and II.

Objectives:

"A man is healthy when he is in harmony with his environment, he is sick when discord prevails".

This course aims to investigate epidemiological approaches to understanding the interaction between the environment and the health of man. It will seek to show that the general theme is not just concerned with technical issues but is also related to wider social issues which affect the total health of man. Using the conceptual framework and critical skills gained in preceding units in this sequence, the student will investigate human health in a defined environment.

14402 CURRICULUM HEALTH EDUCATION IIA HEALTH AND PERSONAL DEVELOPMENT FOR THE PRIMARY SCHOOL

Semesters: IV and VI
(Diploma of Teaching, General Primary)

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Health Education I.

Objectives:

To provide primary teachers with an adequate health information background which may serve to develop the attitudes, practices and knowledge in the field of health which are needed by youth, so that they may more fully understand problems of children. To promote methods, techniques and curriculum development which will help teachers in health instruction for the primary school. To help the teacher promote healthful school living conditions, to understand and utilise the health services available to the school. To help the teacher understand the child's physical and emotional needs so that communication with parents may be facilitated and skill in health appraisal may be gained. To help the teacher develop and maintain personal health, both physical and mental.

14403 CURRICULUM HEALTH EDUCATION IIB HEALTH AND PERSONAL DEVELOPMENT FOR THE INFANTS SCHOOL

Semesters: IV and VI
(Diploma of Teaching, General Primary)

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Health Education I.

Objectives:

To provide teachers of infants classes with an adequate health information background which may serve to develop the attitudes, practices and knowledge in the field of health which are needed by youth, so that they may more fully understand problems of children. To promote methods, techniques and curriculum development which will help teachers in health instruction for the infants school. To help the teacher to promote healthful school living conditions, to understand and utilise the health services available to the school. To help the teacher to understand the child's physical and emotional need so that communication with parents may be facilitated and skill in health appraisal may be gained. To help the teacher to develop and maintain personal health, both physical and mental.

14409 HEALTH EDUCATION IV

Semester II

4 class contact hours
8 week hours

Objectives:

The student will understand the role of the teacher in each of the school health program components — services, environment and instruction; promote methods and techniques which may help them act as a facilitator, resource teacher or co-ordinator of health education in the school; liaise and negotiate with school principals, staff and nurses in the development of school health programs to meet the needs of children within a defined school; facilitate and plan school health programs on a K-12 basis and be able to adjust the school program to the individual health needs of students; be able to relate the health services program

to the health instruction program and liaise with community agencies in the promotion of health education within the school and community; be familiar with the variety of health appraisal procedures used in schools and utilize them to enrich the health instruction program; identify and follow the policies and procedures in schools in regard to such matters as emergency care, accidents, disease control, and referrals, exclusions and readmittance of pupils; be familiar with the standards for hygiene, sanitation, food services and safety needed in schools to provide a safe and healthful environment; be familiar with the physical and emotional needs of teacher and students and adjust classroom activities to help students satisfy these needs whenever possible; appreciate problems concerned with health of special and minority groups within the school system and plan programs to meet these needs; be familiar with procedures and policies utilized in parent/community involvement in health education.

14411 HEALTH STUDIES IV

Semester: II

**4 class contact hours
8 week hours**

Pre-requisites:

Health Studies I, II & III.

Objectives:

To investigate human social life and health from a physical, mental and social viewpoint, focussing on cross cultural comparisons of life crises and their effects on the total health of man; to utilize skills, attitudinal approaches and techniques from previous units to analyze social health problems.

14509 HEALTH EDUCATION V

Semester: I

**4 class contact hours
10 week hours**

Pre-requisite:

Health Education IV

Objectives:

1. To identify the processes required to recognise areas of community need.
2. To analyse the tasks performed in community health education settings and identify the competencies required.
3. To design community health programs utilising the competencies.
4. To determine suitable criteria and methods which may be used to evaluate community health programs.

14511 HEALTH STUDIES V

Semester: 1

**4 class contact hours
10 week hours**

Pre-requisites:

Health Studies I, II, III & IV.

Objectives:

To investigate aspects of mental health and mental illness; investigate stress, anxiety and human relationships; understand and recognize relatedness of mental health and drug usage; understand basic facts concerning drugs and their uses and abuses and issues arising; recognize the skills necessary in working with students concerned with drug issues; understand current policies governing drug use; investigate drug related community resources and their functions.

14611 HEALTH STUDIES VI

Semester: II

4 class contact hours
10 week hours

Pre-requisites:

Health Studies I, II, III, IV & V.

Objectives:

The student will: evaluate health information, services and products affecting health and safety; assess major problems involved with maintenance of community health; investigate community access to health services; carry out an investigation of a community health problem.

14701 HEALTH EDUCATION

HEALTH AND PERSONAL DEVELOPMENT IN THE SECONDARY SCHOOL

Semester: I

1 class contact hour
2 week hours

(Graduate Diploma in Education)

Objectives:

To develop an understanding of social and personal factors leading to poor physical, social and mental health both in the school and in the community; to extend the understanding of those factors that can help the teacher to promote physical, social and mental health of his pupils; to examine the contribution all teachers may make to the personal health and development of students in the secondary school.

14702 HEALTH AND DEVELOPMENT

(Graduate Diploma in Special Education)

Semester: I

2 class contact hours
4 week hours

Objectives:

To provide teachers with adequate background on the health and development of children in special education settings so that they will be able to identify sequences in physical, intellectual, social and emotional development; to identify common patterns of deviation in development and to use etiological and background information in the teaching and management of handicapped children; to review and clarify attitudes and values toward the growth and health of the child; to counsel handicapped and disadvantaged children in their personal development and ability to meet community problems; to implement a school health program involving school health services, the school health environment, and health teaching.

Mathematics

The Department of Mathematics offers a General Studies sequence for students in the Bachelor of Education (Primary Education) and Bachelor of Education (Physical Education) programmes and to students in other degree programmes desiring a major disciplinary sequence. Students who enrolled in 1980 in the Diploma of Teaching programme are also following this sequence.

- Mathematics I — Statistics
- Mathematics II — Algebra
- Mathematics III — Calculus A
- Mathematics IV — Computing A
- Mathematics V — Computing B
- Mathematics VI — Calculus B

15112 MATHEMATICS I — STATISTICS

(Diploma of Teaching/Bachelor of Education (Primary Education)
Diploma of Teaching, General Primary)

Semester: I

3 class contact hours

6 week hours

Objectives:

This unit provides an introduction to the concepts, computational procedures and applications of statistics; students will be able to select and apply appropriate statistical techniques in the analysis of problems and will develop some facility in the interpretation of statistical information included in the literature of education and other professional studies.

15113 MATHEMATICS TEACHING I

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: I

2 class contact hours

4 week hours

Objectives:

Students will demonstrate understanding of the concepts of sets, number and operations, knowledge of the development and principles of numeration systems, understanding of the algorithms for the basic operations with counting numbers, knowledge of the laws of number and some appreciation of mathematical systems.

In these areas, students will demonstrate the ability to formulate instructional objectives, to plan learning programmes, to select and use appropriate learning materials, and to employ appropriate principles of teaching and learning for guiding discovery, for providing explanations and for practice of facts and skills, and to show some awareness of difficulties experienced by children in attaining these goals.

15212 MATHEMATICS II — ALGEBRA

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: II

3 class contact hours

6 week hours

Objectives:

This unit provides an examination of some important mathematical systems and is designed to develop some awareness of the role played by Algebra in providing a systematic, logical framework within which quantitative relations can be described and analysed.

15213 MATHEMATICS TEACHING II

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: II

3 class contact hours

6 week hours

Objectives:

Students will demonstrate understanding of the rational number system, the metric measurement system, and knowledge of the applications of mathematical operations and of mathematical patterns, and will have knowledge of expected levels of understanding and performance in these areas. They will be able to formulate appropriate instructional objectives, to plan learning programmes, to select and use appropriate learning materials and methods, taking account of learning difficulties experienced by children.

They will also demonstrate awareness of the place of mathematics in the school programme and appreciation of the integrated development of mathematical knowledge.

15312 MATHEMATICS III — CALCULUS A

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: III

3 class contact hours

8 week hours

Objectives:

This unit provides an introduction to the basic principles and methods of Calculus. Applications are considered in selected areas of the physical and social sciences and in studies in business administration and in economics.

15313 MATHEMATICS TEACHING III

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IV

3 class contact hours

4 week hours

Pre-requisites:

Mathematics Teaching I and II

Objectives:

Students will demonstrate: a knowledge of the nature and common causes of children's learning difficulties in mathematics; knowledge of methods for identifying differing levels of mathematical performance, and for isolating specific deficits in concept and skill attainments; ability to select, develop and operate programmes for remediating specific difficulties in mathematics; expertise in the process of materials development and evaluation; awareness of professional support services.

15406 CURRICULUM MATHEMATICS IIA — PRIMARY

(Diploma of Teaching, General Primary)

Semester: V and VI

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Mathematics I.

Objectives:

Through detailed investigation of approaches to the treatment of topics not included in Curriculum Mathematics I, this unit will continue the preparation of students for teaching Mathematics in primary grades.

15407 CURRICULUM MATHEMATICS IIB — INFANTS

(Diploma of Teaching, General Primary)

Semesters: V and VI

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Mathematics I.

Objectives:

To enable students to analyse in detail the content and teaching methods of relevant topics from Curriculum Mathematics I and of other mathematical studies essential to the preparation for teaching in infants' grades.

15408 CURRICULUM MATHEMATICS IIC — INTRODUCTION TO LEARNING DIFFICULTIES

(Diploma of Teaching, General Primary)

Semester: V

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Mathematics I.

Objectives:

To enable students to examine methods of isolating areas of inadequate concept formation in Mathematics and to develop a variety of techniques for repatterning the child's thought processes and Mathematical experiences.

15412 MATHEMATICS IV — COMPUTING A

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IV

4 class contact hours

8 week hours

Objectives:

This unit in computing introduces students to basic machine concepts and software principles; students will develop competence in the use of the Fortran language and will gain an understanding of an operating system and facility in using a job control language.

15413 MATHEMATICS TEACHING IVA (INFANTS)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: V

2 class contact hours

5 week hours

Pre-requisite:

Mathematics Teaching III

Objectives:

(i) To enable students to develop the competence to analyse the content and teaching methods of topics from early childhood programmes in mathematics.

- (ii) To consider the development of early childhood programmes in mathematics and the influence of mathematics educators on both content and teaching method.

15414 MATHEMATICS TEACHING IVB (PRIMARY)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: V 2 class contact hours

Pre-requisite: 5 week hours

Mathematics Teaching III.

Objectives:

Students will demonstrate understanding of the development of concepts and methods of teaching selected areas of geometry, basic statistics and mathematical systems. They will display awareness and knowledge of procedures and resources applicable to the enrichment and extension of the child's mathematical experiences. They will be aware of current research findings relating to the learning of mathematics at the Primary School level and be able to translate these findings to the development and selection of appropriate instructional procedures and learning materials. Students will be aware of principles and methods of programming, curriculum development and evaluation specifically related to mathematics in the Primary School.

15505 PRIMARY RESOURCE MATHEMATICS

(Primary Resource Teachers)

Semester: I or II 4 class contact hours

8 week hours

Objectives:

To give an introduction to the theoretical background to the study of mathematical learning. To enable students to identify specific deficits in concept and skill attainment; to undertake task analyses and develop programmes and techniques for remediation. To examine the special needs of fast learners in mathematics.

15510 SECONDARY RESOURCE MATHEMATICS

(Secondary Remedial Teachers)

Semesters: I or II 3 class contact hours

6 week hours

Objectives:

This subject is designed for secondary teachers who, while not trained specially to teach mathematics, may in addition to fulfilling their role as reading teachers, be required to carry out some diagnosis and remediation in mathematics at an elementary level.

To enable students to identify specific deficits in concept and skill attainment, to undertake task analysis and to develop programmes and techniques for remediation.

15512 MATHEMATICS V — COMPUTING B

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: V 4 class contact hours

8 week hours

Objectives:

This unit is designed to extend the student's knowledge of computing by: extending the BASIC language to allow advanced screen formatting techniques and file manipulation; giving students facility in the use of microcomputers and an awareness of their applications.

15513 MICROCOMPUTING

(Diploma of Teaching, General Primary)

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

Students will develop skill in the operation of a microcomputer system; have a working knowledge of the language BASIC sufficient to write both linear and branching programmes in this language; demonstrate expertise in designing algorithms for the solution of appropriate problems and writing programmes to accomplish the task; have the ability to evaluate and use effectively commercially available programmes; have an appreciation of some of the applications of microcomputers in our society; be aware of the available range of microcomputers and associated hardware and software.

15520 MATHEMATICS TEACHING (CONVERSION)

(Conversion Course, Bachelor of Education, Primary)

3 class contact hours

8 week hours

Objectives:

Students will re-examine various views on how children learn mathematics, analyse and develop mathematics curricula, and undertake task analyses of various mathematical activities. They will identify specific deficits in concept of skill attainment, and select, develop, modify and operate programmes for remediating specific difficulties in mathematics.

15601 INTRODUCTORY STATISTICS (Elective)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours

8 week hours

Pre-requisite:

None. Students who have completed

Mathematics I — Statistics will not be permitted to select this unit.

Objectives:

To provide an introduction to the language and methods of statistics so that students can read research literature in education with some understanding of the techniques of statistical analysis used and the methods of deriving conclusions.

15612 MATHEMATICS VI — CALCULUS B

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: VI

4 class contact hours

10 week hours

Pre-requisite:

Mathematics I, II, III, IV, V.

Objectives:

To extend the examination of the principles, methods of differentiation and integration to functions of more than one variable and to explore further the applications of calculus to selected topics of particular interest and relevance to the students of the course.

15705 MATHEMATICS IN SPECIAL EDUCATION I

(Graduate Diploma in Special Education)

Semester: I

3 class contact hours
6 week hours

Objectives:

To assist teachers to develop efficient procedures and techniques for the teaching of mathematical concepts and skills to atypical children.

Specifically the unit aims to : communicate and discuss the observations of mathematicians, educational psychologists and educators concerning the ways in which children, both typical and atypical, learn mathematics; develop a better understanding of the reasons for failure and success in mathematics by improving understanding of human behaviour in a mathematical learning situation and by developing insight into the structure of mathematics; encourage flexibility in thinking in the normal realm of numeracy and to provide open-ended situations so that the students may themselves experience discovery and hence be better able to structure an environment in which discovery learning may occur; enable students to select and develop programmes and techniques for remediating specific difficulties in mathematics and for repatterning the child's problem-solving approaches.

15706 SECONDARY MATHEMATICS I

(Bachelor of Education (Physical Education))

Semester: VII

5 class contact hours
10 week hours

Pre-requisites:

Mathematics I to IV

Objectives:

Students will demonstrate understanding of the development of concepts and methods of teaching selected areas of mathematics in the Primary School. They will be aware of the aims, content and structure of mathematics curricula for years 7 and 8. They will begin to develop expertise in the planning and implementation of suitable learning experiences including the involvement of appropriate resources in the teaching of mathematics in years 7 and 8.

15707 SECONDARY MATHEMATICS II

(Bachelor of Education (Physical Education))

Semester: VIII

5 class contact hours
10 week hours

Pre-requisite:

Secondary Mathematics I

Objectives:

Students will develop an awareness of the aims, content and structure of mathematics curricula for years 9 and 10. They will continue to develop expertise in the planning and implementation of suitable learning

experiences and the selection of appropriate resources. They will have an awareness of the goals and design of mathematics curricula in the senior secondary school. They will develop some ability in the identification of, and provision for the needs of, talented and low achieving children in mathematics.

15711 DIAGNOSIS AND REMEDIATION IN MATHEMATICS I (PRIMARY AND SECONDARY)

(Graduate Diploma (Learning Difficulties) Educational Studies)

Semester: II 3 class contact hours

Objectives: 6 week hours

Students will be able to describe theories and research relating to mathematical learning and development in typical and atypical children and to causes of difficulties in mathematics; identify different levels of mathematical performance and isolate specific deficits in concept and skill attainment; develop, select, modify and operate programmes for remediating specific difficulties in mathematics and for re-patterning the child's problem-solving approaches and mathematical experiences; apply diagnostic and remedial techniques in teaching children; interpret relevant research on learning and teaching mathematics.

15805 MATHEMATICS IN SPECIAL EDUCATION II

(Graduate Diploma in Special Education)

Semester: II 2 class contact hours

4 week hours

Objectives:

To broaden and deepen the understanding of the Mathematics I unit and to provide opportunities for the application of methods and theories.

Specifically, the unit aims to: enable students to analyse and develop curricula which are appropriate to mental retardates; enable students to undertake task analyses of various mathematical activities; involve students in the process of materials development and evaluation; provide the opportunity for involvement in a diagnostic/remediation programme or a research project.

15811 DIAGNOSIS AND REMEDIATION — MATHEMATICS IIA (PRIMARY)

(Graduate Diploma in Educational Studies (Learning Difficulties))

15812 DIAGNOSIS AND REMEDIATION — MATHEMATICS IIB (SECONDARY)

(Graduate Diploma in Educational Studies (Learning Difficulties))

Semester: IV 2 class contact hours

Objectives:

Students will continue to develop procedures for the teaching of mathematical concepts and skills to children with learning difficulties in mathematics. Specifically, students will be able to perform task analyses of various mathematical activities; develop and evaluate materials for instruction in mathematics; develop individualized remedial programmes in mathematics; analyse and evaluate the roles of electronic aids and

computers in education and in society; design a Mathematics Resource Room. This unit will also engage students in a minor research project at either primary or secondary level.

15901 COMPUTER BASED LEARNING (Advanced Teaching Studies)

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours

10 week hours

Objectives:

This unit provides an introduction to the use of computers in instructional programmes. Students will develop skill in designing suitable teaching sequences and writing programmes to accomplish the objectives of the sequences, and gain knowledge of the range of computer facilities available for use in schools, and develop ability to evaluate and use effectively commercially available programmes.

Music

16121-16621 MUSIC STUDIES I-VI

The Music Department offers a major disciplinary sequence in Music Studies. The sequence is centred upon developing musicianship and skills in performance. The sequence is designed as follows:

Semester	Musicianship 1 hr/wk	Musicology 1 hr/wk	Practical Studies (Students must elect either 1 or 2 or 3)			Contact Hours
			1 Choral Studies 2 hrs/wk	2 Instrumental Studies 2 hrs/wk	3 Choral & Instrumental Studies 2 hrs/wk	
			I	This progressive course in Musicianship will run for the six semesters.		
II	II	II	Choral II			3
III	Baroque	III	III		Choral III	4
IV	Classical	IV	IV		Instrumental Studies IV	4
V	Romantic	V	V		Instrumental Studies V	4
VI	20th Century	VI	VI		Instrumental Studies VI	4

It is anticipated that students entering for this sequence will show a keen interest in the serious study of music. As it is possible that there may be people with varying standards of ability wishing to enter the course, each student will be interviewed to ascertain background, standard and potential.

Because of the very special nature of musical skills, it is recognised that students in the course may commence with different levels of ability in musicianship. For this reason, allowance will be made within the course for students to work at their own level in this strand, but will be expected to attain a highly satisfactory standard according to their entering ability.

Course requirements provide for specific learning experiences. In addition to these, class excursions to opera, concert and recital performances are planned as an important facet of the students' musical development.

16103 INTRODUCTION TO PIANO I

Semester V
(Diploma of Teaching)

3 class contact hours
6 week hours

Pre-requisite:

Students must be beginners or near beginners at piano.

Objectives:

To provide graded courses of study so students with little or no pianoforte background may proceed at their own pace, according to their own abilities, to learn to play the piano with maximum enjoyment and satisfaction.

16106 MUSIC IN RECREATION I

(Associate Diploma in Recreation)

3 class contact hours

6 week hours

Objectives:

To provide an understanding of the structures supporting music in the community; to provide students with experiences in music, as an introduction to the development of skills which will relate to Music in Recreation.

16107 MUSIC TEACHING I

2 class contact hours

4 week hours

Semester II

(Diploma of Teaching/Bachelor of Education (Primary Education))

Objectives:

Students will demonstrate basic skills in musical literacy; demonstrate elementary performing skills; apply knowledge of movement, music drama and speech as integrated activities with musical development.

16120 GUITAR I

Semester V

(Diploma of Teaching)

3 class contact hours

6 week hours

Pre-requisite:

Students must be beginners or near beginners at guitar.

Objectives:

To provide instruction in the basic chords of the guitar, so that students may accompany simple songs; to provide a graded course of study in classical guitar techniques.

16121-16621 MUSIC STUDIES I-VI

3 class contact hours

6 week hours

Semester: I

(Diploma of Teaching/Bachelor of Education (Primary Education))

Objectives:

Students will demonstrate skills in basic notation, musical terminology and elementary aural perception; have developed some skills associated with the study of at least one musical instrument, including voice; have acquired skills in performing in ensemble situations.

16203 INTRODUCTION TO PIANO II

Semester: VI

(Diploma of Teaching)

3 class contact hours

6 week hours

Objectives:

Refer to 16103.

16207 MUSIC TEACHING IIA

3 class contact hours

6 week hours

Semester III

(Diploma of Teaching/Bachelor of Education (Primary Education))

Pre-requisite

Music Teaching I

Objectives:

To develop and extend creativity in early childhood music; to provide opportunities for the extension of singing, listening and instrumental repertoire; to study major developments in early childhood music education.

16208 MUSIC TEACHING IIB**Semester III**

(Diploma of Teaching/Bachelor of Education
(Primary Education))

3 class contact hours

6 week hours

Pre-requisite:

Music Teaching I

Objectives:

To provide opportunities for student's own continuing musical education; to provide a sequential system of teaching music in the primary school.

16220 GUITAR II**Semester VI**

(Diploma of Teaching)

3 class contact hours

6 week hours

Pre-requisite:

Guitar I

Objectives:

To continue further instruction in chords for guitar playing to enable students to increase repertoire of song accompaniments; to extend the course of study in classical guitar techniques.

16221 MUSIC STUDIES II**Semester: II**

(Diploma of Teaching/Bachelor of Education
(Primary Education))

3 class contact hours

6 week hours

Pre-requisite:

Music Studies I

Objectives:

Students will demonstrate further skills in notation, musical terminology and aural perception; have developed further skills associated with the study of at least one musical instrument including voice; have acquired further skills in performing in ensemble situations.

16318 CHORAL MUSIC III**Semester V**

(Diploma of Teaching)

3 class contact hours

6 week hours

Pre-requisite:

Choral Music II

Objectives:

To study and perform choral music from various periods of musical history; to learn the essentials of good voice production and technique so that students may enjoy the satisfaction that comes from such group music-making.

16320 GUITAR III

Semester V
(Diploma of Teaching)

3 class contact hours
6 week hours

Pre-requisite:

Guitar II

Objectives:

To extend the student's practical skills in classical guitar playing and in folk song accompaniment.

16321 MUSIC STUDIES III

Semester III
(Diploma of Teaching/Bachelor of Education (Primary Education))

4 class contact hours
8 week hours

Pre-requisite:

Music Studies II

Objectives:

Students will study the music of the Baroque Period (Musicology Strand) as well as continuing to develop the skills listed in Music Studies II.

16414 CURRICULUM MUSIC IIA

Semesters: V, VI
(Diploma of Teaching)

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Music I.

Objectives:

To provide opportunities for exploring the singing, listening and instrumental repertoire. To extend creative ideas, and to make students familiar with major developments in music for early childhood education.

16415 CURRICULUM MUSIC IIB

Semesters: V, VI
(Diploma of Teaching)

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Music I.

Objectives:

To provide opportunities for the student's development in the understanding and the skills of music by singing, by playing instruments and by listening to a variety of music so that greater confidence may be gained in dealing with music in the Primary School.

16419 ORCHESTRAL STUDIES IV

Semester: V
(Diploma of Teaching)

4 class contact hours
8 week hours

Pre-requisite:

Orchestral Studies III

Objectives:

To extend the skills previously developed in the study of a musical instrument, to use acquired skills in performance, and to gain a greater understanding of music in general through the study of the historical development of instrumental music.

16421 MUSIC STUDIES IV

4 class contact hours
8 week hours

Semester IV:

(Diploma of Teaching/Bachelor of Education (Primary Education))

Pre-requisite:

Music Studies III

Objectives:

Students will study the music of the Classical Period (Musicology Strand) as well as continuing to develop the skills listed in Music Studies II.

16519 ORCHESTRAL STUDIES V

Semester: VI

(Diploma of Teaching)

4 class contact hours
8 week hours

Pre-requisite:

Orchestral Studies IV

Objectives:

Refer to 16419

16701 MUSIC AND SOUND FOR THE HANDICAPPED

Semester: II

(Graduate Diploma in Special Education)

2 class contact hours
4 week hours

Objectives:

To acquaint the student with uses to which sound and music are being put in the education of the handicapped. This will cover a number of areas in which music plays an essential functional role as a medium for, and as an integral part of, exercises and experiences designed to promote development in the following: Speech, Shape, Number, Colour, Sense of pulse and sequence (temporal and spatial), Time and sequence (temporal and spatial), Body awareness, Spatial awareness, Balance, Coordination, Dexterity, Freedom through improvised music with expressive movement, Relaxation, Stimulation, Self expression, Emotional response in group interaction.

Physical Education

17103 OUTDOOR RECREATION

(Associate Diploma in Recreation)

Semester: I or II

3 class contact hours

6 week hours

Objectives:

To study the organization and development of outdoor recreation; to develop skills in specialised phases of outdoor recreation such as bushcraft, canoeing, orienteering and sailing; to develop attitudes and values appropriate to outdoor activity.

17104 WATER SAFETY

(Diploma of Teaching/Bachelor of Education (Primary Education))

2 class contact hours

4 week hours

Objectives:

To develop understanding of and proficiency in the skills related to Life Saving, Resuscitation, Swimming Stroke Mechanics, Learn to Swim Methods, Water Safety and Elementary First Aid.

17106 PHYSICAL EDUCATION TEACHING I

(Diploma of Teaching/Bachelor of Education (Primary Education))

3 class contact hours

6 week hours

Objectives:

To be able to describe the aims of physical education; to understand the scope of physical education in early to middle childhood; to be able to analyse mechanical principles of movement and apply these to the techniques of basic skills; to be able to construct a perceptual-motor developmental programme for specific weaknesses; to know the teaching methods used in physical education; to understand the principles of organisation of class, apparatus and teaching aids; to plan lessons using a variety of teaching methods.

17125 PHYSICAL RECREATION I

(Associate Diploma in Recreation)

Semester: I or II

3 class contact hours

6 week hours

Objectives:

To understand the organisation of physical activity and sport in the community, and to organise sports competitions, tournaments, track and field and swimming meetings; to conduct business meetings; to plan programmes in individual and team sports; to understand the techniques of performance in one individual sport and one team sport; to plan programmes in physical fitness and conditioning.

17127 DANCE IN RECREATION I

(Associate Diploma in Recreation)

Semester: I or II

3 class contact hours

6 week hours

Objectives:

To study five forms of dance with an historical perspective; to develop the self through expression in dance; to choreograph and perform the five dance forms; to become aware of the aesthetics of dance; to become aware of the socialization process involved in the study of dance; to become aware of the scope and organization of dance in the community.

17128 AQUATICS I

(Associate Diploma in Recreation)

3 class contact hours

6 week hours

Pre-requisites:

Intermediate Star or equivalent ability.

Objectives:

To investigate the application of biomechanical principles associated with top level aquatic participation; to investigate the application of physiological principles associated with competitive aquatic performance; to gain understanding of water confidence, survival and natatory skill development techniques; to gain understanding of, and competence in, Life Saving and Resuscitation techniques; to study advanced training methods for competitive swimming.

17129 PERFORMANCE STUDIES I

(Bachelor of Education, (Physical Education))

4 class contact hours

6 week hours

Objectives:

To develop capacity in conditioning and movement; skills and techniques of tennis and cricket.

17130 FOUNDATIONS OF HUMAN MOVEMENT STUDIES

(Bachelor of Education, Physical Education)

2 class contact hours

4 week hours

Objectives:

To identify the body of knowledge encompassing human movement studies and its scope; to develop a personal philosophy towards the study of human movement.

17131 ANATOMY

(Bachelor of Education, Physical Education)

3 class contact hours

6 week hours

Objectives:

To understand the anatomical systems of the body; to learn and identify the various anatomical structures; to develop a sound structural basis for subsequent physiological and human movement science studies.

17206 PHYSICAL EDUCATION TEACHING II

(Diploma of Teaching/Bachelor of Education (Primary Education))

2 class contact hours

5 week hours

Pre-requisite:

Physical Education Teaching I

Objectives:

To understand the role of the teacher in supervision, observation, coaching, diagnosis of error and evaluation procedures; to plan lessons and units of lessons of various types in physical education; to understand the principles for programming physical education in the primary school.

17226 PHYSICAL RECREATION II — SPORT

(Associate Diploma in Recreation)

Semester: I or II

3 class contact hours

6 week hours

Objectives:

To provide an appropriate background for the successful teaching of sports and games to children and youth, in the areas of skills, tactics, positional play and rules; to provide for the students' personal development in knowledge and skill within these areas.

17227 DANCE IN RECREATION II

(Associate Diploma in Recreation)

Semester: I or II

3 class contact hours

6 week hours

Pre-requisite:

Dance in Recreation I

Objectives:

To study two forms of dance at an advanced level; to become aware of the aesthetics of dance; to develop the self through expression in dance; to become aware of the socialization process involved in the study of dance.

17229 PERFORMANCE STUDIES II

(Bachelor of Education, Physical Education)

6 class contact hours

9 week hours

Objectives:

To develop skill and knowledge in dance, gymnastics and aquatics.

17230 KINESIOLOGY AND APPLIED ANATOMY

(Bachelor of Education, Physical Education)

4 class contact hours

10 week hours

Pre-requisite:

Human Biology, Anatomy and Mechanics of Human Motion.

Objectives:

To understand the structural and functional elements of the muscular, nervous and skeletal systems; to develop understanding of human performance as it is affected by the body's structure; to develop understanding of these structures as a basis for biomechanical studies, exercise physiology and the acquisition of motor skill.

17329 PERFORMANCE STUDIES III

(Bachelor of Education (Physical Education))

4 class contact hours
6 week hours

Objectives:

To develop skill and knowledge in dance and gymnastics.

17330 PHYSIOLOGICAL EFFICIENCY OF HUMAN MOVEMENT

(Bachelor of Education, Physical Education)

4 class contact hours
8 week hours

Pre-requisite:

Kinesiology and Applied Anatomy

Module A:

Physiology of exercise, physical fitness and work capacity.

Objectives:

To consider the adjustments and adaptations of the human body to accommodate physical performance; to consider the assessment of physical work capacity; to consider the physiological parameters and correlates of the broad concept of physical fitness.

Module B:

Physiology of training and environmental factors affecting work capacity.

Objectives:

To consider the physiology of training and conditioning in the development of physical work capacity; to examine the effects of environmental influences upon human work capacity.

17408 PHYSICAL EDUCATION IV

(Diploma of Teaching, General Primary)

4 class contact hours
8 week hours

Pre-requisites:

Two of Physical Education, I, II or III,

Objectives:

PART A: RESEARCH PROCESSES IN HUMAN MOVEMENT

To introduce students to basic research processes applicable to the study of human movement; develop competence in the use of correct methods of measuring human movement; conduct a simple research project.

PART B: COACHING IN SPORTS

To provide an opportunity for development of skill and understanding of techniques and rules of two individual sports.

17409 CURRICULUM PHYSICAL EDUCATION IIA—PHYSICAL EDUCATION IN EARLY CHILDHOOD

(Diploma of Teaching, General Primary)

Semesters: IV, V and VI

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Physical Education I.

Objectives:

To provide students with further understanding of movement suitable for infant school children and to develop programmes in gymnastics, dance and games, and teach these to infant classes.

17410 CURRICULUM PHYSICAL EDUCATION IIB—PHYSICAL EDUCATION IN THE PRIMARY SCHOOL

(Diploma of Teaching, General Primary)

Semesters: IV, V and VI

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Physical Education I.

Objectives:

To provide students with an enriched experience in the three areas of the Primary School Curriculum, dance, gymnastics and sports and to develop programmes suitable for primary school children in the three Syllabus areas.

17411 CURRICULUM PHYSICAL EDUCATION IIC—PHYSICAL EDUCATION FOR ATYPICAL CHILDREN

(Diploma of Teaching, General Primary)

Semesters: IV and VI

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Physical Education I.

Objectives:

To introduce students to research evidence concerning the place of physical activity in the lives of the handicapped; to study principles of skill development and to introduce specific activities related to the principles of movement, which are suggested as of value to children of school age.

17429 PERFORMANCE STUDIES IV

(Bachelor of Education (Physical Education))

6 class contact hours
9 week hours

Objectives:

To develop skill and knowledge in apparatus gymnastics (men); rhythmic gymnastics (women); introduction to track and field and selected court and field sports at the elementary level.

17430 ORGANISATION AND ADMINISTRATION OF PHYSICAL EDUCATION

(Bachelor of Education, Physical Education)

2 class contact hours
4 week hours

Objectives:

To organise sports competitions, tournaments and meetings for secondary school pupils; to conduct business meetings; to plan for and maintain facilities and equipment for physical education.

17432 CURRICULUM PHYSICAL EDUCATION IA

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Pre-requisites:

Gymnastics I, II; Dance I, II; and Principles and Practices of Teaching Physical Education.

Objectives:

To effectively plan teaching and learning strategies for gymnastics and dance; to plan for individual differences in gymnastics and dance.

17433 CURRICULUM PHYSICAL EDUCATION IB

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Pre-requisite:

Swimming, Diving and Lifesaving; Track and Field; Principles and Practices of Teaching Physical Education.

Objectives:

To acquire an understanding of organisation and programme planning procedures pertinent to the teaching and coaching of swimming and track and field; to acquire an understanding of the characteristics of motor skill development as they relate to the teaching and learning of swimming and track and field.

17434 CURRICULUM PHYSICAL EDUCATION IC

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Pre-requisite:

Education IVP, successful completion of at least three court and three field sports.

Objectives:

To effectively plan teaching and learning strategies for court and field activities; to plan for individual differences in instruction of court and field games.

17508 PHYSICAL EDUCATION V

(Diploma of Teaching, General Primary)

4 class contact hours
8 week hours

Pre-requisite:

Physical Education III and IV

Objectives:

To introduce students to current issues in sport, recreation and leisure with particular reference to Australian society; develop an ability to analyse and evaluate issues from a sociological viewpoint; and collect and interpret data related to current issues in sport, leisure and recreation.

17509 CURRICULUM PHYSICAL EDUCATION IID
SPORT IN EDUCATION

(Diploma of Teaching, General Primary)

Semesters: V and VI

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Physical Education I

Objectives:

To examine various aspects of the psychology of motor skill learning and the implications of competitive sport for children, taking into account physical, psychological and sociological factors; to provide students with the necessary knowledge and skill to enable them to coach sports suitable for senior primary and secondary school children; and to provide knowledge about various coaching and organisational approaches suitable for school sport.

17510 CURRICULUM PHYSICAL EDUCATION IIE
DANCE IN EDUCATION

(Diploma of Teaching, General Primary)

Semesters: V and VI

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Physical Education I.

Objectives:

To further students' understanding of dance in the Infants and Primary School and to develop programmes for teaching dance to these children.

17511 CURRICULUM PHYSICAL EDUCATION IIF
GYMNASTICS IN EDUCATION

(Diploma of Teaching, General Primary)

Semesters: V and VI

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Physical Education I.

Objective:

To enrich the theoretical and practical experiences of students in the programming and teaching of gymnastics in the Infants and Primary schools.

17513 BIOMECHANICAL EFFICIENCY OF MOVEMENT

(Bachelor of Education (Physical Education))

4 class contact hours

8 week hours

Pre-requisites:

Kinesiology and Applied Anatomy

Objective:

To develop knowledge and understanding of the applications of biomechanical laws to physical performance.

17524 ADAPTED PHYSICAL EDUCATION

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

Pre-requisites:

Education VP

Objectives:

To investigate and study the nature of activities suitable for inclusion in programmes of adapted physical education; to adapt methods of organisation and planning of programmes to specific handicaps.

17529 PERFORMANCE STUDIES V

(Bachelor of Education (Physical Education))

6 class contact hours

9 week hours

Objectives:

To develop skill and knowledge in court and field sports at the elementary level.

17602 PSYCHOLOGY OF PHYSICAL ACTIVITY

(Bachelor of Education (Physical Education))

4 class contact hours

10 week hours

Pre-requisite:

Kinesiology and Applied Anatomy and Education IB

Objectives:

To understand the underlying information processing mechanisms that contribute to perceptual-motor performance; to understand how the various structures relevant to motor performance function and interact; to understand the study of man's behaviour in relation to his social environment; to understand some of the research problems, performance phenomena and research tools utilized in the study of motor behaviour.

17629 PERFORMANCE STUDIES VI

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

Objectives:

To develop skill and knowledge at an intermediate level in selected physical activity.

17702 DEVELOPMENTAL PHYSICAL EDUCATION

(Graduate Diploma in Special Education)

Semester: II

2 class contact hours

4 week hours

Pre-requisites:

A minor in Human Movement Studies and Curriculum Studies Physical Education or its equivalent.

Objectives:

To introduce students to research evidence concerning the place of physical activity in the lives of the handicapped; to study principles of skill development and of exercise to aid the functioning of children in perceptual-motor performance and in physical fitness; to introduce specific activities related to the principles of movement, which are suggested as of value to children of school age.

17703 SOCIAL BASIS OF SPORT AND RECREATION

(Bachelor of Education (Physical Education))

3 class contact hours
8 week hours

Pre-requisite:

Education IIIB

Objectives:

To introduce and analyse some basic sociological concepts and apply these to sport and physical recreation; to investigate the relationships and interaction between sport and recreation and other critical aspects of Australian society and culture; to enable students to undertake and analyse field work in some aspect of sport or recreation in Australian society.

17705 MEASUREMENT AND DEVELOPMENT OF PHYSICAL ABILITY

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Objectives:

To examine the interrelationships between physical activity and the physiological and anatomical development of the individual; to provide students with a sound knowledge of the growth process and the implications of this knowledge for the prescription of physical activity; to enable students to develop proficiency in the measurement of fundamental human capacities.

17706 PREVENTION AND CARE OF ATHLETIC INJURIES

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Pre-requisites:

Kinesiology and Applied Anatomy.

Objectives:

To understand the mechanisms of injury, methods of diagnosis, choice of treatment, usual time of healing, and the expected functional results of those injuries commonly associated with sport and physical activity; to appreciate the paramedical role of the physical educator; to be able to recognise and deal effectively with various situations in sport and physical activity, including life-threatening situations.

17729 PERFORMANCE STUDIES VII

(Bachelor of Education (Physical Education))

4 class contact hours
6 week hours

Objectives:

To develop skill and knowledge in dance and selected sports at the elementary level.

17801 DIRECTED STUDIES IN HUMAN MOVEMENT

(Bachelor of Education (Physical Education))

4 class contact hours
10 week hours

Pre-requisites:

One of Biomechanical Efficiency, Physiological Efficiency, Psychology of Physical Activity, Social basis of Sport and Recreation.

Objectives:

To develop competence in the conduct of research in the areas of physiological and biomechanical efficiency and the psycho-social aspects of physical activity; to engage in an original research project on an individual or group basis.

17829 PERFORMANCE STUDIES VIII

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Objectives:

To develop skill and knowledge at an intermediate level in selected physical activity.

17901 ANALYSIS AND TEACHING OF MOTOR SKILLS

(Bachelor of Education (Primary Education))

3 class contact hours
10 week hours

Objectives:

To understand the underlying information processing mechanisms that contribute to perceptual-motor performance; to understand the social processes and motor behaviour; to develop a relevant approach to one of the central concerns of physical education - the guiding of skill learning and performance; to develop teaching strategies and learning environments suitable for successful skill development in young children.

Science

The Science Department offers a major general studies sequence to students following the **Bachelor of Education** programme whether in the Primary Education or Physical Education specialisation. The units are available to other students of the College.

The Science sequence is centred upon a study of man and his environment. After basic units in human and plant biology the sequence examines natural and man made communities and offers specialisation in the third year in either further general biology or environmental science. The general biology specialisation studies genetics, evolution and plant communities while the environmental science strand considers major dynamic systems, pollution and environmental impact studies.

The sequence consists of six units, Science I-IV and then either Science VA and VIA or Science VB or VIB :

- 18137 Science I — Human Biology
- 18237 Science II — Plant Biology
- 18337 Science III — Field Ecology
- 18437 Science IV — Man's Interaction with the Environment
- 18537 Science VA — Human Ecology
- 18538 Science VB — Earth's Dynamic Systems
- 18637 Science VIA — Distribution of Organisms
- 18638 Science VIB — Environmental Impact Assessment.

For those following the **Diploma of Teaching** Programme, a wide choice is available in General Studies. Students are advised to consult a member of the Science Staff (initial contact through the secretary in Room 420) before enrolling to ensure that best use is made of the flexibility offered and that the sequence is acceptable.

Units on the teaching of Science are offered for both the Bachelor of Education and the Diploma of Teaching Programmes. A variety of units is available to students enrolled in the Associate Diploma of Recreation course.

18102 HUMAN BIOLOGY

(Associate Diploma in Recreation)

Semester: I, II

3 class contact hours
6 week hours

Pre-requisites:

None

Objectives:

At the conclusion of the Unit students will be able to: relate the structure of particular organ systems to the function they perform; make comparisons between systems in man and other animals; demonstrate simple laboratory and recording skills related to an examination of living systems; discuss some of the biological consequences of the interaction of man with his environment; demonstrate a knowledge of the basis of animal classification.

18106 SCIENCE TEACHING I

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: I

2 class contact hours
4 week hours

Objectives:

Students will demonstrate attitudes to science and to the teaching of science, within the primary school curriculum; apply the knowledge of accepted theories of child development to the development of scientific ideas in children; demonstrate a knowledge of science and its processes from which appropriate teaching procedures could be drawn; demonstrate a knowledge of science teaching resource materials and an ability to evaluate these for use with particular groups of children.

18134 LOCAL NATURAL COMMUNITIES

(Diploma of Teaching) and (Associate Diploma in Recreation)

Semester: I

4 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

Students should study in depth some aspects of the natural history of the Sydney region; gain first hand experience of observation and identification in the field; develop skills in making scientific records of laboratory and field observations; gain skill in extracting information from papers and books; learn to use resources such as Field Studies Centres, Museums and National Parks; learn to use human resources such as Rangers, Education officers and specialists in various fields; gain an appreciation of the diversity of environments to be found within the Sydney region; gain laboratory skills necessary for a study of plants and animals; learn to think and work independently of others.

18137 SCIENCE I — HUMAN BIOLOGY

(Diploma of Teaching/Bachelor of Education (Primary Education))

4 class contact hours

6 week hours

Objectives:

At the conclusion of the unit students will be able to relate the structure of particular organ systems to the functions they perform; make comparisons between systems in man and other animals; demonstrate simple laboratory and recording skills related to an examination of living systems; discuss some of the biological consequences of the interaction of man with his environment; demonstrate a knowledge of the basis of animal classification.

18202 MECHANICS OF HUMAN MOTION

(Bachelor of Education (Physical Education))

4 class contact hours

8 week hours

Pre-requisite:

18137 — Science I — Human Biology.

Objectives:

At the conclusion of this unit students will be able to understand the fundamental concepts of mechanics applicable to a study of human motion; develop an objective and scientific approach to the study of human movement; appreciate the limitations imposed by physical

laws on human motion; develop an awareness of the possibility of optimising human performance through application of mechanical principles; develop skills in the use and application of measuring instruments.

18203 HUMAN PHYSIOLOGY

(Bachelor of Education (Physical Education))

4 class contact hours

8 week hours

Pre-requisite:

18137 — Science I — Human Biology.

Objectives:

At the conclusion of the unit students will be able to describe the role played by all the organ systems in the control of body movement; discuss the integrated regulation of organ systems in situations involving a change from a resting state; demonstrate an understanding of the processes involved in the production and use of energy in the human body; demonstrative skill in the use of equipment which measures physiological parameters under laboratory conditions.

18206 SCIENCE TEACHING II

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IV

3 class contact hours

7 week hours

Pre-requisite:

Science Teaching I.

Objectives:

Students will demonstrate a knowledge of and be able to justify aims and priorities in the teaching of primary science; demonstrate an ability to develop in children skills of enquiry; demonstrate the ability to plan activities which give children the opportunity for developing their use of the process skills of science; demonstrate the ability to plan, implement and assess science-based units of work; demonstrate knowledge of sources from which appropriate information could be obtained; demonstrate the ability to select and evaluate resources appropriate for teaching science in relation to the N.S.W. Primary Science Policy; demonstrate the ability to formulate meaningful instructional objectives; demonstrate an ability to integrate science with other areas in the curriculum; demonstrate some skills in the preparation of appropriate instructional materials; demonstrate the ability to plan, initiate, conduct and assess a school science programme.

18234 NATIONAL PARK FIELD STUDY

(Diploma of Teaching) and (Associate Diploma in Recreation)

Semester: II

4 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

Students should gain first hand experience of observation and identification in the field; develop skills in making a scientific record of field observation; gain skill in

extracting information from personnel, papers and books; gain knowledge of the work of the Ranger and the management of the Park; make value judgements about man's impact on the park e.g. Bobbin Head picnic site and Kalkari; gain an insight into the history and geography of the area; learn to appreciate and know the area by walking through a number of the trails in the Park; gain knowledge of the services available for teachers at the Muogamarra Field Studies Centre; learn to think and work independently of others.

18237 SCIENCE II — PLANT BIOLOGY

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester II

4 class contact hours

6 week hours

Objectives:

At the conclusion of this unit students will be able to show an understanding of plant structure and function; describe the bases on which the classification of plants is made; identify plant species using an appropriate key; illustrate man's selective use of plants and micro-organisms; demonstrate simple laboratory and recording skills related to an examination of plants.

18334 REGIONAL NATURAL COMMUNITIES

(Diploma of Teaching) and (Associate Diploma in Recreation)

Semester: II

4 class contact hours

6 week hours

Pre-requisite:

National Park Field Study or Local Natural Communities or Cells, Organisms and Populations or Maintenance of Organisms or Man and Microbes or Body Maintenance.

Objectives:

Students should gain knowledge about the major Australian regions such as the Great Barrier Reef, desert areas, Kosciusko National Park, etc.; learn the use of experts as resources in studying the environment e.g. communication with guest speakers; develop an appreciation of the diversity of the Australian natural environment; develop skills in field survey work e.g. study of the Lane Cove River and its environs; continue to develop skills in individual observation and research; gain knowledge about the range of Field Studies Centres in N.S.W.

18337 SCIENCE III — FIELD ECOLOGY

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: III

4 class contact hours

8 week hours

Pre-requisite:

Science I or II.

This unit will develop skills in ecological investigation. It entails a study of selected Australian ecosystems.

Objectives:

At the conclusion of this unit students will be able to demonstrate skills in environmental measurement; organise data collected from laboratory and field studies; analyse relationships within ecosystems and to compare ecosystems; display skill in communication of environmental investigations; develop an appreciation of the problems involved in ecosystem management, as in a National Park.

To acquire the ability to communicate meaningfully about further aspects of electromagnetic radiation, heat, nuclear physics and the laws of thermodynamics, and the applications of these in astronomy.

18437 SCIENCE IV — MAN'S INTERACTION WITH ENVIRONMENT

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IV

4 class contact hours

8 week hours

Pre-requisite:

Science I, II and III.

The unit explores the needs of a human community in terms of the consequences for the biophysical environment, both local and remote. Case studies of the availability and management of natural resources will be supplemented by field and laboratory studies.

Objectives:

At the conclusion of this unit students will be able to analyse interactions between man and the biophysical environment; apply laboratory and field techniques to a study of the biophysical aspects of an urban environment; compare case studies of resource management; demonstrate a respect for evidence in analysing environmental issues; demonstrate skill in communication of environmental investigations.

18517 CHEMISTRY V — AIR POLLUTION

(Diploma of Teaching)

Semester: V

5 class contact hours

8 week hours

Pre-requisites:

Chemistry II and III.

Objectives:

To extend the students' knowledge and experience of chemistry by application to environmental problems especially those relating to air pollution and its control; to develop self-reliance in undertaking a scientific project; to provide a factual background against which value judgements can be made.

18518 PHYSICS V — WAVES AND PARTICLES

(Diploma of Teaching)

Semester: V

5 class contact hours

8 week hours

Pre-requisites:

Physics II and Physics III.

Objectives:

This unit will make a special attempt to prepare students for the major project they will attempt in Semester VI.

18524 CURRICULUM SCIENCE IIA—SCIENCE FOR MIDDLE CHILDHOOD

(Diploma of Teaching)

Semester: V

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own science skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches at the primary school level.

18525 CURRICULUM SCIENCE IIB—SCIENCE FOR EARLY CHILDHOOD

(Diploma of Teaching)

Semester: V

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own science skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches suitable for the early childhood stage.

18527 CURRICULUM SCIENCE IID—ENVIRONMENTAL STUDIES

(Diploma of Teaching) and (Associate Diploma in Recreation)

Semesters: IV and VI

3 class contact hours
6 week hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To develop an understanding of some aspects of man's interaction with and impact on his environment; and awareness of and active concern for the quality of the environment; to plan and develop an environmental studies programme for use in schools.

18528 CURRICULUM SCIENCE VA (SECONDARY)—GROUP PROCESSES IN THE CLASSROOM

(Diploma of Teaching)

Semester: I

2 class contact hours
4 week hours

Pre-requisite:

Curriculum Science IV (Secondary)

Objectives:

To apply communication skills to the practical classroom situation; study and experience group processes and their application to the science classroom, staff room and community; consider the role of a teacher during a class discussion of a controversial issue; devise learning strategies for the social implications of science and technology.

18529 CURRICULUM SCIENCE VB (SECONDARY)—LEARNING EXPERIENCES IN CHEMISTRY

(Diploma of Teaching)

Semester: V

2 class contact hours

4 week hours

Pre-requisites:

Chemistry III and Curriculum Science IV (Secondary).

Objectives:

To build on the basic concepts and skills gained from Science I to IV (Secondary) and in particular to examine the special science method techniques appropriate to teaching chemistry to the Higher School Certificate.

18533 THE URBAN ENVIRONMENT

(Diploma of Teaching)

Semester: V

5 class contact hours

8 week hours

Pre-requisites:

Terrestrial Ecosystems or Aquatic Ecosystems or Geography III or Regional National Communities or General Genetics.

Objectives:

To relate environmental studies to that of the city as an ecosystem; develop skills in the collection and interpretation of data; assess the impact of man on both local and remote environments.

18535 HUMAN BIOCHEMISTRY

(Diploma of Teaching)

Semester: V

5 class contact hours

8 week hours

Pre-requisites:

Cells, Organisms and Populations, or Maintenance of Organisms, or Man and Microbes, or Body Maintenance.

Objectives:

To develop an understanding of the basic biochemical processes in the human body; relate human diet and nutrition to biochemical processes; develop a knowledge of drug action through a study of a limited range of drugs used by man.

18537 SCIENCE VA — HUMAN ECOLOGY

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: V

4 class contact hours

10 week hours

Pre-requisites:

Science IV.

In this unit the emphasis will be on the genetics and evolution of man supplemented by discussion on populations and health and disease.

Objectives:

At the conclusion of this unit students will be able to study the basic principles of genetics and the theory of evolution, with particular reference to the human race; make generalizations from diverse data and recognise the limitations of these generalizations; devise and implement methods for testing hypotheses; develop skills in analysing data, both numerical and non-numerical; display proficiency and originality in communicating results of investigations.

18538 SCIENCE VB — EARTH'S DYNAMIC SYSTEMS

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester V

4 class contact hours

10 week hours

Pre-requisite:

Science IV.

This unit examines the dynamic nature of the atmosphere, hydro-sphere, lithosphere and biosphere and the interactions between them. The concepts will be illustrated by means of a detailed ecological study.

Objectives:

At the conclusion of this unit students will be able to analyse and reorganise data from original sources; make generalizations from diverse data and recognise the limitations of these generalizations; devise and implement methods for testing hypotheses; demonstrate proficiency in using instruments and techniques in laboratory and field studies; display proficiency and originality in communicating results of investigations.

18605 AUSTRALIAN NATURAL HISTORY

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours

8 week hours

This unit focuses on a study of the geology, vegetation, animals and prehistory of the Sydney area, and on areas of particular Australian interest such as the Great Barrier Reef.

Objectives:

Students will be able to demonstrate skills in individual observation of some aspect of the Australian environment; have developed critical yet sympathetic attitudes towards problems of conservation and wise land use; be able to demonstrate knowledge about the geology, plants and animals of the Sydney area; have developed an appreciation for and an awareness of their own natural heritage.

18617 CHEMISTRY VIA

(Diploma of Teaching)

5 class contact hours

Semester: VI

8 week hours

Pre-requisites:

Chemistry IV and V

Chemistry VIA will be chosen from one of the following: Applied Chemistry and Environmental Chemistry (Air Pollution); Biological Chemistry; Inorganic, Radiation and Nuclear Chemistry; Mathematical Models in Chemistry.

APPLIED CHEMISTRY AND ENVIRONMENTAL CHEMISTRY (AIR POLLUTION)

Objectives:

To study in depth some specific areas involving the application of a number of chemical principles.

OR

BIOLOGICAL CHEMISTRY

Objectives:

To develop a specialised knowledge of biological chemistry; provide an insight into biochemical processes; provide experience in more specialised experimental skills.

OR

INORGANIC, RADIATION AND NUCLEAR CHEMISTRY

Objectives:

To broaden and deepen the knowledge and skills of inorganic chemistry developed in Chemistry III and to introduce students to the techniques and theory of radiation and nuclear chemistry.

OR

MATHEMATICAL MODELS IN CHEMISTRY

Objectives:

An understanding of the mathematics as a tool in chemistry and the role played by mathematical models.

18618 PHYSICS VIA

(Diploma of Teaching)

Semester: VI

5 class contact hours
8 week hours

Pre-requisites:

Physics IV and Physics V

Objectives:

To give students experience in aspects of the frontiers of physics; to treat aspects of physics in sufficient depth to give students confidence and competence in physics; to develop skills in the mathematical methods of physics; to consider the application of physics to technology.

18619 PHYSICS VIB

5 class contact hours

18621 CHEMISTRY VIB

8 week hours

18634 BIOLOGICAL PROJECTS

(Diploma of Teaching)

Co-requisites:

Physics VIB: 18618 Physics VIA

Chemistry VIB: 18617 Chemistry VIA

Biological Projects: 18635 Distribution of Organisms

Each of these science research units consist of two parts, an individual research programme and a study of the development of scientific ideas.

INDIVIDUAL RESEARCH PROJECTS

Objectives:

To follow a special interest at some depth, develop skill in surveying journals and other scientific literature; exercise initiative and original thinking in following a project; experience some of the features of research work and develop an appreciation of the research situation.

DEVELOPMENT OF SCIENTIFIC IDEAS

Objectives:

To make an overview of the development of science; discuss some of the philosophical bases of the sciences; understand the relationship between the sciences, develop an appreciation of the interrelationships between science and other areas of human endeavour.

18628 CURRICULUM SCIENCE VIC (SECONDARY)—EVALUATION IN SCIENCE AND LABORATORY TECHNIQUES

(Diploma of Teaching)

Semester: VI

4 class contact hours

8 week hours

Pre-requisite:

None.

EVALUATION IN SCIENCE

Objectives:

This unit should enable the student to discuss critically the relevance of evaluation of learning in science; devise appropriate evaluation items for a given purpose; perceive the need for evaluation at various stages of the learning process; analyse and interpret data from tests; have a critical attitude towards prepared items and curriculum materials.

LABORATORY TECHNIQUES

Objectives:

To enable students to acquire some basic skills, knowledge, and avoidances of importance for successful working in a school laboratory.

18630 CURRICULUM SCIENCE VIB (SECONDARY)—LEARNING EXPERIENCES IN PHYSICS

(Diploma of Teaching)

Semester: VI

2 class contact hours

4 week hours

Pre-requisites:

Physics IV and Curriculum Science IV (Secondary).

Objectives:

To re-examine the aims of science teaching in the secondary school; examine the contribution which the learning of physics can make to the growth and development of adolescents; familiarise students with physics curriculum materials and the criteria by which they might be selected; provide an opportunity for the student to collect resource material which will be valuable in the design of worthwhile learning experiences; investigate some physics resources outside the classroom; study how the growth of physics; has been the product of human endeavour and how physics has interacted with society.

18635 DISTRIBUTION OF ORGANISMS

(Diploma of Teaching)

Semester: VI

5 class contact hours

8 week hours

Pre-requisites:

Two of General Genetics, Human Biochemistry and Aquatic Ecosystems.

Objectives:

To study the distribution and abundance of organisms experimentally; explain and use ecological methods; build up a body of knowledge of ecological principles.

18637 SCIENCE VIA — DISTRIBUTION OF ORGANISMS

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: VI

4 class contact hours

10 week hours

Pre-requisite:

Science V.

Objectives:

At the conclusion of this unit students will be able to retrieve and interpret information from original sources; show proficiency in using appropriate analytical techniques in environmental measurement; formulate hypotheses and devise methods for testing them; analyse and re-organise data from laboratory and field investigations; display proficiency in presenting a detailed report of an environmental investigation project; make value judgements and predictions and be able to justify these in terms of available evidence.

**18638 SCIENCE VIB —
ENVIRONMENTAL IMPACT ASSESSMENT**

(Diploma of Teaching/Bachelor of Education (Primary Education))

4 class contact hours

10 week hours

Pre-requisite:

Science V.

Problems generated by disturbances to the environment will be assessed in terms of data obtained from original sources. Advanced techniques in environmental measurement will be used in undertaking an environmental impact assessment project.

Objectives:

At the conclusion of this unit students will be able to retrieve and interpret information from original sources; show proficiency in using appropriate analytical techniques in environmental measurement; formulate hypotheses and devise methods for testing them; analyse and re-organise data from laboratory and field investigations; display proficiency in presenting a detailed report of an environmental investigation project; make value judgements and predictions and be able to justify these in terms of available evidence.

18901 ENVIRONMENTAL EDUCATION

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours

10 week hours

Objectives:

Students will demonstrate an understanding of the aims of environmental education and be able to justify the inclusion of environmental education in the primary school programme; demonstrate a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education especially in the areas of value, attitude and skill development; demonstrate an ability to assess resource material and to prepare appropriate instructional material for studying the environment; demonstrate an understanding of selected environmental problems; design an environmental education programme for a selected range within the K-6 years, integrating various subject areas, e.g. science, social studies, mathematics, health, language, creative arts; provide a rationale for the designed programme in terms of appropriate concepts drawn from the fields of curriculum theory and development and developmental physiology; trial and evaluation of a selected portion of their designed programme.

18902 TEACHING SCIENCE

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours

10 week hours

Objectives:

Students will develop criteria for the evaluation of science curriculum materials; analyse some recent research in Primary Science education; acquire advanced skills in Primary Science teaching; analyse learning theory and its application to classroom teaching in science; demonstrate an ability to modify activities and teaching units to conform to specified objectives.

Social Sciences

The Social Science Department offers a major strand in History.
The sequence is designed as follows:

Semester	Unit No.	Unit	Title	Class Contact Hours
I	19125	History ID:	The European Experience A.	3
II	19225	History IID:	The European Experience B.	3
III	19325	History IIID:	Australia to 1900.	4
IV	19425	History IVD:	Australia in the Twentieth Century.	4
V	19525	History VD:	Pacific History.	4
VI	19625	History VID:	Papua New Guinea History.	4

19103 AUSTRALIAN STUDIES I

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: I

2 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

To give students an understanding of Australian society through a multi-disciplinary approach, so as to demonstrate some of the continuities and changes that have occurred in its historical, geographical, economic, social and cultural development.

19104 SOCIAL STUDIES TEACHING I

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semesters III and IV

3 class contact hours

6 week hours

Pre-requisites:

Australian Studies I and II

Objectives:

To introduce students to the purposes and procedures of syncretic Social Studies through an assessment of objectives, scope and purpose and selected introductory strategies; and to the development of an integrated study centring on selected focus questions.

19125 HISTORY ID: THE EUROPEAN EXPERIENCE A

(Diploma of Teaching/Bachelor of Education (Primary Education))

(Bachelor of Education, Physical Education)

(Bachelor of Arts Library Science)

(Diploma of Teaching)

3 class contact hours

6 week hours

Semester: I

Pre-requisite:

Nil

Objectives:

To introduce students to the study of Modern European History by examining some of the major forces shaping European society during the last two centuries. The two units of this survey course are designed to supply a foundation in historical studies by providing perspectives on significant changes and, by implication, important continuities evident in the history of Europe since the middle of the eighteenth century.

Within the perspectives provided, special emphasis will be given to the influence of such forces as nationalism, liberalism and war and revolution, on the development of the state in European society. History I will be largely concerned with such developments in the nineteenth century; History II with developments in the twentieth century.

Students will be introduced to differing interpretations of a number of historical issues in order to develop an awareness that informed historical judgments must rely upon the critical evaluation of available evidence.

19203 AUSTRALIAN STUDIES II

(Diploma of Teaching/Bachelor of Education (Primary Education))

Semester: II

2 class contact hours

6 week hours

Pre-requisite:

Australian Studies I.

Objectives:

To examine particular aspects of contemporary Australian society, such as multi-culturalism, urbanisation, the formation of values, and the role of the arts, in order to understand its traditions and its complexities.

19225 HISTORY IID: THE EUROPEAN EXPERIENCE B

(Diploma of Teaching/Bachelor of Education (Primary Education))

(Bachelor of Education, Physical Education)

(Bachelor of Arts in Library Science)

3 class contact hours

6 week hours

Semester: II

Pre-requisite:

History ID

Objectives:

To introduce students to the study of Modern European History by examining some of the major forces shaping European society during the last two centuries.

The two units of this survey course are designed to supply a foundation in historical studies by providing perspectives on significant changes and, by implication, important continuities evident in the history of Europe since the middle of the eighteenth century.

Within the perspectives provided, special emphasis will be given to the influence of such forces as nationalism, liberalism and war and revolution, on the development of the state in European society. History I will be largely concerned with such developments in the nineteenth century; History II with developments in the twentieth century.

Students will be introduced to differing interpretations of a number of historical issues in order to develop an awareness that informed historical judgments must rely upon the critical evaluation of available evidence.

19325 HISTORY IIID: AUSTRALIA TO 1900

(Diploma of Teaching/Bachelor of Education (Primary Education))

(Bachelor of Education, Physical Education)

4 class contact hours

(Bachelor of Arts Library Science)

8 week hours

(Diploma of Teaching)

Semester III:

Pre-requisite:

History ID and IID

Objectives:

The unit seeks to use the approaches and methods of history as a discipline to examine the 19th century historical foundations of Australian society, to expose the student to conflicting interpretations and to familiarise the student with the use of source materials.

19420 CURRICULUM SOCIAL STUDIES IIA

(Diploma of Teaching)

3 class contact hours

Semesters: IV and V

6 week hours

Pre-requisite:

Curriculum Social Studies I.

Objectives:

To examine the structure of contemporary social studies in the primary school and to examine a variety of teaching strategies appropriate to the new Social Studies, with particular reference to the impact of the mass media on primary children.

19423 CURRICULUM SOCIAL STUDIES IIB

(Diploma of Teaching)

3 class contact hours

Semesters: IV and V

6 week hours

Pre-requisite:

Curriculum Social Studies I.

Objectives:

To examine the teaching of Social Studies in Early Childhood education. The objectives of Social Studies will be re-examined in terms of their particular significance to the teacher of young children, and students will be required to plan an appropriate learning environment and experiences to implement these objectives.

19424 CURRICULUM SOCIAL STUDIES IIC

(Diploma of Teaching)

Semesters: IV and V

3 class contact hours

6 week hours

Pre-requisite:

Curriculum Social Studies I.

Objectives:

To examine the problems of inter-cultural studies as an approach to the teaching of Social Studies in the primary school and of the development of units for use in the classroom.

19425 HISTORY IVD: AUSTRALIA IN THE TWENTIETH CENTURY

(Diploma of Teaching/Bachelor of Education (Primary Education))

(Bachelor of Education, Physical Education)

(Bachelor of Arts Library Science)

(Diploma of Teaching)

4 class contact hours

8 week hours

Semster IV:

Pre-requisite:

History ID, IID and IIID

Objectives:

The unit seeks to use the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century, further to expose the student to conflicting interpretations and further to familiarise the student with the use of source material.

19523 CURRICULUM SOCIAL STUDIES IIIB

(Diploma of Teaching)

Semesters: V and VI

3 class contact hours

6 week hours

Pre-requisites:

Curriculum Social Studies I and II.

Objectives:

To examine in detail the rationale and aims of Jerome S. Bruner's curriculum "Man: A Course of Study"; and to enable students to become sufficiently familiar with the concepts, methods and materials of the course to qualify them as accredited teachers of M.A.C.O.S.

19525 HISTORY VD: PACIFIC HISTORY

(Diploma of Teaching/Bachelor of Education (Primary Education))

(Bachelor of Education, Physical Education)

(Bachelor of Arts in Library Science)

Semester V:

4 class contact hours

1 directed research

10 week hours

Pre-requisite:

History ID, IID, IIID, IVD

Objectives:

To introduce students to the history of a multi-cultural situation, through a study of the various island areas of the Pacific, e.g. Hawaii, Samoa, Fiji, Tahiti, New Zealand, in which the traditional life of the people has been transformed by the impact of Western culture.

To present students with examples of the selective nature of cultural borrowing as seen in the various islands, e.g. political organisation in Hawaii, technology and military tactics in New Zealand; agriculture in Fiji, so as to make an analysis of the manner in which borrowed institutions, artifacts, and technology have been modified and in some cases, integrated into the island culture.

To offer students an opportunity to use and evaluate a variety of source materials, including oral accounts, traditions gathered from island peoples, observations made by early Europeans, and the writings of modern historians. It is hoped that through the use of a variety of evidence, students will come to recognise the peculiar problems that arise in studying the history of a non-literate people.

19621 SOCIAL SCIENCE IIIA—CONTINUITY AND CHANGE IN JAPAN

(Diploma of Teaching)

4 class contact hours

Semester: VI

8 week hours

Pre-requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To enable students to assess the extent to which social continuity may modify rapid but controlled social change, as in Japan since 1867.

19622 SOCIAL SCIENCE IIIB—THE IDEA OF PROGRESS IN U.S.A.

(Diploma of Teaching)

4 class contact hours

Semester: V

8 week hours

Pre-requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To enable students to assess the dichotomy between a particular social theory, i.e., the idea of progress, and its application in a particular society, the United States of America.

19625 HISTORY VID: PAPUAN AND NEW GUINEA HISTORY

(Diploma of Teaching/Bachelor of Education (Primary Education))

(Bachelor of Education, Physical Education)

(Bachelor of Arts in Library Science)

4 class contact hours

Semester:VI

1 directed research

10 week hours

Pre-requisite:

History ID, IID, IIID, IVD, VD

Objectives:

To apply to a specific area, New Guinea, the methodology and techniques developed in the previous semester in order to reconstruct the island's history. To increase students' awareness of an island with which Australia has had close connections in order to provide them with a detailed study of the relationship between two contrasting societies.

To examine the imposition of colonial rule in the Dutch, German and British regions of New Guinea, and to analyse contrasts and comparisons in the reactions of the island people.

To trace the developments in policy that occurred during the century of Australian colonial control.

19703 TEACHING SOCIAL COMPETENCE

(Graduate Diploma in Special Education)

2 class contact hours

Semester: I

4 week hours

Objectives:

The unit is designed to provide teachers with an understanding of the needs of atypical children in the field of social studies, and to provide a practical approach to the planning of a suitable social development course.

Financial and Quantitative Studies

The Department of Financial and Quantitative Studies offers a major sequence in Accounting, as follows:

Financial Accounting I	31101
Financial Accounting II	31201
Managerial Decision Making	31301
Managerial Accounting	31401
Contemporary Professional Issues in Accounting	31302
Contemporary Theoretical Issues in Accounting	31303

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes.

31101 FINANCIAL ACCOUNTING I

Semester: I

4 class contact hours

6 week hours

Pre-requisites:

None

Objectives:

This unit taken in conjunction with Financial Accounting II (31201) provides a two semester introductory course in accounting theory and practice. It aims to introduce students to the social context, functions and specific uses of accounting information and to ways of thinking about accounting phenomena.

More specifically to develop a particular view of the function and context of accounting; to develop an accounting system (incorporating measurement, recording and control procedures) consistent with that view; this system to be called continuously contemporary accounting.

To show how a model may be used as a basis for producing accounting reports; to develop an awareness of the distinction and the connection between "accounting" as a discipline and "accounting" as a social phenomenon.

The unit will include: An introduction to "accounting" both as a phenomenon to be investigated and as a discipline designed to investigate the phenomenon; design of a model, incorporating models of choice, the environment of (market) action, accounting as an information processing system to delineate a particular view of the function of financial statements; and application of measurement, recording and control procedures to produce financial statements with special reference to Cash, Debtors Inventory, Durable Assets, Liabilities and Income.

31102 STOCK EXCHANGE PROCEDURES

Semester: I

3 class contact hours

6 week hours

Pre-requisites:

None.

Objectives:

To inform students about, and practise them in typical dealings on and common procedures of Australian Stock Exchanges; to practise students in common procedures used in brokers' offices; to introduce students to the legal context in which securities market trading is conducted.

31201 FINANCIAL ACCOUNTING II

Semester: II

4 class contact hours

6 week hours

Pre-requisites:

Financial Accounting I

Objectives:

To reinforce, extend and further apply the skills developed during Financial Accounting I (31101).

in particular, to present and critically examine the model of traditional accounting; to practise students in the measurement and recording procedures of traditional accounting; thus to clarify the assumptions embodied in traditional accounting. To expand students awareness of issues raised or to be raised by exposing them to partnership and company accounting, to various modes of company financing and to conventional financial statement analysis.

To compare and contrast traditional accounting and continuously contemporary accounting in terms of both their rationale and their outputs; thus to illustrate the need to evaluate competing ideas and to make judgments about controversial issues; to provide a general framework of evaluation and to give students some practice in applying it.

The unit will include: the model of traditional accounting; measurement, recording and control procedures under traditional accounting with special reference to debtors, inventory, durables, liabilities, income; partnership accounting; company accounting and finance; financial statement analysis; comparison of traditional with continuously contemporary accounting; professional adaptation and research.

31301 MANAGERIAL DECISION-MAKING

Semester: I

3 class contact hours

8 week hours

Pre-requisites:

Financial Accounting II, Quantitative Methods II.

Objectives:

This unit is designed to introduce students to the financial dimensions of managerial choices in both business and public sector settings (including health/welfare, government and non-government settings); stress is placed on those techniques of financial analysis and calculation which can be applied in both types of settings. Key concepts of financial analysis are integrated into a model of financial decision making by reference to theories which seek to explain financial decision making by firms in business settings. The utility of this model is examined by reference to its applicability to both public sector and business settings and by reference to particular types of financial choices, e.g. investment decisions, financing and/or structure decisions, leasing evaluation, working capital management. Financial analysis is distinguished from the processes of financial choice in operational and organizational settings.

31302 CONTEMPORARY PROFESSIONAL ISSUES IN ACCOUNTING

Semester: I

3 class contact hours
10 week hours

Prerequisite:

Managerial Accounting.

Objectives:

To develop in students some appreciation of the traditions of the accounting profession, and the changing social contexts and problems faced in attaining professional status; to compare evidence identifying particular problems in accounting with the problems recognised from time to time by the accounting profession as warranting attention, and to attempt to account for any discrepancies by identifying the social and organisational factors significant in professional recognition of problems.

To examine the theoretical and practical dimensions of leading contemporary professional issues in accounting, while concurrently extending the students' recording competences and their knowledge of professionally recommended practice; to examine the nature of the accounting profession's response to problems it has recognised, thus developing some appreciation of the processes of professional policy formation; to examine the 'conventional wisdom' which has constrained both the accounting profession's view of, and response to, its problems.

To consider the accounting profession's approach to problems and evolving organisational patterns in relation to the broader social changes in the phenomenon of professionalism; to distinguish the political processes through which knowledge is developed.

31303 CONTEMPORARY THEORETICAL ISSUES IN ACCOUNTING

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Contemporary Professional Issues in Accounting.

Objectives:

To reinforce and further develop skills in analysing and evaluating the accounting literature; to deepen insights into the nature of theorising and the uses of theory; to describe, analyse and evaluate the leading theoretical models presently in dispute in the accounting literature, while concurrently developing students' recording competencies; to examine the problem of corroboration of theories in social science generally, and of theories in accounting particularly; to consider the process by which theoretical disputes in accounting may be resolved and theories developed, by reference to general scientific procedures for resolving problems and to the social mechanisms by which the scientific community reaches a consensus about the reliability of particular bodies of ideas.

31304 DEVELOPMENT OF ACCOUNTING THOUGHT

Semester: II

3 class contact hours
10 week hours

Pre-requisite or Co-requisite:

Contemporary Theoretical Issues in Accounting.

Objectives:

To focus on the question: "What is meant by 'development' in accounting thought?"; to attempt to identify factors or persons which appear to have influenced substantive changes in accounting thought, new modes of analysis or new methodologies; to briefly contrast historical changes in the context and practice of accounting with development in modes of thinking about these phenomena; to evaluate the relative contributions of professional or academic bodies and individual researchers to accounting thought; to analyse certain persistent themes or controversies in the body of accounting thought; to briefly relate historical development in accounting thought to historical development in scientific thought generally.

31401 MANAGERIAL ACCOUNTING (organisation, management and accounting)

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Managerial Decision-Making.

Objectives:

To practise students in certain techniques of organisation analysis; to familiarise students with the body of theory and empirical evidence about the dynamics of organisation adaptation and managerial control; to practise students in techniques of anticipatory and retrospective financial calculation; to consider systems of financial analysis and calculation within the broader organisational and social context of managerial choice and action; to show the fallacy in forming conclusions about accounting principles or practices in isolation from facts about organisation processes and the conditions of organisation survival.

31402 AUDITING

Semester: I

3 class contact hours

10 week hours

Pre-requisite or Co-requisite:

Contemporary Professional Issues in Accounting.

Objectives:

To demonstrate the necessary relation between audit and systems of accountability, both historically and for different types of organisation; to trace the concurrent development of the corporate form of organisation and independent professional audit; to trace the development and codification of professional auditing standards in Australia and abroad; to examine present anomalies and leading issues on modern auditing practice, in relation to avenues and possibilities for their resolution; to introduce students to modern audit procedures and techniques, and develop in them some limited expertise in conducting an audit; to consider the present difficulties of the accounting profession in relation to both its own adaptive mechanisms and the difficulties being experienced by professions generally in modern society.

31403 GOVERNMENT BUDGETING AND ACCOUNTING

Semester: II

3 class contact hours

8 week hours

Pre-requisites:

Managerial Decision-Making, Political Behaviour.

Objectives:

To describe the systems of government budgeting and accounting in Australia at different levels, making comparisons with overseas procedures and institutions where appropriate; to familiarise students with Australian budgetary papers, Auditor-General, Grants Commission and other Reports and the accounts of municipal governments, public institutions and business enterprises; to practise students in fund accounting procedures; to examine major contemporary issues in public financial administration and accounting in Australia and overseas.

31502 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

Semester: I

3 class contact hours

10 hours week

Pre-requisites:

Managerial Decision Making, Financial Institutions and Markets.

Objectives:

This subject introduces students to the basic theoretical concepts and some practical techniques of the traditional and the portfolio approach to individuals investment decisions. The different approaches will be illustrated with investment decision in securities.

The unit will include: objectives of investments, the general concept of risk and return; financial statement analysis; the traditional theory of valuation; fundamental stock analysis; the efficient market hypothesis; portfolio theory; capital market theory; the capital asset pricing model; portfolio approach to investment decision; applications of the capital asset pricing model; prediction of systematic risk and corporate failure; the Australian Option Market; its role and some basic trading strategies.

31601 SECURITIES MARKET REGULATION

Semester: II

3 class contact hours

10 week hours

Pre-requisites:

Company Law, Security Analysis and Portfolio Management.

Objectives:

To develop an understanding of the different theoretical frameworks within which the regulation of the capital markets can be analysed; and to evaluate the effect of the current regulations on economic activity in the capital markets.

The unit will include: the economic theories of regulation; an economics/finance approach to regulation; concepts of allocational and operational efficiency; the economic role and the regulation of the money supply institutions, non money supply institutions; alternative institutional and legal frameworks of the securities

market; conduct of brokers, investors, the Stock Exchange, the Corporate Affairs Commission, the National Securities Exchange Commission; the regulation of information production and disclosure requirements, takeovers and inside trading.

31602 MODERN FINANCE THEORY

Semester II

3 class contact hours

10 week hours

Pre-requisites:

Security Analysis and Portfolio Management, and Advanced Quantitative Methods.

Objectives:

To introduce the student to the theoretical foundation of modern finance; to examine the implication of the theory for corporate financial decision making.

This unit brings together the different finance subjects in a coherent framework. It provides knowledge, which enables students to build a career in the areas of financial decisions, corporate finance, financial management and investment decisions for firms, institutions, public authorities and individuals.

The unit will include: the economic theory of choice and its application to the allocation of financial resources; financial decisions under certainty assuming perfect capital markets; firms financing and investment decision under uncertainty in perfect and imperfect markets; cost of capital and dividend policy reconsidered; the theory of option pricing; agency theory; the behaviour and the distribution of stock market returns; an overview of the empirical evidence of the capital asset pricing model.

31701 INTRODUCTION TO ACCOUNTING AND FINANCE (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

Social Economics A or B

Objectives:

To introduce students to the social functions and to specific uses of accounting information in decision and financing contexts; to practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record; to examine certain contemporary issues in accounting; to practise students in the analysis, interpretation and use of Accounting Reports.

31702 MANAGERIAL DECISION MAKING (P/G)

Semester: 1

2 class contact hours

7 week hours

Pre-requisites:

Social Statistics A or B, Social Economics A or B

Objectives:

To introduce students to factors involved in choice generally, and in managerial choices particularly; to introduce students to techniques of financial analysis and anticipatory calculation; to practice students in detailed analyses of typical managerial decision situations; to develop a financial model of the dynamics of managerial choice, and assess the literature generally in terms of this model.

31703 MANAGEMENT INFORMATION SYSTEMS (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisites:

Managerial Decision Making (P/G)

Objectives:

To demonstrate the relationship between information feedback and the dynamics of organisation adaptation and control; to show the different but related functions of technical and financial information and control systems; to practice students in techniques of anticipatory and retrospective financial calculation; to consider systems of financial analysis and calculation within the broader organisational context of managerial choice and action; to practice students in certain techniques of organisational analysis; to practice students in designing and operating budgeting and accounting systems for representative organisations.

31704 ACCOUNTING FINANCE AND MANAGEMENT (P/G)

Semester: I or II

2 class contact hours

7 week hours

Pre-requisites:

None.

Objectives:

To develop skills in conventional accounting recording techniques; to describe the function, and identify limitations of conventional internal control systems; to identify and understand the application of the rules governing extant company financial reporting; to apply traditional approaches to the evaluation of asset acquisition and financing; to analyse traditional financial statements using conventional tools of analysis; to understand the relationship between reported performance of firms and reported data about a firm's securities; to appreciate the elements of cost and management accounting.

31705 CORPORATE FINANCIAL POLICY (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisites:

Social Statistics B, Social Economics B.

Objectives:

To introduce students to the financial variables involved in managerial decision-making; to examine the analytic and quantitative techniques used in investment and financing decisions; to practise students in the analysis of financial decision situations in the private and public sectors.

31706 CONTEMPORARY ISSUES IN ACCOUNTING (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisites:

Accounting, Finance and Management, or Accounting Degree, or professional qualification in Accounting.

Objectives:

To distinguish 'professional problems' from 'research problems' in accounting; to examine leading contemporary professional issues and disputed theoretical models in accounting; to develop an appreciation of the processes of professional policy formation, by examining the nature of the accounting profession's recognition of, and response to problems; to examine emergent research paradigms of accounting; to distinguish the political processes through which professions adapt from the social and other processes through which a scientific community reaches a consensus about the reliability of particular bodies of knowledge.

31707 PORTFOLIO MANAGEMENT (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisites:

Corporate Financial Policy.

Objectives:

To introduce the conceptual and theoretical frameworks of the traditional and portfolio approaches to investments; to practise students in the techniques of portfolio analysis and management; to demonstrate the general applicability of portfolio theory to financial decisions in the private and public sectors; to indicate the contribution of portfolio theory to theories of decision-making in both the private and public domain.

31708 PUBLIC FINANCIAL CONTROL (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisites:

Social Economics A or B

Objectives:

To consider the economic and social effects of alternative modes and patterns of government revenue raising and expenditure; to analyse the general and particular financial environments within which government decisions are made; to describe the existent systems of public financial administration within which government decisions are made; to consider the nature of financial control, and its relationship to other forms of control and to alternative systems of social accountability; to examine traditional and emergent notions of the role of budgets in government planning and control; to analyse budgeting as a process which integrates the political, technical and economic aspects of complexes of decisions.

31803 TOPICS IN FINANCE, LAW AND ACCOUNTING (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisites:

Nil

Objective:

To provide an opportunity for students to pursue a topic of interest in either finance, law or accounting under the direction of an appropriate member of academic staff.

31804 FINANCE PROJECT — PRIVATE OR PUBLIC SECTOR (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisites:

Public Finance, Theory of Corporate Finance.

Objectives:

To examine in depth a selected number of financial issues raised in the subjects — Corporate Financial Policy and Public Finance; to develop an appreciation of the effects of economic, legal, political and social factors on financial decisions; to practise students in the examination of financial problem-solving situations in the private and public sectors.

31805 THE THEORY OF CORPORATE FINANCE (P/G)
Semester: I 2 class contact hours
7 week hours

Pre-requisites:
Portfolio Management.

Objectives:
To introduce students to the theoretical framework of corporate finance; to evaluate empirical evidence relating to the theory of corporate finance; to practise students in the analysis and interpretation of empirical studies.

31807 ADVANCED MANAGERIAL ACCOUNTING (P/G)
Semester: I 2 class contact hours
7 week hours

Pre-requisites:
Contemporary Issues in Accounting.

Objectives:
To briefly review the historical developments in management accounting thought and practice; to consider systems of financial analysis and reporting within the broader organisational and social context of managerial choice and action; to examine selected contemporary issues in management accounting thought; to consider the relationship between the design of management accounting systems and organisational design; to examine emergent paradigms in management accounting research; to develop skills in the evaluation of theoretical arguments and empirical studies.

31808 CAPITAL MARKET REGULATION (P/G)
Semester: II 2 class contact hours
7 week hours

Pre-requisites:
Portfolio Management

Objectives:
To describe the existing 'package of regulations' governing activity in the Australian Capital Market, to examine interaction between the social, political, economic and legal processes in capital markets; to describe alternative disciplinary approaches to the explanation of the development and change in capital market regulations; to develop policy frameworks and criteria which may be used in evaluating alternative 'packages of regulations' and institutional arrangements in capital markets.

**37101 QUANTITATIVE METHODS I and
37201 QUANTITATIVE METHODS II**

Semesters: I and II 3 class contact hours
6 week hours

Pre-requisites:
Quantitative Methods I – none: Quantitative Methods II – Quantitative Methods I.

Objectives:
To develop an understanding of methods of quantitative analysis essential in the social, political and economic environment in general and the administrative environment in particular.

To develop a positive attitude to the use of quantitative methods and an appreciation of their increasingly important contribution to administration and research; to provide a basic service sequence in quantitative techniques for other disciplines in the School; to provide a basis for advanced elective courses in quantitative methods.

The unit will include: mathematics of Finance: Compound interest as the fundamental tool of the financial community; simple interest; compound interest applied to a single principle; compound interest applied to repeated payments of constant amounts; the use of interest tables and of financially-oriented calculating equipment; determination of effective rates of interest; present and future values; loans repayable by instalments; preparation of repayment schedules; compound interest applied to other common financial operations.

Statistics for Administrators: Introduction to statistics; mathematics review; basic probability theory; basic probability distributions; an examination of common distributions, with emphasis on the *shape* of distribution often encountered and *not* on their mathematical properties; tabular and graphic presentation of empirical data; numerical description of empirical data; measures of location and dispersion with an emphasis on the principles behind choice of such measures; the normal curve and statistical estimates; use of normal tables. Further Statistics for Administrators: Distribution of averages; the central limit property, sampling distributions; basic principles of statistical inference, demonstrated by inference based on averages; hypothesis testing; common types of statistical test – an awareness of the purposes served by t, Chi-square, and Ftests; a simple discussion of analysis of variance procedures; statistical prediction, elements of regression and correlation, with emphasis on the statistical nature of any such study and on the risks of misuse; construction and use of index numbers in the economic and social environment; non-parametric statistics; Wilcoxon test, Spearman rank order correlation, Wilcoxon matched pairs signed ranks test.

37102 MANAGEMENT COMPUTING I

Semester: I

4 class contact hours
8 week hours

Pre-requisites:

Nil

Objectives:

To provide a first course in the understanding of hardware and software associated with knowledgeable use of computers.

The unit will include: basic hardware concepts: CPU and I/O units; primary storage; bit patterns and codes; the Fortran language; assignment statements; arithmetic expressions; input/output lists and formats; branching; arrays and loops; do loops; sub-routines and functions; machine language; basic concepts reinforced by programming as a pseudo machine language; systems operations; the executive (Op system) and job control language, and compilation procedures.

37202 MANAGEMENT COMPUTING II

Semester: II

4 class contact hours
8 week hours

Pre-requisites:

Management Computing I

Objectives:

To extend the understanding of both hardware and software of computers.

The unit will include: hardware knowledge of tape, disc, spooled output, terminals etc. extension of Fortran language to include I/O statements for sequential and

random access files both edited and unedited; use of Binary Chop in table searching; Encode/Decode, Reread Statements; the Cobol language; introduction to Cobol with emphasis on how the Cobol compiler uses the machine as opposed to the Fortran compiler's action, the philosophy of the language; extension to some typical business uses involving file manipulating and sorting; further systems operations; saving of files; tape and disc assignment.

37301 ADVANCED QUANTITATIVE METHODS

Semester: II

3 class contact hours
8 week hours

Pre-requisites:

Quantitative Methods II.

Objectives:

To provide further quantitative methods necessary for effective interpretation of the financial and economic environment; to consider basic techniques of econometrics and their application; to develop further the mathematical skills required for advanced financial analysis; to enable students to comprehend the strengths and limitations of quantitative economic analysis.

The unit will include: simple functions and economic relationships; algebraic functions and economic relationships, representation of simple functions, models based on linear functions, non-linear economic relationships; the application of calculus to economics; the derivative of a function, the economic significance of derivatives, maximisation and minimisation, the use of simple derivatives in economic optimisation; integration and business/economic applications; functions of several variables in economic analysis; functions of several variables, partial derivatives, homogenous functions and Euler's theorem, optimisation of functions of several variables, Lagrange Multipliers and their application; linear economic models and matrix algebra; linear models in matrix form, matrix multiplication, economic equilibrium and the matrix inverse, multiplier analysis, input-output analysis; elementary econometric method; econometric method and simple regression, assumptions and significance of the simple regression model, statistical significance of regression coefficients; multivariate regression; multiple linear regression, stepwise linear regression, polynomial regression, non-linear regression; applications in economics and finance.

37302 BUSINESS DATA PROCESSING SYSTEMS

Semester: I and II

3 class contact hours
8 week hours

Pre-requisites:

None

Objectives:

To provide: an introduction to the design, uses and operation of data processing systems in financial and administrative environments; an introduction to computers and their uses and limitations as adjuncts to data processing systems; a basis for further courses in computing or the applications of computers.

Topics will include: Business information systems, management and control, advantages and limitations of computerised information systems. Computer hardware: the central processor, input and output devices,

direct access storage devices. Special applications: point-of sale data entry, microfiche (COM), minicomputers and microprocessors. An introduction to computer programming, the BASIC language, steps in program writing. Computer software: order entry, inventory, accounts receivable, payroll; evaluation of software. Acquisition of computer systems: systems analysis for end-users, feasibility studies, cost-benefit analysis. Management information systems: real-time systems, telecommunications, centralised and distributed systems, managing change. Economic and social impacts of computers, privacy, computer crime.

37401 MANAGEMENT APPLICATIONS OF COMPUTERS

Semester: II

3 class contact hours

Pre-requisites:

8 week hours

Business Data Processing Systems

Objectives:

To provide students with: a comparative study of methods used in systems analysis and design; and appreciation of data management and data base management systems; an approach to computer resource evaluation and acquisition.

Topics to include: Information systems models: the role of management, comparative methods of systems design, data flow diagrams, system specification. Data base management systems: data structures and logical design, data dictionaries and data definition languages; query languages and information retrieval; performance testing; security. Resource acquisition: contracts, tenders, documentation, hardware and software evaluation and selection.

37402 RESEARCH PROJECT

Semester: I or II

0 class contact hours

8 week hours

Pre-requisites:

Quantitative Methods II

Objectives:

To provide an opportunity for students to undertake a research project individually or as a member of a small group; to identify, analyse and evaluate the research literature in the student's chosen project area; to study further the research methodologies appropriate to the project interests of the individual student and of the total group; to develop an understanding of selected advanced statistical procedures necessary for analysis of empirical data; and a positive attitude to the use of research in the administrative and social environments; to provide a forum in which students may share their research experiences.

37501 ADVANCED RESEARCH PROJECT

Semester: I or II

0 class contact hours

10 week hours

Pre-requisites:

Research Project *and* permission of Head of School of Financial and Administrative Studies.

Objectives:

To provide an opportunity for students to extend the research begun in 37402 Research Project.

37502 OPERATIONS RESEARCH FOR MANAGERS**Semester: I**

3 class contact hours

Pre-requisites:

10 week hours

Managerial Decision Making

Objectives:

To provide: an introduction to the methods, applications and literature of operations research.

Topics to include: Mathematical models, simulation queueing and linear programming. Special emphasis will be given to the use of O.R. techniques in financial applications, including risk analysis and capital budgeting. Case studies making use of a variety of computer packages will be used to stress the importance of data collection, problem formulation and the interpretation of results for management.

37601 ADVANCED OPERATIONS RESEARCH (CORPORATE FINANCE)**Semester: II**

3 class contact hours

10 week hours

Pre-requisites:

Operations Research for Managers

Objectives:

To practise students in analysing financial problem situations in the public and private sectors, and develop an appreciation of the likely effects of economic, legal, political and social variables on financial decisions and outcomes. To examine in depth a selected number of issues in corporate finance.

The selection of the topics to be examined in this course will be negotiated with the students enrolled in the course. Suggested topics within the private sector include: planning and control of capital expenditures, mergers and acquisitions, leasing, capital structure decisions. Examples of topics within the public sector include: cost-benefit analysis, evaluation of financing alternatives, evaluation of tariff policies and subsidies, implication of the double taxation of dividends. Prior to negotiating topics, students will be given formal instruction on: approaches to theory development and verification; empirical verification and approaches to research design, and the use of statistical tests in research.

37701 SOCIAL STATISTICS A (P/G)**Semester: I or II**

2 class contact hours

7 week hours

Pre-requisites:

None.

Objectives:

To develop the basic quantitative skills necessary for future studies in the Graduate Diploma in Administration; to develop an appreciation of the uses of quantitative methods in analysing problems encountered in administrative settings and situations; to develop skills necessary for the interpretation of Australian social statistics; to analyse typical social research procedures through the examination of a representative selection

of research studies; to develop an awareness of how numerical data can be used to convey an impression that is either untrue or less than the whole truth; a realisation that individual occurrences cannot be viewed in isolation, since they are part of a probabilistic world; and an ability to convey numerical information in a meaningful way; to develop a positive attitude to the use of quantitative methods.

37702 FINANCE — CONTEMPORARY PERSPECTIVES AND QUANTITATIVE TECHNIQUES (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

Social Statistics B.

Objectives:

To introduce 'Finance' as a social phenomenon, and the disciplines which focus on its explanation; to distinguish 'public finance' from 'corporate finance'; to outline the analytic and quantitative tools used by 'finance practitioners' in both the public and private sectors; to outline methodologies and associated quantitative techniques used in disciplines which seek to explain financial phenomena.

37703 SOCIAL STATISTICS B (P/G)

Semester: I or II

2 class contact hours

7 week hours

Pre-requisites:

None.

Objectives:

To consider the basic techniques of quantitative and statistical analysis essential for effective interpretation of the financial and economic environment; to provide the minimum quantitative and statistical skills necessary for an informed appreciation of contemporary literature in financial management and in the theory of finance; to consider basic techniques of econometrics and their application in finance; to develop a positive attitude to the use of quantitative and statistical analysis in finance; to enable students to comprehend the strengths and limitations of quantitative economic and financial analysis.

37704 COMPUTER SYSTEMS (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisites:

None.

Objectives:

To develop an awareness of the basic hardware and software concepts associated with computing; to develop an awareness of analytical approaches to problems solving using the computer, and some techniques used; to appreciate the capabilities and limitations of computerised systems; to gain some appreciation of a computer programmer's task; to compare the costs and benefits of different computer systems for various applications; to develop a positive attitude towards the computer as a resource.

37801 SYSTEMS DESIGN (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Computer Systems

Objectives:

To develop a deeper understanding of the information requirements of various organizations and the interaction of the different information systems within an organization; to develop basic skills for analysing and designing information systems which solve information problems; to develop familiarity with electronic computers and their use in different organizational systems; to develop competence in programming simple system applications; to provide an opportunity for students to undertake (individually or in groups) an approved systems project, such as manpower planning, capital works planning, admissions, personnel, student administration, timetabling, budgeting; to develop competence in planning and controlling systems projects.

37802 RESEARCH PROJECT (P/G)**Semester: I or II**

0 class contact hours

7 week hours

Pre-requisites:

Approval of Director of Post-Graduate Studies

Objectives:

To provide an opportunity for students to undertake a research project individually or as a member of a small group; to identify, analyse and evaluate the research literature in the student's chosen project areas; to study further the research methodologies appropriate to the project interests of the individual student and of the total group; to develop an understanding of selected advanced statistical procedures necessary for analysis of empirical data; to develop a positive attitude to the use of research in the administrative and social environments; to provide a forum in which students may share their research experiences.

37804 FINANCIAL AND MANAGERIAL APPLICATIONS OF COMPUTERS (P/G)**Semester: II**

2 class contact hours

7 week hours

Pre-requisites:

Computer Systems

Objectives:

To familiarise students with the variety of computer applications which can make a valuable contribution to financial and management decision-making; to develop skills necessary for students to be able to make use of computer packages for solving financial and management problems; to provide students with experience in the preparation of data for, and interpretation of results from computer software packages designed for financial and managerial applications.

Economic Studies

The Department of Economic Studies offers a major strand of studies in economics. The sequence is as follows:

- 32101 Economy and Society I
- 32201 Economy and Society II
- 32301 Economy and Society III
- 32402 Financial Institutions and Markets
- 32502 Competition and Welfare
- 32602 International Economics

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes.

32101 ECONOMY AND SOCIETY I

Semester: I

3 class contact hours
6 week hours

Pre-requisites:

None.

Objectives:

To confront students with economic phenomena, and the ways in which they may be patterned; to introduce students to basic concepts used by economists to describe and analyse patterns of economic behaviour; to develop an appreciation of the effect of particular social and political structures on the patterning of economic behaviour; to describe the structural characteristics of the Australian economy and its social and cultural determinants; to examine certain contemporary social problems as consequences of the structure and functioning of the Australian economy; to develop in students recognition of different methodological approaches to the study of economic phenomena, of the cultural and historical origins of these approaches, and an awareness that each approach may lead to different interpretations of the same phenomena.

32201 ECONOMY AND SOCIETY II—THE MODERN CORPORATION

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Economy and Society I.

Objectives:

To describe the dominant roles of, and the interrelations between, corporations and organised labour in modern western societies; to develop an understanding of the corporation as an uneasy coalition of competing interest groups and of the different dimensions in the relations between these groups; to examine in some detail the economic dimensions of corporate activity, using the analytic tools and models of micro-economics; to examine the social and economic determinants of the supply and demand for labour in the Australian institutional setting, using conventional tools of economic analysis; to assess the performance of the modern corporation on the basis of both corporate and social criteria, using conventional techniques of economic analysis where applicable.

32301 ECONOMY AND SOCIETY III—GOVERNMENT AND ECONOMY

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II.

Objectives:

To develop an understanding of the role and significance of government activity in the economy; to develop an understanding of the structure and working of the economic system so that students may appreciate the need for and the effect of government economic policy; to develop an understanding of the analytical tools and the models appropriate to economic policy decisions; to briefly consider the evolution of economic ideas and their influence on policy making.

32302 LABOUR MARKET ECONOMICS

Semester 1

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II

Objectives:

To familiarise students with the basic concepts used by economists to describe and analyse the workings of labour markets, with particular appreciation of the effects of institutional structures on the operation of Australian labour markets. The course will describe the manner in which the Australian labour market is performing and the role of government policy in influencing that performance. It will examine possible changes in the Australian economy in the 1980's and the resultant changes in the Australian job structures and the issues this generates. Finally, the course will aim to examine labour market issues appropriate to personnel management policies in an organisation context.

32401 REGIONAL AND URBAN ECONOMIES

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society III.

Objectives:

To examine contemporary social problems as consequences of the structure and functioning of urban economies in Australia and abroad; to increase students' abilities in applied economic analysis through the consideration of economic activity and problems of sub-national areas; to assess the efficacy of policies proposed for the amelioration of urban problems against both economic and social criteria.

32402 FINANCIAL INSTITUTIONS AND MARKETS

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society III.

Objectives:

To develop an understanding of the functioning of financial institutions and markets and the ways in which they influence the financial management decisions of governments and firms; to describe sources of finance within the Australian institutional setting and internationally; and the economic relations that hold between domestic and international sources of finance; to examine the role and functioning of government monetary policy; to practise students in financial analysis and in the selection of financial strategies, by simulating the type and range of decisions that would be made by government and semi-government institutions and private firms.

32404 THE UNDERDEVELOPED ECONOMY

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Economy and Society III.

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to different economic systems in the process of development; develop an understanding of the characteristics and problems of developing countries as a major part of the world economy; to increase proficiency in applied economic analysis.

32405 SOCIALIST ECONOMIC SYSTEMS

Semester: I

3 class contact hours

8 week hours

Pre-requisite:

Economy and Society III.

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to socialist economic systems; develop an understanding of the principles of socialist economics and the workings of socialist economic systems in practice; increase proficiency in applied economic analysis, particularly in the field of economic planning.

32406 TOPICS IN ECONOMIC STUDIES

Long Vacation

0 class contact hours

8 week hours

Pre-requisites:

A superior performance in Economy and Society III, and permission of the Head of the Department of Economic Studies.

Objectives:

To provide students with an opportunity to undertake a course of study whereby they can, during the long vacation, further their understanding of economics by making an in-depth study of specific topics in economics which are not rigorously treated in existing economics units; develop their familiarity with the sources of

economic literature and statistics by undertaking a literature search; improve their facility with economics by making a critical evaluation and assessment of the literature.

32502 COMPETITION AND WELFARE

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Financial Institutions and Markets.

Objectives:

To *further* examine the bases of consumer behaviour and market demand; the theory of production and costs, the firm in different market structures, the theory of distribution and the achievement of economic welfare; to investigate the theory of social goods and criteria for public expenditure, public utility pricing policy; to enquire into the use of tax base in relation to equity and efficiency; to enquire into the principles of multi-unit finance (fiscal federalism).

32602 INTERNATIONAL ECONOMICS

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Competition and Welfare, or with the permission of Head of Department of Economic Studies

Objectives:

To provide students with a basic understanding of the principal theories of international trade and capital movements; to examine the causes and effects of international trade on the Australian economy and indicate in general terms those areas in which Australia might/might not be able to compete in the international market place; to examine the effects of international direct investment on host countries and attempts to assess the likely gains or losses incurred by the host country.

32701 SOCIAL ECONOMICS A (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisites:

None.

Objectives:

To introduce and develop a framework for economic analysis with the twin aims of familiarising students with an economic approach to society's problems and of providing students with some of the skills pre-requisite to the core courses in the Postgraduate Diploma in Educational, Public, Recreational and Social Administration. More specifically the unit's aims are: To introduce economic concepts; to practice students in the application of those concepts to the types of resource allocation problems faced by administrators; to consider the role of government in managing the economic system.

32702 CAPITAL MARKETS (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisites:

Social Statistics B, Social Economics.

Objectives:

To introduce the elements of monetary theory as an analytical framework for examining the function and functioning of financial institutions and capital markets; to describe the workings of international capital markets and their relation to domestic capital markets; to show the relationship between the functioning of capital markets and the financial decision-making of governments and firms.

32703 PUBLIC FINANCE (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisites:

Social Economics B.

Objectives:

To examine the fiscal functions of government; to investigate the justification for, and role of public utilities; and the rationale for public utility pricing policy; to enquire into the use of the tax base in relation to equity, efficiency and simplicity; to determine the financial capacity of government units, to examine the considerations of surpluses and deficits in federal, state-local government financial relationships and their effect on decisions of government units; to examine the economics of public debt; to investigate traditional and emerging notions of the role of budgets in government planning and control; to analyse budgeting as a process which integrates the political, technical and economic aspects of decisions.

32704 SOCIAL ECONOMICS B (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

None.

Objectives:

To introduce and develop a framework for economic analysis with the twin aims of familiarising students with an economic approach to society's problems and of providing students with some of the skills pre-requisite to the core courses in the Post Graduate Diploma in Finance and Financial Administration. More specifically, the course aims are: to introduce economic concepts; to practice students in the application of these concepts to current problems; to examine criteria for evaluating economic policy and to develop an appreciation of problems inherent in prescribing policy.

Legal Studies

The Department of Legal Studies offers sequences of legal studies for students in the Bachelor of Business programme and a major sequence for students in the Bachelor of Library Science programme.

34101 Law and Society is the introductory prerequisite for units in both programmes.

The subsequent units in the Bachelor of Business programme are designed for students seeking professional accounting, management and administrative qualifications. Students in the following specializations are required to take the units indicated in addition to 34101 Law and Society:

Accounting	34201	Commercial Law
	34301	Company Law and
	34401	Revenue Law;
Business Management	34201	Commercial Law and
	34402	Industrial and Labour Law
Local Government	34202	Administrative Law and
	34203	Local Government Law;
Social Administration	34206	Health and Welfare Law;
Public Administration	34202	Administrative Law.

Elective units are also offered. In addition, the units in the Library Science programme and the core units of a specialization may be taken as elective units by students in other specializations.

The major disciplinary sequence for students in the Bachelor of Library Science programme is intended to give persons who do not intend to practice law as a result of this study an understanding of the social context of law and legal institutions as well as the role of law in society.

The sequence is composed of six units. Two units must be taken in each year commencing with Law and Society.

34101	Law and Society
34205	Judicial Process
34305	Foundations of Law I
34405	Foundations of Law II
34505	Foundations of Law III
34605	Law and Justice

34101 LAW AND SOCIETY

Semesters: I and II

3 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

To familiarise students with the Australian legal framework, the sources of law in Australia and the techniques of legal research and reasoning; to explore the nature and function of law by reference to the relationship between the law and the (Australian) society in which the law develops, is applied and changes; to serve as an introduction to subsequent legal courses.

34201 COMMERCIAL LAW

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Law and Society.

Objectives:

To familiarise students with the more important legal concepts and rules governing the conduct of business; to familiarise students with legal techniques; to serve as an introduction to subsequent legal courses.

34202 ADMINISTRATIVE LAW

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Law and Society.

Objectives:

To familiarise students with the legal problems and issues associated with the exercise of delegated power and the administration of rules in governmental and other organisations; to make students aware of the limits of the administrator's role in the governmental or semi-governmental organisation; to make students aware of the obligations cast upon the administrator in the exercise of his role and the remedies available to persons and, in appropriate circumstances, to the administrator.

34203 LOCAL GOVERNMENT LAW

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Law and Society.

Objectives:

To introduce students to local government administration including the administrative structure of councils and their relationship to one another and to other government agencies and authorities; to familiarise students with the law relating to the nature and functioning of Councils; to indicate the more important of Councils' powers and duties and the law and administrative practice relating to the exercise of these functions. The emphasis would be on those powers and duties generally and regularly exercised by Councils in the metropolitan area of Sydney.

34204 TRADE PRACTICES AND CONSUMER PROTECTION

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Law and Society

Objectives:

To examine the law in relation to conduct in restraint of trade and to consumer protection; to review the history of legislative intervention in these areas and the critiques of the law and policy of such intervention.

34205 JUDICIAL PROCESS

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Law and Society.

Objectives:

To examine the machinery and adjectival law of the Australian legal system; to evaluate the existing models for judicial law making, adjudication, fact finding, representation, etc; to critically evaluate the role or roles played by the courts, tribunals and the legal profession in contemporary society and the implications of these roles for the functioning of the legal system.

34206 HEALTH AND WELFARE LAW

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Law and Society.

Objectives:

To give a broad overview of the bodies of law which regulate the provision of health and welfare services; to examine in detail how these bodies of law impinge on individuals and groups; to examine legal constraints on the formation, administration and operation of health and welfare organisations; to examine major issues in the law relating to health and welfare situations.

34301 COMPANY LAW

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Law and Society.

Objectives:

To describe the development of the corporation as an element in the development of western economic society; to analyse how the division between control and ownership of the modern corporation has led to the development of legal rules governing its administration; to study in detail certain of these rules; to assess the adequacies of the present legal rules in the light of changing social and economic pressures.

34305 FOUNDATIONS OF LAW I

Semester: I

3 class contact hours

8 week hours

Pre-requisite:

Law and Society and approval of Head of Department.

Objectives:

To examine the social role of property law and the impact of socio-economic influences on the development of a concept of property; to examine the basic rules of the Australian legal system relating to the creation and assignment of interests in places, ideas and things; to examine the economic role of property in a capitalist society and its implications for social control and planning; to consider the role of property as a vehicle for social regulation.

34401 REVENUE LAW

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Law and Society and approval of Head of Department of Legal Studies

Objectives:

To study the legal basis of the Australian taxation system and the more important revenue laws of both the Commonwealth and New South Wales; to examine the objectives of fiscal policy in Australia and the legislative and administrative means by which these are achieved; to examine the effect of income taxes on the legal structure of the business entity; to consider proposals for reform of Australian income tax law.

34402 INDUSTRIAL AND LABOUR LAW

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Law and Society.

Objectives:

To examine the framework within which the 'confrontation' between employer and employee takes place; to show how and why the trade union movement acquired its present position and role; to explain the rights and obligations of workers viz-a-viz trade unions; to analyse the operations of a trade union; to consider the future of industrial law as a discipline in the changing climate of industrial relations today.

34405 FOUNDATIONS OF LAW II

Semester: II

3 class contact hours
8 week hours

Pre-requisites:

Law and Society and approval of Head of Department.

Objectives:

To examine the elements of the general law of obligations; to examine the theoretical and the actual role of the contract in social and economic affairs; to examine the reasons for and the modes of social intervention affecting 'freedom of contract'; to examine the re-emergence of status as a basis for legal rights and obligations; to consider the future of the law of contracts.

34505 FOUNDATIONS OF LAW III

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Foundations of Law II.

Objectives:

To examine the notion of anti-social conduct; to examine the existing concepts of tortious and criminal liability and to evaluate alternative models; to examine the role of law as a modifier of conduct; to examine the relationship between injury, social harm and legal response.

34605 LAW AND JUSTICE

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Law and Society and approval of Head of Department.

Objectives:

To examine the concept of law and its role in society; to examine the concept of justice; to explore the relationship between theories of law and theories of justice; to examine the criteria by which law may be evaluated and the place of social values in the evaluation of law; to examine the concept of the law of nations.

34702 LAW AND ADMINISTRATION (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics.

Objectives:

To examine the development and the use of rules as an institutional response to the need to codify conduct and compose conflict; to examine the development and application of rules in diverse situations in order to indicate the limits of regulatory and administrative systems based on rules as vehicles for problems solving and conflict resolution; to investigate alternatives to rule making and enforcement in the regulation of human conduct; to examine the legal system as a social system for the formation and application of rules; to develop skills in problem analysis, definition and resolution by the identification of elements of conduct that are relevant to the operation of a legal system, by the structuring of problems as justiciable problems, by the characterisation of ways in which the law resolves legal problems; to assess the legal process as a vehicle for composing social conflict.

Administrative, Social and Political Studies

Political Science Major

The Department of Administrative, Social and Political Studies offers a major strand of studies in politics. Politics units are divided into three levels; level 1 (introductory); level 2 (special areas) and level 3 (theory and practice). Students are required to choose two units from level 1 in their first year; two from level 2 in their second year, and two from level 3 in their third year. At present, there is little choice available, but as staff members increase, so too will the choice. Units currently taught are:

Level 1:	35102	Political Behaviour
	35202	Introduction to American Politics
Level 2:	35403	Politics and Information
	35301	Community Politics
	35402	Politics and Welfare
Level 3:	35501	Australian Political Issues
	35502	The Modern State: Theory and Practice

The major is designed as a disciplinary sequence for students in the Bachelor of Arts (Library Science) and Bachelor of Business programmes.

These Politics units are also available to students enrolled in the Diploma of Teaching course.

Pre-requisites:

Level 1	Political Behaviour. No pre-requisite. Introduction to American Politics. Sole pre-requisite is Political Behaviour.
Level 2	All courses. Students must have passed Political Behaviour <i>and</i> be enrolled in at least the third semester of a full-time course (or its part-time equivalent).
Level 3	All courses. Students must have passed Political Behaviour <i>and</i> at least one Level 2 politics course <i>and</i> be enrolled in at least the fifth semester of a full-time course (or its part-time equivalent).

Administrative Studies Major

The Department also offers a disciplinary sequence in Administrative Studies. For students enrolled in the Bachelor of Arts (Library Science) the sequence is as follows:

35102	Political Behaviour
36201	Organisation Behaviour
36301	Industrial Sociology
36404	Bureaucracy
36601	Organisation Adaptation and Change
36603	Management Theory

The sequence is the same for Bachelor of Business students, with the exception that the original unit is Society and Culture 35101.

35101 SOCIETY AND CULTURE

Semesters: I and II

3 class contact hours
6 week hours

Pre-requisites:

None.

Objectives:

To introduce students to the sociological perspective as a way of understanding Australian Society, and developing an awareness of social systems, social structures and processes of social change. The course examines, from a sociological perspective, phenomena such as the family, work, the media, schools, social space, leisure and consumption.

35102 POLITICAL BEHAVIOUR

Semesters: I and II

3 class contact hours
6 week hours

Pre-requisites:

None.

Objectives:

To develop in students an interest in political behaviour as a social phenomenon, in contemporary political issues, and in the application of ideas about political behaviour to the Australian context; an understanding of the structure and functioning of the Australian system of government within Australian society; and an ability to analyse the political dimensions of situations.

After an extended look at the meaning of politics and power amongst individuals, the distribution of power in Australian society and the operation of the legal system in this context, the course proceeds to an analysis of the main institutions and processes at work in the Australian political system. Federalism, the Constitution, the Cabinet, electoral practices and behaviour, are all topics dealt with at some length. These are followed by a close look at the two major parties as well as fringe parties before the concluding section on selected issues, e.g. welfare and community politics.

35202 INTRODUCTION TO AMERICAN POLITICS

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Political Behaviour.

Objectives:

To develop in students an understanding of the American system of government and the role that various institutions and organisations play in the American political system; to broaden students' comprehension of political behaviour by examining another political culture; to extend skills in political analysis by confronting students with some of the problems connected with comparative approaches to politics; to introduce students to the systems theory approach to political analysis and its application in the American context.

After an examination of some of the approaches to comparative political analysis, the course proceeds to a consideration of the ideological, philosophical and historical characteristics of the American system. A detailed analysis follows of the roles and functions of the main institution (President, Congress, Supreme Court), as well as organisations and interest groups. The course concludes with an examination of certain controversial issues in American politics, e.g. welfare, civil rights and civil liberties.

35203 THE SOCIOLOGY OF COMMUNITY

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Society and Culture

Objectives:

This unit introduces students to the variety of social groups and cultural values at the local level in Australia, and critically evaluates the concept of community as the term is used in the sociological literature, government reports and the mass media. It examines in detail the processes of social interaction and the dynamics of social change in different communities in Australia and provides students with a theoretical overview of the social planning aspects of residential change. The spatial and localised effects of social policy and wider social structures are examined in terms of social structure, social interaction and social equity at the local level.

35205 SOCIOLOGY OF LEISURE

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Society and Culture

Objectives:

To examine the concepts of work, leisure and recreation in industrial societies; to trace the historical development of Australian patterns of leisure and recreation; to analyse sub-cultural variables relevant to participation in, and commitment to, particular leisure activities; to examine the relationship between particular forms of leisure and other aspects of the social structure; to relate changes in the nature of employment to the development of new requirements in leisure.

35206 GENDER AND POWER

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Society and Culture or Education and Society

Objectives:

The purpose of this course is to introduce students to a variety of approaches to gender and power, and to investigate the links between sexual inequalities and other forms of social inequalities. It will develop an analysis of the sexual division of labour within the family and in the workforce, with particular reference to Australian society. It will provide an account of masculinity and femininity through an analysis of the dominant pattern of sexuality.

35301 COMMUNITY POLITICS

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Political Behaviour, and enrolment in at least the third semester of the full-time course (or its part-time equivalent)

Objectives:

To provide tools for analysing political behaviour among relatively small aggregations of people; to develop an awareness of political processes, both formal and informal in Australian communities; to study the interrelationship in Australia of community politics with state and national politics; to examine theories of representation, devolution and accountability in context of community decision making; to develop skills in systematic and rigorous empirical analysis by examining recent manifestations of community political organisation and the impact of government programmes designed to encourage community politics. After an examination of some of the case studies of Australian communities (Bradstow, Newtown) and a brief survey of some relevant theories, the course proceeds to analyse the framework, processes and procedures of decision making at the community level. Topics covered include the role and influence of state and federal government, the 'new' community politics and political 'linkages' at the local level. The course concludes with a detailed analysis of the community-power debate and other theories. Students will also have the opportunity to share the results of their own research.

35304 SOCIOLOGY OF IMMIGRATION

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Society and Culture.

Objectives:

This unit is designed to provide students with a sociological perspective on the effects within Australia of mass immigration to Australia in the post-war period. Specific aims of the unit are:

To enable students to recognise the economic and cultural impact of immigration upon Australian society; to impart an appreciation of the social value of cultural diversity; to critically assess various theoretical approaches to the problems of a multi-ethnic society; to enquire into the policy aspects of the post-war Australian migration programme, as a means to understanding the pattern of migrant arrivals; to examine the locational distribution of various ethnic communities in Australia; to investigate specific migrant sub-cultures, their traditional origins, and the processes of social change within these sub-cultures in the Australian context; to demonstrate to students the special needs of some migrant communities in health, housing, employment, education and welfare.

35305 SOCIAL INEQUALITY AND SOCIAL ACTION

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Society and Culture.

Objectives:

To enable students to recognise the extent and meaning of human deprivation, and

its psychological and social dimensions; to develop an understanding of the causes of deprivation and its consequence for individuals and society; to examine ways in which western society intervenes in the cycle of deprivation at both private and governmental levels, and the values underlying such intervention; to examine the impact of different modes of intervention on deprived individuals and groups, the range of responses available to them, and the longer term social consequences intended and unintended; to develop an appreciation that all needs cannot be met all the time, and that social priorities as determined by political and other processes will define which needs are to be met.

35401 LOCAL AND REGIONAL GOVERNMENT

Semester: II

3 class contact hours
10 week hours

Pre-requisites:

Political Behaviour and at least one Level Two Politics course and enrolment in at least the fifth semester of the full-time course (or its part-time equivalent)

Objectives:

To pose the question: "Why local government?" and to seek to answer in theoretical and practical terms; trace the development of local government in Australia to help in understanding its present position in Australian government and society; gain an understanding of local politics as a process; consider the role of planning in local and regional government and its relation to the local political process; equip students with the ability to undertake a critical analysis of proposals for local and regional government reforms.

35402 POLITICS AND WELFARE

Semester: II

3 class contact hours
8 week hours

Pre-requisites:

Political Behaviour and enrolment in at least the third semester of the full-time course (or its part-time equivalent).

Objectives:

To create an awareness of the salient features of the political environment processes of the "welfare state", to study in detail the politics surrounding and generated by recent Australian government initiatives in social welfare policy; to examine recent attempts to apply theories of participation and principles of co-ordination in welfare policy; to examine the inter-relationship between poverty, inequality and class under advanced forms of capitalism; to critically review the literature on community politics and community action, paying particular attention to the United States' "war against poverty"; to develop skills in analysing the politics of communities and of welfare delivery systems and an appreciation of modes and possibilities of intervention and community mobilisation. This unit will be substituted by Politics and Information in 1981.

35403 POLITICS AND INFORMATION

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Political Behaviour, and enrolment in at least the third semester of the full time course (or its part-time equivalent).

Objectives:

Introduction to concepts and idea of information as a political resource. Information and the Professions: the institutionalization of specialized knowledge in professions fosters the development of power-powerless relations between professional and client seeking meaningful information.

Information and Organizations: internal and external information needs; gatekeeper roles; formal and informal information networks.

Information and Governments: role of information in policy processes of government. Public Access to Information: relationship between public access to information and liberal democracies; access to information as pre-requisite to participation; freedom of information legislation and 'open government'; role of information brokers.

Public Freedom from Information: the fate of individual and organizational rights to privacy in the face of technological developments in information storage and combination; government intelligence agencies and difficulties of control over them.

35501 AUSTRALIAN POLITICAL ISSUES**Semester: I AND II**

3 class contact hours

10 week hours

Pre-requisites:

Political Behaviour and at least one Level Two politics course, and enrolment in at least the fifth semester of the full-time course (or its part-time equivalent).

Objectives:

This course requires the student to select a contemporary Australian political topic, research a specific aspect of it, research it (using, for example, public documents, private interviews, observation or survey) and present a written, 6000-8000 word report. The research must be supervised by an appropriately-qualified staff member and students will not be permitted to undertake a study for which no adequate supervisor can be found. While this is not a formal, lecture-and-workshop course, students will be expected to meet regularly for the first few weeks to report progress and discuss problems.

35502 THE MODERN STATE: THEORY AND PRACTICE**Semester: I**

3 class contact hours

10 week hours

Pre-requisites:

Political Behaviour and at least one Level Two Politics course, and enrolment in at least the fifth semester of the full-time course (or its part-time equivalent).

Objectives:

To introduce students to some important bodies of systematic thought about the State developed during the past three hundred years; bring students to an awareness of the historical processes of the development of political thought and its inter-relationship with social development; examine methodologies of theoretical development especially of normative theory; raise and develop important theoretical questions concerning the State and its inter-relationship with society; political theorists considered will include Hobbes, Locke, Rousseau, Mill, Miliband and Poulantzas; refine students' ability to appraise critically theoretical writings.

35503 SOCIAL ENQUIRY

Semester: I

3 class contact hours
10 week hours

Pre-requisites:

Society & Culture, Communication II, Quantitative Methods II, and enrolment in at least the fifth semester of the fulltime course or its part-time equivalent.

Objectives:

The Social and Political Context of Enquiry: Enquiry as both a social and a political enterprise; research into the social domain; social and political judgements on research methodology and product.

The Ethics of Social Research: social research, by its very nature, cannot be ethically neutral; there are two aspects to the problem of ethics in social research — first the more general problem of moral treatment of other human beings and second, the particular ethical problems associated with scholarly research.

Modes of Social Research: there is a variety of possible modes of social research and students will be encouraged to develop criteria for determining the most appropriate research method for a particular problem.

Policy Implications of Research Findings: drawing conclusions from the data for policy evaluation; presenting conclusions and/or recommendations in order to influence policy formulation.

Relationship between Policy Recommendation and Statement and Implementation.

35701 SOCIAL DYNAMICS (P/G)

Semester: I or II

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To develop an analysis of the processes of social change in post World War II Australian society, with particular emphasis on the relationship between changes in economic, social and political structures.

To develop an analysis of the ways in which these processes of social change impinge upon the work situations of students in the course.

To develop the ability to apply conceptual frameworks in order to provide explanations of social phenomena and processes. Of particular importance here is the application of concepts to the work situations of the students.

35702 COMMUNITY STUDIES (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisites:

Social Dynamics, Social Economics A.

Objectives:

To increase students' awareness of their social environment and to provide them with the skills and theoretical perspectives required for the analysis of local social

systems as elements within Australian society. These perspectives and skills will be drawn from sociology, politics and economics and will be chosen with the particular needs of administrators in mind.

The unit examines the meaning of the term "community" in contemporary Australian society and analyses the concept as it is used by administrators at the local level and in wider social policy. The particular characteristics of a number of types of local social system are explained in terms of wider social processes through a consideration of the economic and political aspects of spatial development in Australia. In an examination of population concentrations, urban structure is considered as an allocative mechanism that influences the social composition and real income of particular local areas. Once students have a theoretical understanding of the issues of spatial development, skills are developed in the empirical investigation of social interaction, participation and political organization at the local level, placing particular emphasis on the role of administrators within the local social system.

35703 EDUCATIONAL ANALYSIS (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics

Objectives:

To develop an understanding of the nature and function of education as a social process and as a field of study; to develop an appreciation of significant concepts of the nature of learning and teaching; to examine basic concepts and methods used in the analysis of educational situations, and in the construction of educational theories; to examine major contemporary approaches to educational design and practice; to analyse and evaluate the philosophical and psychological assumptions underlying contemporary approaches to educational analysis and design; to examine curricular manifestations of alternative approaches to educational design, identifying in general terms the teaching strategies most commonly associated with each approach.

35704 DEPRIVATION AND INTERVENTION (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics

Objectives:

To enable students to recognise the extent and meaning of human deprivation, and its psychological and social dimensions; to develop an understanding of the causes of deprivation and its consequence for individuals and society; to examine ways in which western society intervenes in the cycle of deprivation at both private and governmental levels, and the values underlying such intervention; to examine the impact of different modes of intervention on deprived individuals and groups, the range of responses available to them, and the longer term social consequences, intended and unintended; to develop an appreciation that all needs cannot be met all the time, and that social priorities as determined by political and other processes will define which needs are to be met.

35705 SOCIAL SERVICE SYSTEMS (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Deprivation and Intervention

Objectives:

To study the development and role of social services in modern industrial societies; to examine the main features of the social service systems of selected countries, with special reference to Australia; to study in some detail the arrangements for the delivery of social services in Australia; to look briefly at the way some roughly comparable countries organize the delivery of their social services; to examine theoretical tools available for analysing the structure and functioning of social service organizations and systems; to examine problems involved in the delivery of social services.

35706 EDUCATIONAL INSTITUTIONS AND SYSTEMS (P/G)**Semester:** II

2 class contact hours

7 week hours

Pre-requisite:

Educational Analysis

Objectives:

To describe the evolution of educational systems and institutions in Australia in terms of social, cultural and other factors; to examine the contemporary scene in Australian education, focusing on salient issues and controversies; to develop skills in the analysis and evaluation of the literature; to develop skill in the selection and use of primary and secondary sources of information.

35707 LEISURE AND RECREATION (P/G)**Semester:** I

2 class contact hours

7 week hours

Pre-requisites:

Social Dynamics

Objectives:

To examine the concepts of work leisure and recreation in industrial societies; to trace the historical development of Australian patterns of leisure and recreation; to analyse sub-cultural variables relevant to participation in, and commitment to particular recreational forms; to assess the psychological and sociological functions of various leisure activities and examine the relationship between recreational values and wider societal values; to examine the relationship between particular recreational forms and other aspects of social structure; to predict future trends in leisure and recreational needs and seek new directions and alternative choices for workers in the field.

35708 RECREATION INSTITUTIONS AND SYSTEMS (P/G)**Semester:** II

2 class contact hours

7 week hours

Pre-requisite:

Leisure and Recreation

Objectives:

To study the development and the role of recreation and leisure services in modern industrial societies; to examine the main features of the recreation and leisure service systems of selected countries, with special reference to Australia; to study in some detail the arrangements for the delivery of recreation and leisure services in Australia; to examine theoretical tools available for analysing the structure and functioning of recreation and leisure service organizations and systems; to examine problems involved in the delivery of recreation and leisure services; to examine the literature on some of the current issues relating to the institutional forms and practices of administrators in recreation/leisure settings.

35709 THE PUBLIC/PRIVATE DOMAIN (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisites:

Social Dynamics, Social Economics A.

Objectives:

To develop an understanding of the structural linkages which exist between what have been termed the "public" and "private" sectors; to develop an appreciation of how these structural interdependencies emerged, and how they are likely to develop in the immediate future; to develop an appreciation of how the public/private domain affects and constrains managerial activity in both sectors; to examine cases of the inter-action between "public" and "private" structures and develop an understanding of the processes, relationships, tensions and contradictions which result; to examine how practitioners and observers of management in both sectors have perceived the public/private domain, and to examine the implications of such perspectives.

35710 PUBLIC INSTITUTIONS AND SYSTEMS (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Public/Private Domain.

Objectives:

To provide an understanding of the institutional environment of public administration in Australia; to examine the traditional concept of the role of the public administrator and the challenges to which it is now subjected; to develop an appreciation of the administrative process as a set of relationships both inside and outside formal organizational structures; to introduce the current debate about the nature and composition of public organizations (e.g. accountability, a representative public service etc.) and the structure of government organizations (e.g. organizational design, decentralisation, access, etc.); to examine the extent to which there have been changes in the nature, composition and structure of public organizations.

35803 EDUCATIONAL POLICY (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisites:

Educational Institutions and Systems; Managerial Decision Making (P/G)

Objectives:

To introduce students to the study of policy-making, with particular emphasis on the field of educational policies; to develop an appreciation of the political, social and institutional pressures which affect the formation and implementation of educational policy in Australia; to provide students with a range of skills and techniques for use in policy making; and, as a corollary, develop an understanding of what social science can and cannot do for policy-makers; to practise students in aspects of the policy-making process by a thorough examination of one or two recent major cases of educational policy formation.

35804 SOCIAL POLICY (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisites:

Social Service Systems; Managerial Decision Making (P/G)

Objectives:

To introduce students to the study of policy-making with particular emphasis on the field of social policy; to develop an appreciation of the political, social, and institutional pressures which affect the formation and implementation of social policy in Australia; to provide students with a range of skills and techniques for use in policy making; and, as a corollary, to develop an understanding of what social science can and cannot do for policy makers; to practice students in aspects of the policy-making process by a thorough examination of one or two recent major cases of social policy formation.

35805 SOCIAL ADMINISTRATION (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Social Policy; Management Information Systems.

Objectives:

To assess leading issues in 'social administration'; to practise students in dealing with administrative (as distinct from policy) situations in the field of social welfare; to consider and evaluate individual research projects.

35806 EDUCATIONAL ADMINISTRATION (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Educational Policy; Management Information Systems.

Objectives:

To examine changing concerns in the literature of educational administration, in historical perspective; to investigate problems commonly associated with the tasks, personnel and environment of educational institutions; to identify major factors influencing personnel to initiate, accept or resist change; to practise students in dealing with administrative situations in education; to consider and evaluate samples of current research in educational administration.

35807 RECREATION POLICY (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisites:

Recreation Institutions and Systems; Managerial Decision Making (P/G)

Objectives:

To introduce students to the study of policy-making with particular emphasis on the field of recreation policy; to develop an appreciation of the political, social and institutional pressures which affect the formation and implementation of recreation policy in Australia; to develop insights into the political alternatives available to sporting and recreational decision-makers by exploring the political resources,

tactics and successes of some of the major pressure groups associated with sport and recreation in Australia; to acquaint students with the concepts of value theory as a 'rational' basis for the formation and comparison of policy objectives; to provide students with the basic skills and techniques for the definition and analysis of problems, the generation of alternative policy options and the evaluation and prescription of policy recommendations; to practise students in the analysis of the policy-making process by a thorough examination of one or two recent major cases of recreation policy formation.

35808 RECREATION ADMINISTRATION (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisites:

Recreation Policy, Management Information Systems

Objectives:

To assess leading issues in recreation administration; to investigate problems commonly associated with the tasks, personnel and environment of recreation administration; to develop the skills and techniques necessary for the planning (including implementation analysis), administration, monitoring and evaluation of projects; to develop skills in dealing with administrative problems in leisure/recreation settings.

35809 THE POLICY PROCESS (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisites:

Public Institutions & Systems; Managerial Decision-Making (P/G)

Objectives:

To consider the values and assumptions underlying the concept of policy; to distinguish 'policy' as an organizational outcome from 'policy' as administrative action; and by examining both the literature on the subject and actual practice to assess the extent to which 'policy' is an appropriate concept for explaining or controlling the pattern of organization activity; to examine the pattern of structural linkages, inside organizations and between them, within which the policy process takes place, and to identify administrative and other roles within the policy process; to survey attempts to develop rational aids to policy formulation; specifically those concerned with understanding complex choice situations, identifying and tapping relevant data sources, assessing costs and benefits, and predicting outcomes; to examine the relationship between the policy process and the outcomes of organizational activity, and in particular, to survey attempts at assessing the impact of organizational action, programme evaluation and feedback and learning in the policy process.

35810 MANAGEMENT IN THE PUBLIC SECTOR (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisites:

The Policy Process; Management Information Systems.

Objectives:

To investigate problems commonly associated with the tasks, personnel and environment of public administration; to develop the skills and techniques necessary for the planning (including implementation analysis), administration, monitoring and evaluation of projects; to develop skills in dealing with middle management problems in the public sphere.

35811 CURRICULUM DESIGN (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Social Dynamics.

Objectives:

The purpose of the unit is to provide students of administration with skills in curriculum design and insight into the complementary professional roles and responsibilities of administrators and others directly engaged in educational processes at all levels in various types of institutions. More specifically the purpose is to enable the student: to apply the systems approach to curriculum design; to identify the assumptions underlying some curriculum practices and to consider their validity for contemporary purposes; to deepen insights into the nature and function of theories and theorising by examining 'Curriculum Theory'; to develop skills in making decisions relating to curriculum matters consistent with the professional role of the administrator and the professional concerns of others directly involved in the educative process.

36201 ORGANIZATION BEHAVIOUR

Semesters: I and II

3 class contact hours

6 week hours

Pre-requisite:

None.

Objectives:

To develop an understanding of the organizational, structural, socio-cultural and psychological variables affecting the actions and interaction of people in organisations; to analyse the causal relationships between these variables, developing an appreciation of the organization as a source of conflict between organizational role requirements and individual role requirements and individual satisfactions; to consider and evaluate various models used in the analysis of organizational behaviour and their utility for practitioners and for the development of the discipline.

36301 INDUSTRIAL SOCIOLOGY

Semester: I

3 class contact hours

8 week hours

Pre-requisites:

Society and Culture.

Objectives:

To examine the organization of work in industrial societies paying special attention to the distribution of control with a view to demonstrating that it does not devolve meritoriously; that authority is not ordered with efficiency as the only goal; to demonstrate the role of ideologies and that the flow of work and distribution of technology are not natural outcomes of modern science; to examine and explain the response patterns of subordinates to work; to study the implications of new forms of technology on workplace relations.

36402 CORPORATE STRATEGY

Semester: I

3 class contact hours

10 week hours

Pre-requisites:

Economy and Society II; Commercial Law; Managerial Decision Making.

Objectives:

To develop an understanding of the process of strategy formulation in the firm, which will serve as a framework for studying major policy decisions in business situations. To understand the market structure of important segments of Australian industry and draw implications for individual firms; to study in some depth the legal and regulatory environment influencing major policy decisions in Australian firms; to develop an ability to consider environmental change and assess its likely impact on the firm; to gain some insight into the process of policy-making by simulating typical practical situations.

36403 MARKETING FOR MANAGERS

Semester: I or II

3 class contact hours

8 week hours

Pre-requisites:

Economy and Society II; Managerial Decision Making.

Objectives:

To develop an understanding of the marketing environment; to understand the total marketing function in particular with respect to planning and decision-making; to study the legal and regulatory environment influencing major marketing decisions in Australia; to apply a knowledge of accounting techniques, economics and quantitative methods to marketing and market research decisions; to increase the practicability of business education by simulating typical business situations.

36404 BUREAUCRACY

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Industrial Sociology.

Objectives:

To analyse the major theories of bureaucracy, their historical backgrounds, and the main disputes surrounding them; to examine in detail major empirical studies of bureaucracy in different settings as one basis for assessing the merits of disputed theories; to assess the utility of the bureaucratic model for the analysis of patterns of authority and leadership and processes of change in Australian society and in different types of organization; to examine the effect of increasing bureaucracy on the social, occupational and organizational structures of modern society; to examine modifications of, and suggested alternatives to, the bureaucratic model as desirable organizational patterns.

36406 EMPLOYEE RELATIONS I

Semester: I or II

Pre-requisite:

Economy and Society II

3 class contact hours

8 week hours

Objectives:

To introduce students to the academic study of Employee Relations; to describe and analyse the Australian system of employee relations, its actors and their interactions, within the system; to consider the indicators by which the effectiveness of Australian Employee Relations may be assessed, and in this context, to evaluate the outcomes of interaction; to practice students in the practical skills and techniques required in the ongoing employee relations function; to provide an adequate framework and level of understanding within which to subsequently discuss and assess the theoretical and professional issues of Employee Relations.

The course will discuss the history, structure and practice of trade unions; employers associations; legal, economic and social arbitration; wage determination; job evaluation; job analysis; the selection process; performance appraisal; strikes, absenteeism and labour turnover.

36502 PUBLIC ADMINISTRATION

Semester: I

3 class contact hours

10 week hours

Pre-requisites:

Political Behaviour; Bureaucracy.

Objectives:

To examine the role and character of the public service in modern societies, with particular reference to Australia; to develop an understanding of the institutional environment in which the public administrator operates, and provide a basis for a critical evaluation of the nature, scope and special problems of public administration.

36503 HEALTH/WELFARE SYSTEMS

Semester: II

3 class contact hours

10 week hours

Pre-requisites:

Social Inequality & Social Action

Objectives:

To examine in some detail the arrangements for the delivery of health and welfare services in Australia. To develop some critical perspectives on the Australian delivery system by comparison with selected overseas countries. To understand the dynamics of growth of health and welfare services in western industrial societies, particularly Australia. To examine the theoretical tools available for analysing the structure and functioning of health and welfare organizations and systems. To examine the criticisms offered of Australia's health/welfare system and evaluate various remedies. To develop in students an appreciation of how to operate effectively within the health/welfare system.

36504 RESEARCH FOR MARKETING PROBLEMS

Semester: I or II

3 class hours

10 week hours

Pre-requisites:

Marketing for Managers.

Objectives:

To impart a knowledge of research applications to marketing problems as a systematic and analytical process harnessed to the identification, understanding, and solution of problems associated with the marketing management process. As a corollary to this, students will become acquainted with the language, literature, and procedures of marketing research design and analysis; the formulation and testing of hypotheses; sources of data and their prescription; methods of data collection and organisation, including univariate, multivariate applications and techniques of model-building; and develop skills in both the application of research techniques and the interpretation and implication of research findings.

To develop an appreciation of the relationship between knowledge and action on the one hand, and the researcher/policy-maker on the other. This will involve a knowledge of the theory and method of evaluation of the justification for undertaking research, in relation to the decision-making process of problem solving.

To develop students to a point whereby they can either efficiently conduct marketing research, initially under supervision, or, alternatively, be able to rationally evaluate the results of marketing as it specifically applies to their function within the business organisation. In both cases, students will be capable of using their acquired skills as part of a disciplined approach to the solution of marketing problems.

36506 EMPLOYEE RELATIONS II

Semester: I

3 class contact hours

10 week hours

Pre-requisite:

Employee Relations I

Objectives:

To build on and develop the framework of Australian Employee Relations introduced in Employee Relations I. The unit will consider conflict and methods of control at the organisational level of employee relations, expanding to contrast and compare different industry systems, in both blue collar and white collar industries. The role of the state in employee relations will then be examined, in conjunction with case studies of public policy initiatives. The unit will also analyse the role of theories of industrial relations and personnel management, and develop an integrating conceptual framework.

36601 ORGANIZATION ADAPTATION AND CHANGE

Semester: I

3 class contact hours

10 week hours

Pre-requisites:

Bureaucracy

Objectives:

To recapitulate upon the disciplinary skills developed and knowledge acquired through the previous study of alternative perspectives and theories explaining the phenomenon of organizations and the behaviour of man in organizational settings; to analyse the concepts of change, adaptation and progress; to uncover the theoretical, ideological and philosophical bases of the concept of change and adaptation in organizations and to measure these concepts against the record of events, thereby to provide new insights into the nature of organizations and organizations in action; to explore, describe and classify organizational reaction to internal and external pressures for change and the adequacy of the response to resistance to change; to examine the motives, strategies, techniques and measures employed in planned organizational adaptation and change; to examine in detail major empirical studies of planned and unplanned organization adaptation and change, in business and in organizations generally.

36602 ORGANIZATION DESIGN

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Organization Adaptation and Change.

Objectives:

Organization Design is a co-termination unit in the Administrative Studies Major in the Bachelor of Business Degree. Its overall aim is to provide the student with the opportunity to apply skills acquired in earlier units of the sequence, and to equip him with those disciplinary, analytical and vocational skills peculiar to organization design problems. Its specific objectives are:

To recapitulate upon the disciplinary skills and knowledge contributed by organization theory to the diagnosis and analysis of organizational behaviour; to introduce the student to the theory and practice of organization design by way of a comparative analysis of historical design approaches; to explore various conceptual frameworks for understanding an organization's current strengths and weaknesses and to help determine what design changes will move a particular organization towards a better fit with the demands of its specific environment; to develop in students the analytic ability to be able to identify and measure the system of variables affecting organization design; to equip students with those synthetic skills and techniques required for the systematic design and planning of organizational structures, practices and operating mechanisms; to practice students in prescriptive design skills within a vocational context (i.e. designs for specific purposes), through a field project in either business or government.

36603 MANAGEMENT THEORY

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Organization Adaptation and Change.

Objectives:

To examine management as a social phenomenon; to examine modes of thinking about management, by analysing leading "theories" and empirical studies of management, in relation to alternative historical settings; alternative management structures; the decision-making, implementation and control functions of management; alternative institutional settings.

To develop an appreciation of the dynamics of managerial behaviour and the nature of managerial "success"; to deepen insights into the nature of theorising and the cumulative "development" of bodies of knowledge; to develop intellectual and appreciative skills which are likely to be transferable to managerial situations; to practise students in the analysis of managerial situations.

36604 PUBLIC POLICY

Semester: II

3 class contact hours
10 week hours

Pre-requisites:

Economy and Society III, and Public Administration or Health/Welfare Systems.

Objectives:

To develop in students an understanding of the dimensions of public policy issues; give some insights into how economic policy is made in the public sector, using contemporary Australian problems and issues as case studies; to develop an understanding of the social and political context in which economic policy is formulated and implemented; give an understanding of the analytical tools and models relevant to public policy problems.

36605 CONSUMER BEHAVIOUR

Semester: II

3 class contact hours
10 week hours

Pre-requisites:

Marketing for Managers

Objectives:

This unit is designed to provide a voyage of intellectual discovery within the field of consumer behaviour, integrating the best thinking in that area of psychologists, social psychologists, sociologists, anthropologists, communicators, economists and marketing experts. To this end, the basis of the unit is essentially theoretical. The major practical aim is to provide students with a better understanding of consumers and consumer markets, and understanding which is likely to lead to better decisions and better solutions to problems, both with respect to the satisfaction of an organisation's marketing needs, and with respect to the satisfaction of consumer needs in the market place. Accordingly, both the pragmatic literature and practice in consumer research are examined.

36606 EMPLOYEE RELATIONS III

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Employee Relations II

Objectives:

To consider the major professional and practical issues in employee relations management. The unit will examine the requirements involved in setting up an organisation's Employee Relations function and the development of appropriate policies and practices. A comparison of the conventional areas of employee relations policies and practices with more recent innovative strategies will be made. Practice in traditional areas such

as advocacy and negotiation in dispute settlement will be an integral part of the unit, as will an understanding of the developing areas of employee relations, such as Human Resources Accounting and "Organisational Development" (broadly defined).

36701 INDIVIDUAL AND ORGANISATION (P/G)

Semester: II 2 Class contact hours
Pre-requisite: Organisation and Management 7 week hours

Objectives:

To develop understanding of the actions and interactions of people in organisations; to critically evaluate theories of organisations; to examine relationships between existing organisations, and between individuals working within organisations and those groups the organisations serve; to provide experiential insights into relationships in organisational situations; to introduce students to modes of thinking about organisations and analyses of them; to provide students with means to critically evaluate the practices of their own organisations.

36702 ORGANIZATION AND MANAGEMENT

Semester: II 2 class contact hours
7 week hours

Pre-requisite:

Individual and Organisation

Objectives:

To describe current knowledge and modes of thinking about organizations and management; to further practise students in organization analysis; to assess modes of thinking about management by analysing leading "theories" and empirical studies of management; to develop an appreciation of the dynamics of managerial behaviour and the nature of managerial "success"; to deepen insights into the nature of theorising and the cumulative "development" of bodies of knowledge; to develop intellectual and appreciative skills that are likely to be transferable to managerial situations; to examine management as a social phenomenon.

36703 EMPLOYEE RELATIONS ADMINISTRATION (P/G)

semester: I or II 2 class contact hours
7 week hours

Pre-requisites:

Social Dynamics

Objectives:

To provide insight into the 'employee relations' as an identifiable part of organisational processes and an understanding of the role and desirable participant skills of non-specialist managers in employee relations processes. Topics covered include: manpower planning, job analysis, recruitment and selection, performance appraisal, wage and salary determination, trade unions, arbitration systems, negotiation and bargaining, industrial conflict.

36801 ORGANIZATION STRUCTURE AND CHANGE (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisites:

Organization and Management

Objectives:

To examine major theories of organization structure, in the context of differing environmental and organizational situations; to describe and classify empirical data about organizational reactions to internal and external pressures; to examine strategies and techniques used in planning adaptation and change in organizations; to examine in some detail major empirical studies of planned and unplanned organizational change; to develop an appreciation of the structural implications of strategic management action and most importantly, how management manipulates and changes organizational structures to achieve its specific objectives.

36802 ORGANIZATION DESIGN (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisites:

Organization Structure and Change

Objectives:

To familiarise students with theories and techniques of organization design and design models; to analyse historical change in design theories; to practise students in organization design generally; to practise students in applying design theories and models to existent or simulated situations in their area of specialisation.

The prerequisite unit Organization Structure and Change examined how organizations are structured and may be changed to achieve specific objectives of management. Organization design explores alternative ways of achieving restructuring organisations in particular stages of development, operating in particular markets or publics, or facing various environmental contingencies. The relationship between organization design as the accumulation of incremental management decisions and/or as a 'learning model' directed towards the achievement of a self-designing organization, is explored in the course.

Library and Information Studies

41101 INFORMATION AGENCIES IB

Semester: I

2 class contact hours
6 week hours

Pre-requisite:

None.

For Objectives see 41105 Information Agencies IA.

41103 INFORMATION RESOURCES IB

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None.

For Objectives see 41106 Information Resources IA.

41104 INFORMATION METHODS IB

Semester: II

3 class contact hours
6 week hours

Pre-requisites:

None.

For Objectives see 41108 Information Methods IA.

41105 INFORMATION AGENCIES IA

Semester: I

3 class contact hours
6 week hours

Pre-requisites:

None.

Objectives:

To introduce students to the variety of information agencies; identify the role and tasks of the librarian/information worker; examine the requirements for his/her education and training; identify the agencies' role, characteristics and organization against a background of historical development; indicate types and levels of personnel required against a background of the development of education for information studies; familiarise students with the development of the profession of librarianship and information science.

41106 INFORMATION RESOURCES IA

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None.

Objectives:

To study the generation of information, examine the variety of formats, the types of resources, with special emphasis on basic reference, determine criteria for the selection of the variety of types of resources; identify general selection guides and reviewing aids for types; familiarise students with the formulation of policies for selecting resources for types of libraries/information services.

41107 INFORMATION USERS IA

Semester: III

3 class contact hours
6 week hours

Pre-requisites:

None.

Objectives:

To determine the characteristics of users' categories in relation to age, physical environment, social, economic and cultural conditions, education and work; establish their information needs through a study of information surveys and user studies; to provide the student with first hand experience of an individual person's information needs; guide and assist the student to meet these.

41108 INFORMATION METHODS IA

Semester: II

3 class contact hours
6 week hours

Pre-requisites:

None.

Objectives:

To understand the methods of organizing information to ensure retrieval: analyse information materials according to content, subject and form; describe, evaluate and apply methods of classifying and indexing information materials; and of compiling subject heading lists, indexes and abstracts.

41109 INFORMATION USERS

For objectives see 41114 Information Users IB.

41112 INFORMATION RESOURCES IIB

Semester: I

2 class contact hours
5 week hours

Objectives:

To examine the variety of non-print resources; determine criteria for the selection; identify and evaluate against the criteria and in relation to a selection policy; examine the variety of related equipment and establish criteria for the selection of any equipment required for the use of resources; identify, evaluate and operate; produce, adapt and supervise the production of materials when such resources are unavailable commercially.

41114 INFORMATION USERS IB

Semester: I

4 class contact hours
8 week hours

Pre-requisites:

None.

Objectives:

To determine the characteristics of users' categories in relation to age, physical environment, social, economic and cultural conditions, education and work;

establish their information needs through a study of information surveys and user studies; provide the student with first hand experience of an individual person's information needs; guide and assist the student to meet these. To identify and evaluate existing patterns and systems of meeting information needs for categories of users, and services which have evolved to meet them; provide first hand experience of the success of an existing library system in meeting an individual person's information needs; guide and assist the student to meet these from additional existing library systems.

41201 ISSUES IN LIBRARIANSHIP IB

Semester: II

2 class contact hours
6 week hours

Pre-requisites:

Information Users IB; Information Methods IB.
For Objectives see 41508 Issues in Librarianship IA

41204 INFORMATION METHODS IIB

Semester: II

6 class contact hours
15 week hours

Pre-requisite:

Information Methods IB.

SECTION 1

Objectives:

To understand the methods of organizing and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems.

SECTION 2

Objectives:

To examine the library as a complex system and as an organization; describe, evaluate and apply methods of organizing libraries and information services (other organizations); allocate financial provision (preparation of estimates and budget control).

To describe and evaluate the utilisation of personnel within types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for designing facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying, and of organizing, controlling and making available for use.

To consider methods of evaluating the effectiveness of the library as an information system, compile and maintain statistics and prepare and submit reports relevant to the development of library service; consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

SECTION 3

Objectives:

To delineate the major factors which are causing pressures on library information systems; describe and evaluate the application of computer-based systems to library organizations; gain an understanding of the fundamentals of computer science relevant to the professional needs of librarians; describe and evaluate various data base systems of direct concern to libraries and library networks; examine and evaluate the MARC system as an example of a national machine readable cataloguing data base; consider the management aspects of computer-based information systems in libraries; develop the sequence of steps essential to the introduction of automated systems into the library.

41207 INFORMATION USERS IIA

Semester: IV

3 class contact hours
6 week hours

Pre-requisites:

Information Users IA.

Objectives:

To identify and evaluate existing patterns and systems of meeting information needs for categories of users; identify and evaluate existing services which have been evolved to meet information needs for categories of users; provide the student with first hand experience of the success of an existing library system in meeting an individual person's information needs; guide and assist the student to meet these information needs from additional existing library systems.

41208 INFORMATION METHODS IIA

Semester: III

3 class contact hours
6 week hours

Pre-requisite:

Information Methods IA.

Objectives:

To understand the methods of organizing and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and library's response to such problems.

41211 INFORMATION METHODS IIA

For Objectives see 41204 Information Methods IIB, Sections 1, 2.

41212 INFORMATION RESOURCES IIIB

Semester: II

4 class contact hours
10 week hours

Pre-requisite:

Information Resources IB.

SECTION 1

Objectives:

To study specific aspects in the generation of information in the humanities, social sciences, sciences, and applied sciences; examine the variety of resources in these

areas; determine criteria for the selection; identify specific selection guides and reviewing aids in these subject areas; identify and evaluate against the determined criteria and in relation to selection policies.

SECTION 2

Objectives:

To enable students to work independently in ONE selected area of information resources listed below: within the area, to identify the methods of generating these information resources; determine the criteria for the selection of such resources; identify, evaluate and select such resources on the basis of this criteria and in relation to a selection policy for a specific library.

41213 INFORMATION RESOURCES IIA

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Information Resources IA.

Objectives:

To examine the variety of non-print resources: determine criteria for the selection of such resources: identify and evaluate such resources against the criteria and in relation to a selection policy: examine the variety of related equipment and establish criteria for the selection of any equipment required for the use of resources: identify, evaluate and operate such equipment: produce, adapt and supervise the production of materials when such resources are unavailable commercially.

41214 INFORMATION USERS IIB

Semester: II

2 class contact hours
4 week hours

Pre-requisite:

Information Users IB

Objectives:

To prepare and present a proposal for an investigation into the information needs of a specific group of people: understand basic research methods used in such an investigation.

41307 INFORMATION USERS IIIA

Semester: V

2 class contact hours
8 week hours

Pre-requisite:

Information users IIA.

Objectives:

To prepare and present a proposal for an investigation into the information needs of a specific group of people: understand basic research methods used in such an investigation.

41308 INFORMATION METHODS IIIA

Semester: IV

3 class contact hours
8 week hours

Pre-requisite:

Information Methods IIA.

Objectives:

To examine the library as a complex system and as an organization; describe, evaluate and apply methods of organizing libraries and information services in

relation to other organizations; allocate financial provision in relation to preparation of estimates and budget control; describe and evaluate the utilisation of personnel with types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for the designing of facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying such materials, and of organizing, controlling and making available such materials for use; consider methods of evaluating the effectiveness of the library as an information system and compile and maintain statistics and prepare and submit reports relevant to the development of library service, and consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

41313 INFORMATION RESOURCES IIIA

Semester: III

3 class contact hours
6 week hours

Pre-requisite:

Information Resources IIA.

Objectives:

To study specific aspects in the generation of information in the humanities, social sciences, sciences, and applied sciences; examine the variety of resources in these areas; determine criteria for the selection; identify specific selection guides and reviewing aids in these subject areas; identify and evaluate against the determined criteria and in relation to selection policies.

41404, INFORMATION RESOURCES IVA, IVB, IVC

41405,

41406 Semesters: IV, V, VI

2 class contact hours
8 week hours

Pre-requisite:

Information Resources IIIA.

Objectives:

To enable students to work independently in THREE selected areas of information resources. In each area to identify the methods of generating these information resources; determine the criteria for the selection of such resources; identify, evaluate and select such resources on the basis of this criteria and in relation to a selection policy for a specific library.

41407 INFORMATION USERS IVA

Semester: VI

2 class contact hours
8 week hours

Pre-requisite:

Information Users IIIA.

Objectives:

To carry out an investigation into the information needs of a specific group of people; utilise basic research methods in such an investigation; comment on the existing types and recommend new or varied types of information patterns systems to meet the information needs of the group of people selected; comment on the effectiveness of existing information services and recommend new or varied types of information services to meet the information needs of the group of people selected.

41408 INFORMATION METHODS IVA

Semester: V

3 class contact hours
8 week hours

Pre-requisite:

Information Methods IIIA.

Objectives:

To delineate the major factors which are causing pressures on library information systems; describe and evaluate the application of computer-based systems to library organizations; gain an understanding of the fundamentals of computer science relevant to the professional needs of librarians; describe and evaluate various data base systems of direct concern to libraries and library networks; examine and evaluate the MARC system as an example of a national machine readable cataloguing data base; consider the management aspects of computer-based information systems in libraries; develop the sequence of steps essential to the introduction of automated systems into the library.

41508 ISSUES IN LIBRARIANSHIP IA

Semester: VI

2 class contact hours
8 week hours

Pre-requisites:

Information Users IIIA; Information Methods IVA.

Objectives:

To provide an opportunity for students to synthesise the knowledge and learning experiences gained in the course; to recognise the need to consider change and the issues resulting from change in the light of the total information scene; to reconsider previous units of the course in the light of new developments which in turn may suggest reshaping of these units.

Recreation and Community Studies

The Department of Recreation and Community Studies offers a series of specialized units in Recreation and Field Work. All other units in the Associate Diploma in Recreation are serviced by other departments. Descriptions of these units, listed below, can be found in the appropriate department's semester unit outlines.

Leisure/Recreation Studies

Sociology of Leisure 35205

Vocational Studies

Recreation I, II, IIIA, IIIB 51101, 51201, 51301, 51401

Participant Skills

Aquatics I & II 17128, 17228
Children's Literature 13431
Dance in Recreation I & II 17127, 17227
Information Resources IIIA, IVA 41313, 41404
Leisure Craft I, IIA, IIB, IIC 10130, 10230, 10330, 10430
Local Natural Communities 18134
National Park Field Study 18234
Regional Natural Communities 18334
Music in Recreation I & II 16106, 16206
Outdoor Recreation 17103
Physical Recreation
I & II 17125, 17225

Field Work

I, IIA, IIB, IIIA, IIIB, IVA, IVB 51102, 51202, 51302, 51402,
51502, 51602, 51603

Preparatory Studies

Communication I 11111
Educational Psychology I 12106
Organizational Behaviour 36201
Human Biology 18102
Sociology of Community 35203
Society and Culture 35101

Electives

51101 RECREATION I

The Nature and Scope of Recreation Programmes

Semester: II

3 class contact hours
6 week hours

Objectives:

To examine the place of recreation in Australia; to become aware of the aims and structures of current recreation delivery systems; to evaluate community needs; to enable students to acquire knowledge and skills in planning recreation programmes; to enable students to develop skills in implementing and evaluating programmes; to enable students to develop skills in programme planning for particular groups within the community.

51102 FIELD WORK I

LEADERSHIP SKILLS & INSTRUCTIONAL TECHNIQUES IN RECREATION

(Associate Diploma in Recreation)

Semester: I

3 class contact hours
6 week hours

Objectives:

To explore alternative instructional techniques appropriate for the organisation and conduct of recreation programmes, in clinical and graded laboratory experiences; to observe and practise these techniques in typical situations; to explore the role and techniques of the recreation programme leader; to illustrate appropriate procedures in the context of suitable recreational activities; to enable students to acquire a sound knowledge of appropriate techniques for the instruction and leadership of recreation programmes.

51201 RECREATION II

Organisation and Administration of Recreation

Semester: VI

3 class contact hours
6 week hours

Objectives:

To provide knowledge and skills relevant to recreation management and supervision; to develop skills in dealing with problems arising in recreation settings; to investigate problems associated with the tasks, environment and personnel in recreation administration.

51202, FIELD WORK IIA AND IIB

51302 Semesters: III & IV

90 contact hours

Pre-requisite:

Field Work I

Objectives:

To further apply models and procedures developed in Field Work I, to gain experience in a variety of recreational settings in the handling of small groups of people; to augment lectures and make classroom knowledge more meaningful.

51301 RECREATION IIIA

Planning and Facility Design

Semester: VII

3 class contact hours

6 week hours

Objectives:

To be able to assess recreational requirements for particular community sectors; to be able to identify facilities suitable for various recreational needs; to be able to assess the effect of change in the community on area and facility planning.

51401 RECREATION IIIB

Directed Study — in Selected or Approved Recreation Settings

Semester: VIII

3 class contact hours

6 week hours

Objectives:

To provide an opportunity for students to develop and conduct an in-depth appraisal or programme for a particular recreation setting or project; to develop and apply integrated techniques of policy and planning and implement these in a project or programme.

51402, FIELD WORK IIIA AND IIIB

51502 Semesters: V & VI

90 contact hours

Objectives:

To augment skills developed in Recreation 1 and II; to gain experience at the various levels of delivery, viz., operative and service delivery, including leadership, programming, organization, and basic administration.

51602, FIELD WORK IVA AND IVB

51603 Semesters: VII & VIII

90 contact hours

Objectives:

To apply skills required of operative/service delivery personnel in recreation.

Legislation and By-Laws

The Colleges of Advanced Education Act
College By-Law
Affiliation By-Law

THE COLLEGES OF ADVANCED EDUCATION ACT

Introduction

The William Balmain College was declared to be a College of Advanced Education as from the 1st September, 1971, by virtue of the notification published in the Government Gazette of the 27th August, 1971 (page 3299), above the signature of the Hon. C. B. Cutler, M.L.A. Minister for Education and Science in the State of New South Wales.

On the 1st July, 1973, a Planning Committee was appointed by the New South Wales Minister for Education and Science to prepare to govern the College during the intervening period preparatory to the incorporation of the College as a College of Advanced Education under Section 16.1 of the Higher Education Act.

In April, 1974, the Minister for Education endorsed a recommendation of the College Planning Committee that its name be changed to the Kuring-gai College of Advanced Education.

By virtue of the notification published in the Government Gazette of 25th October, 1974 (page 4129), the Hon. E. A. Willis, M.L.A., Minister for Education in the State of New South Wales, constituted a body corporate to be a College of Advanced Education under the corporate name of Kuring-gai College of Advanced Education.

On 1st June, 1975, The Colleges of Advanced Education Act, 1975, replaced Part VI of the Higher Education Act, 1969. The Colleges of Advanced Education Act allows colleges in New South Wales to exercise more responsibility and individuality in administering their affairs.

Pending the approval of the College By-Law prepared and submitted under Section 23 of The Colleges of Advanced Education Act the Kuring-gai College of Advanced Education shall be governed by the regulations appearing in this Calendar and such regulations as are adopted pro tem by the College Council.

Act No. 11, 1975.

An Act with respect to the constitution of new colleges of advanced education and the continuation of established colleges of advanced education; to enlarge the powers, authorities, duties and functions of colleges of advanced education; to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith. (Assented to, 10th April, 1975.)

Be it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows —

- Short title.** 1. This Act may be cited as the "College of Advanced Education Act, 1975".
- Commencement.** 2. (1) This section and sections 1 and 3 shall commence on the date of assent to this Act.
(2) Except as provided in subsection (1), this Act shall commence on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette.
- Interpretation.** 3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—
"advanced education course" means a course of study approved under the Higher Education Act, 1969, as an advanced education course;
"appointed day" means the day appointed and notified under section 2 (2),
"Board" means the New South Wales Advanced Education Board constituted under the Higher Education Act, 1969;

“college” means—

- (a) an institution declared under section 4 to be a college of advanced education; and
 - (b) a college of advanced education constituted under section 5;
- “corporate college” means a college of advanced education constituted under section 5;
- “regulations” means regulations made under this Act.
- (2) A reference in this Act, express or implied, to by-laws in relation to a corporate college is a reference to by-laws made by that college.

College within a Department of the Government.

4. (1) The Minister may, by order published in the Gazette—
- (a) declare any educational institution that forms part of a Department of the Government to be a college of advanced education with the name specified in the order; and
 - (b) specify the Department of which it forms part.
- (2) Where the Minister wholly revokes an order published under subsection (1), he may constitute a corporate college to take the place of the college to which the revoked order related.
- (3) The Minister shall not exercise his powers under this section in respect of an institution that forms part of a Department of the Government not administered by him except with the concurrence of the Minister administering that Department.

Incorporation as college of advanced education.

5. (1) The Minister may, by notification published in the Gazette—
- (a) constitute a corporation that is a college of advanced education with the corporate name specified in the notification; and
 - (b) appoint the first council of that corporate college, being a council constituted as provided by section 6.
- (2) The members of a corporation constituted under subsection (1) consist of the persons who are, for the time being—
- (a) members of the council of the college;
 - (b) servants of the college;
 - (c) students at the college;
 - (d) graduates of the college; and
 - (e) within any other class of persons specified in the by-laws of the college as members of the corporation,
- unless, in the case of a person referred to in paragraph (b), (c), (d), or (e), he is exempted by the Council of the college, on grounds of conscience, from membership of the corporation.
- (3) The governing body of a corporate college is its council which shall act in such manner as to it appears best calculated to promote the purposes and interests of the college.
- (4) A decision supported by a majority of votes at a meeting of the council of a corporate college at which a quorum is present is a decision of the corporation of which it is the governing body.
- (5) The Minister may, by notification published in the Gazette, change the corporate name of a corporate college.
- (6) A change under subsection (5) in the name of a corporate college does not affect the identity of the corporation or any rights or obligations of the corporation or render defective any legal proceedings by or against the corporation, and any legal proceedings that might have been continued or commenced by or against it by its former name may be continued by or against it by its new name.
- (7) Except as provided by subsection (8), a corporate college shall not alienate, mortgage, charge or demise any land or interest in land except with the consent in writing of the Minister.

(8) A corporate college may, without the consent in writing of the Minister, demise any land where—

- (a) the term of the lease does not exceed 21 years; and
- (b) subject to subsection (9) (b), there is reserved for the whole of the term the best rent that may reasonably be obtained without fine.

(9) A lease by a corporate college for the purposes of an affiliated residential college shall—

- (a) be for a term not exceeding 99 years;
- (b) be at a nominal rent;
- (c) include a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned; and
- (d) include such other conditions, and such covenants, as the college approves.

First council of corporate college.

6. (1) The first council of a corporate college appointed by a notification under section (5) (1) shall consist of not more than twenty-five persons.

(2) The members of the first council of a corporate college shall, subject to subsection (3), hold office for such period as the Minister specifies in the notification by which they are appointed.

(3) The Minister may, by notification published in the Gazette, from time to time extend the period for which the members of the first council of a corporate college specified in the notification hold office.

Council (other than first council) of a corporate college.

7. (1) After the expiration of the term of office of the members of the first council of corporate college, the council of the college shall be reconstituted to consist of—

- (a) not more than twenty-five members; or
- (b) where the college is a college in respect of which the regulations specify a greater number of members — not more than greater number of members, as approved by this section.

(2) The council of a college shall consist of—

- (a) official members, comprising—
 - (i) the principal officer of the college; and
 - (ii) a full-time servant of the college who is the holder of the office, or the full-time servants of the college who are the holders of the offices (not exceeding two), in the college prescribed by the by-laws for the purposes of this paragraph;
- (b) Members elected in the manner and (except in the case of subparagraph (iii)) by the persons prescribed by the by-laws in respect of each class of member, comprising—
 - (i) a servant of the College classified by the by-laws as a full-time servant and having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, not more than a specified greater number (not exceeding three) of servants of the college (including at least one member of the non-academic staff) so classified and having the qualifications and experience prescribed by the by-laws for all of them or having the different qualifications and experience so prescribed for each or any of them;
 - (ii) a student of the college having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, two students of the college so qualified and experienced; and
 - (iii) where the by-laws provide for the election of an additional member, or two additional members, by the other members of the council—a person or, as the case may be, two persons so elected; and
- (c) appointed members, being persons (other than servants or students of the college) appointed by the Minister as far as practicable from the following categories—

- (i) persons experienced in the field of education;
- (ii) persons experienced in industry or commerce;
- (iii) persons who are practising, or have practised, a profession;
- (iv) persons associated with trade unions;
- (v) persons having such other qualifications and experience as the Minister thinks appropriate.

(3) A person may not be elected or appointed under subsection (2) if he is of or above the age of seventy years.

(4) Subject to this Act, a member (other than an official member) of a council holds office—

- (a) in the case of an elected member, until—
 - (i) the expiration of such period (not exceeding four years) after he takes office as is prescribed by the by-laws in respect of that member; or
 - (ii) the accession to office of his successor, whichever is the later; and
- (b) in the case of an appointed member—for a period of four years, and any elected or appointed member is, if otherwise qualified, eligible for re-election or re-appointment, as the case may be.

(5) Notwithstanding subsection (4) (b), where the number of appointed members of a council is less than the maximum number of those members permitted by subsection (1), any member subsequently appointed under subsection (2) (c) otherwise than to fill a casual vacancy holds office for the period specified in the instrument of his appointment.

(6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

Vacation of office of member of a council.

8. (1) A member (other than an official member) of the council of a corporate college vacates his office, and there is a casual vacancy in his office, if—
- (a) he attains the age of seventy years;
 - (b) he dies;
 - (c) he becomes a temporary patient, a continued treatment patient, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, or a person under detention under Part VII of that Act;
 - (d) he becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his creditors or makes an assignment of his estate for their benefit;
 - (e) he is convicted in New South Wales of a felony or misdemeanour punishable by imprisonment for twelve months or longer, or if he is convicted outside New South Wales of an offence which, if committed in New South Wales, would be a felony or misdemeanour so punishable;
 - (f) he resigns his office by writing under his hand addressed, in the case of an appointed member, to the Minister or, in the case of an elected member, to the principal officer of the college;
 - (g) he is absent from three consecutive meetings of the council of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the council for his absence;
 - (h) being a member elected under section 7 (2) (b) (i) he ceases to be a servant of the college classified by the by-laws as a full-time servant; or
 - (i) being a member elected under section (7) (2) (b) (ii) he ceases to be a student of the college.

(2) Where a casual vacancy occurs in the office of a member of the council (including the first council) of a corporate college, the vacancy shall be filled by the appointment or election of a member—

- (a) in the manner provided by the by-laws; or
- (b) where no provision is made by the by-laws—in the same manner as his predecessor in office.

(3) A member elected or appointed to fill a casual vacancy holds office for the balance of the term of office of his predecessor but is eligible for re-election or re-appointment, as the case may be.

**Meetings of
council of
corporate
college.**

9. (1) The procedure for calling meetings of the council of a corporate college and the procedure at those meetings shall, subject to the by-laws, be such as is determined by the council.
- (2) A quorum at a meeting of the council of a corporate college shall be the number prescribed by the by-laws or a number calculated in the manner prescribed by the by-laws.

**Powers, etc.,
of corporate
college.**

10. (1) Subject to this Act and the regulations, a corporate college—
- (a) has, by its council, the control and management of any real or personal property vested in or acquired by the college and is, by its council, responsible for its maintenance;
 - (b) shall, at such place as is, or such places as are, approved by the Minister in respect of the college, provide such advanced education courses as are so approved;
 - (c) may confer academic awards and grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible under the by-laws;
 - (d) may acquire any property for the purposes of this Act by gift, devise or bequest and may, by its council, agree to carry out the conditions of any such gift, devise or bequest;
 - (e) may, within such limits, to such extent and upon such conditions (as to security or otherwise) as the Governor upon the recommendation of the Treasurer approves, borrow money for the purpose of carrying out and performing any of its powers, authorities, duties or functions, the renewal of loans or the discharge of any indebtedness to a bank;
 - (f) may invest any funds belonging to or vested in the college in any manner—
 - (i) for the time being authorised for the investment of trust funds; or
 - (ii) approved by the Governor, upon the recommendation of the Treasurer, either generally or in a particular case, or in a particular class of cases;
 - (g) may, under conditions acceptable to the Board, provide courses or programmes of study that are not advanced education courses;
 - (h) shall, at such times as may be required by the Board, forward to the Board such estimates as are specified by the Board as to the financial and other needs of the college, and such other information as the Board requires in order to discharge its responsibilities.
- (2) The rule of law against remoteness of vesting does not apply to or in respect of any condition of a gift, devise or bequest to which a corporate college has agreed.

(3) Where a college is not a corporate college—

- (a) subsection (1) (c) applies to it as if it were a corporate college; and
- (b) the Minister or other person administering the college shall cause subsections (1) (f) and (1) (h) to be complied with as if the college were a corporate college.

**Delegation
of powers,
etc.**

11. (1) The council of a corporate college may, by resolution, delegate to—
- (a) a member of the college;
 - (b) a servant of the college;
 - (c) the holder for the time being of a specified office in the service of the college; or
 - (d) a committee appointed by the council.
- the exercise or performance, in any specified case or specified class of cases, of any power, authority, duty or function of the college other than this power of delegation and any power conferred on it under section 23.

(2) A delegation by the council of a corporate college pursuant to subsection (1)—

- (a) may be revoked by a resolution of the council; and
- (b) does not prevent the exercise or performance by the college of the power, authority, duty or function delegated.

Servants of corporate college.

12. (1) Subject to subsection (2), a corporate college may not appoint a person as a member of its academic staff unless the position to which he is appointed is within the academic staff establishment of the college determined by the Board.

(2) To the extent to which a corporate college may, pursuant to a delegation under section 6 (1B) of the Higher Education Act, 1969, determine its own academic staff establishment, it may appoint a person as a member of its academic staff as if its determination were a determination of the Board.

(3) Subject to subsection (4), a corporate college may not employ a person as a member of the staff (other than academic staff) of the college unless the position in which he is to be employed is within the staff (other than academic staff) establishment of the college determined by the Public Service Board.

(4) To the extent to which a corporate college may, pursuant to a delegation under subsection (9), determine its own staff (other than academic staff) establishment, it may appoint a person as a member of its staff (other than academic staff) as if its determination were a determination of the Public Service Board.

(5) Subject to this Act, a corporate college may—

- (a) determine what promotions may be made, whether or not of academic staff;
- (b) determine the qualifications required of persons to be appointed or promoted within the academic staff of the college;
- (c) in accordance with the by-laws, discipline servants of the college whether or not they are members of the academic staff; and
- (d) in accordance with the by-laws, impose penalties for any such breaches of discipline.

(6) Except in so far as provision is otherwise made by law, the conditions of employment (including salary, wages or remuneration) of servants of a corporate college shall be such as are from time to time determined by the council of the college after consultation with, and with concurrence of, the Public Service Board.

(7) In any proceedings before a tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, the Public Service Board shall act for a corporate college in so far as the proceedings involve a matter in respect of which subsection (6) confers power on a college.

(8) A corporate college shall give effect to any order or determination made in respect of the college by a tribunal referred to in subsection (7).

(9) To the extent to which the Public Service Board may, under section 11A of the Public Service Act, 1902, delegate any power, authority, duty or function to an officer it may, under that section, delegate the power, authority, duty or function to a corporate college or to a servant of a corporate college.

Transfer of certain persons to staff of corporate college.

13. (1) In this section "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act.

(2) Where the Minister constitutes a corporate college he may, in the notification that constitutes the college or in another notification published in the Gazette with respect to the college, specify the names of members of the Public Service and of the Teaching Service who are to be transferred to the service of the college, but he shall not so specify the name of a person unless that person —

- (a) is a member of the Public Service or Teaching Service employed in connection with the provision of the courses or programmes of study provided or to be provided by the college; and
 - (b) agrees in writing to the inclusion of his name in the notification.
- (3) Where, immediately before the day on which a notification referred to in subsection (2) is published, a person whose name is specified in the notification was a member of the Public Service or the Teaching Service, that person becomes on that day a servant of the college to which the notification relates.
- (4) A person who, pursuant to subsection (3), becomes a servant of the college shall be paid salary or wages at a rate not less than the rate that was payable to him immediately before he became a servant of the college, subject to any adjustment necessary to give effect to any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1940, until his salary is, or his wages are, varied in accordance with law.
- (5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of a college was, immediately before he became such a servant, regulated by an award or industrial agreement, or an agreement made under the Public Service Act, 1902, or the Teaching Service Act, 1970, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.
- (6) Subject to subsection (7), a person who, pursuant to subsection (3), becomes a servant of a college—
- (a) retains any rights accrued or accruing to him as a member of the Public Service or the Teaching Service, as the case may be.
 - (b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before becoming a servant of a college; and
 - (c) is entitled to receive annual, sick and long service leave and any payment, pension or gratuity, as if he had continued to be a member of the Public Service or the Teaching Service, as the case may be, and—
 - (d) his service as a servant of the college shall be deemed to be service as a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any law under which those rights accrued or were accruing, under which he continues to contribute or by which that entitlement is conferred; and
 - (e) he shall be deemed to be a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any superannuation scheme to which, by the operation of this subsection, he is entitled to contribute.
- (7) A person who, but for this subsection, would be entitled under subsection (6) to contribute to a superannuation scheme or to receive any payment, pension or gratuity under that scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subsection (6) (e) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.
- (8) Subsection (7) does not prevent the payment to a servant of a college, upon his ceasing to be a contributor to a superannuation scheme, of such amount as would have been payable to him if he had ceased, by reason of resignation, to be such a contributor.
- (9) Where, pursuant to subsection (6) (b), a person continues to contribute to a superannuation scheme, the college shall contribute to the superannuation scheme the same amount as would have been payable by the Government of

New South Wales if that person had remained a member of the Public Service or the Teaching Service, as the case may be, and been paid salary or wages at the rate paid to him by the college.

(10) A person who, pursuant to subsection (3), becomes a servant of a college is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.

(11) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

Acquisition of land.

14. (1) The Government may, on the recommendation of the Minister, resume or appropriate any land under Division I of Part V of the Public Works Act, 1912, for the purposes of a corporate college.

(2) The Minister shall not make a recommendation for the purposes of subsection (1) unless he is satisfied that adequate provision has been or will be made for the payment, by the college for the purposes of which the resumption or appropriation is to be effected, of compensation for the resumption or appropriation and of all necessary charges and expenses incidental to the resumption or appropriation.

(3) A resumption or appropriation effected pursuant to subsection (1) shall be deemed to be for an authorised work within the meaning of the Public Works Act, 1912, and the Minister shall, in relation to that authorised work, be deemed to be the Constructing Authority within the meaning of that Act.

(4) Sections 34, 35, 36 and 37 of the Public Works Act, 1912, do not, but Section 38 of that Act does, apply in relation to a resumption or appropriation under this section.

Grant of certain land to corporate college.

15. (1) Where land on which a corporate college is conducted is vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise) the land may —

(a) where it is vested in the Crown — be granted to the college subject to such trusts, conditions, covenants, provisions, exemptions, and reservations as the Governor thinks fit; or

(b) where it is vested in a Minister of the Crown — be conveyed or transferred to the college for such estate, and subject to such trusts and rights of way or other easements, as the Minister thinks fit.

(2) A grant, conveyance, transfer or other instrument executed for the purposes of subsection (1) —

(a) is not liable to be stamped with stamp duty under the Stamp Duties Act, 1920; and

(b) may be registered under any Act without fee.

Control of Academic Awards

16. A college shall not confer any academic award in respect of a course or programme of study conducted by it unless the award is of a nomenclature approved by the Board.

Fees

17. (1) Subject to this section, the Minister may fix the fees to be charged by a college.

(2) Subsection (1) does not authorise or require the Minister to fix the fees to be charged —

(a) in respect of residential facilities provided by a college; or

(b) in respect of courses or programmes of study other than advanced education courses.

(3) Before he fixes fees under subsection (1) in respect of a college that forms part of a Department of the Government, the Minister shall take into consideration any representations with respect to those fees made by the Minister administering that Department or made by a person or body nominated by him for the purpose.

(4) Where any fees have been fixed under this section in respect of any matter, a college shall not make any change, other than the fees so fixed, in respect of the matter.

**Certificate of
Academic Awards**
Accounts

18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.

19. (1) A corporate college shall cause to be kept proper books of account in relation to all of its operations and shall, as soon as practicable after the thirty-first day of December in each year, prepare and transmit to the Minister for presentation to Parliament a statement of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial position and transactions of the college.

(2) The Minister shall cause each statement of accounts transmitted to him under subsection (1) to be laid before Parliament within fourteen sitting days if Parliament is in session and, if not, within fourteen sitting days after the commencement of the next session.

Audit

20. (1) The accounts of a corporate college shall be audited by the Auditor-General who shall have in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public accounts.

(2) The Audit Act, 1902, applies to the members of the council of a corporate college, and to the servants of a corporate college, in the same way as it applies to accounting offices of a public department.

**Annual report
of college.**

21. A college and any other institution that conducts an advanced education course shall, as soon as practicable and not later than the thirty-first day of March in each year cause a report on its work and activities in relation to advanced education courses during the year that ended on the last preceding thirty-first day of December to be prepared and shall —

- (a) cause a copy of the report to be forwarded to the Minister; and
- (b) where the college forms part of a Department of the Government not administered by the Minister — also cause a copy to be forwarded to the Minister administering that Department.

**Political or
religious
discrimination
prohibited.**

22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student at a college, or to hold office therein, or to be eligible to receive any academic award or to enjoy any benefit, advantage or privilege thereof.

By-Laws

23. (1) A corporate college may, by its council, make by-laws for or with respect to —

- (a) all matters that by this Act are required or permitted to be prescribed by by-laws or are necessary or convenient for the purpose of giving effect to this Act;
- (b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;
- (c) the management and good government of the college, the discipline of students at the college and the imposition of penalties for breaches of discipline by those students;
- (d) the use and custody of the common seal of the college;
- (e) the conduct of meetings of the council of the college;
- (f) the election of the elected members of the council of the college and their accession to office;
- (g) the person entitled to preside at a meeting of the council of the college and his voting powers at such a meeting;
- (h) the constitution of a quorum at a meeting of the council of the college;
- (i) the membership and method of appointment of committees and boards of the college and of the council of the college and the quorum, powers and duties of any such committee or board;
- (j) the manner of appointment, promotion and dismissal of servants of the college;
- (k) the qualifications for admission and continuation as a student of the college;
- (l) the examinations for, and the conferring of, awards and the attendance of candidates therefor;

- (m) the examinations for, and the granting of, fellowships, scholarships, bursaries and prizes;
 - (n) the admission of students of other educational institutions to any status within the college;
 - (o) the conferring of graduates of other educational institutions, or on other persons, of academic awards without examination;
 - (p) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the college;
 - (q) the affiliation with the college of an educational or research establishment;
 - (r) the payment of out-of-pocket expenses to members of the council;
 - (s) the powers, authorities, duties and functions of the principal officer of the college;
 - (t) the establishment and membership of a convocation.
- (2) The by-laws may provide for empowering the council or principal officer of the college, subject to any restrictions and conditions specified in the by-laws, to make rules (not inconsistent with this Act or a by-law) for regulating, or providing for the regulation of, a specified matter that is a matter with respect to which by-laws may be made or for carrying out and giving effect to the by-laws, and any such rule has the same force and effect as a by-law.
- (3) A by-law made by the council of a college shall be sealed with the seal of the college and submitted for the consideration and approval of the Governor.
- (4) A by-law made by a college may be proved by the production of a verified copy under the seal of the college or by the production of a document purporting to be a copy of the by-law and to be printed by the Government Printer.

Regulations.

24. (1) The Governor may make regulations for or with respect to —
- (a) any matter with respect to which by-laws may be made by a corporate college;
 - (b) the keeping of records and accounts by corporate colleges and the supply to the Board of information relating to those colleges and to advanced education courses;
 - (c) the administration and functions of colleges;
 - (d) prescribing all matters that, by this Act, are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.
- (2) A regulation made under subsection (1) may apply to all corporate colleges or to a corporate college specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college to which it applies, prevail over that by-law.

Savings and transitional provisions.

25. Schedule 1 has effect.

Amendment of Act No. 41, 1919. Sec. 132. (Definition of ratable land.)

26. The Local Government Act, 1919, is amended by omitting section 132 (i) (fiv) and by inserting instead the following paragraph —
- (fiv) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the corporate college solely for the purposes thereof; and

Amendment of Act No. 11, 1938. Sec. 91. (Lands exempted from rates.)

27. The Metropolitan Water, Sewerage, and Drainage Act, 1924, is amended by omitting section 88 (1) (f) and by inserting instead the following paragraph—
- (f2) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purpose thereof.

Amendment of Act No. 50, 1924. Sec. 88. (Lands exempted from rates.)

28. The Hunter District Water, Sewerage and Drainage Act, 1938, is amended by omitting section 91 (1) (m) and by inserting instead the following paragraph —
(m) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.

Amendment of Act No. 29, 1969.

29. A provision of the Higher Education Act, 1969, specified in the First Column of Schedule 2 is amended in the manner specified opposite that provision in the Second Column of that Schedule.

Schedule 1.

Interpretation.

1. In this Schedule —
"established college" means a college of advanced education (including a corporate college of advanced education) established under the Higher Education Act, 1969, and in existence immediately before the appointed day;
"established corporate college" means a corporate college of advanced education established under the Higher Education Act, 1969, and in existence immediately before the appointed day.

Application of Act to certain colleges.

2. This Act applies to and in respect of an established college (other than an established corporate college) as if —
(a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
(b) that notification had been an order under section 4.

Reconstitution of certain corporate colleges.

3. On the appointed day, an established corporate college is hereby reconstituted as a corporation having as its members the persons referred to in section 5 (2).

Continuation of reconstituted colleges

4. An established corporate college continues on and after the appointed day as reconstituted by clause 3 and its continuity as a corporation is not affected by that reconstitution or by any amendments effected by this Act.

Application of Act to established corporate colleges.

5. Subject to this Schedule, this Act applies to and in respect of an established corporate college as if—
(a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
(b) that notification had been a notification under section 5 (1).

Council of established corporate college.

6. (1) The members of a body corporate comprising an established corporate college constituted under section 16 (1), or reconstituted under section 16 (7), of the Higher Education Act, 1969, who held office immediately before the appointed day continue on and after that day as the council of that corporate college to the extent provided by this clause.
(2) Where a body corporate referred to in subclause (1) had not, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969 —
(a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be members of the first council of the college holding office pursuant to section 5 (1); and
(b) any notification with respect to those members published under section 16 (6) of the Higher Education Act, 1969, shall be deemed to be a notification published under section 6 (2) of this Act.
(3) Where a body corporate referred to in subclause (1) had, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969 —
(a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the council of the college as reconstituted under section 7;

- (b) the persons who, immediately before the appointed day, were official members of that body corporate hold office, subject to this Act, on and from the appointed day as official members of the council, as so reconstituted;
- (c) the persons who immediately before that day, were elected members of that body corporate hold office, subject to this Act, on and from the appointed day as elected members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate; and
- (d) the persons who, immediately before that day, were nominated members of that body corporate hold office, subject to this Act, on and from the appointed day as appointed members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate and so hold that office as if they had been appointed thereto by the Minister under section 7 (2) (c).

Certain determinations continue to have effect.

- 7. To the extent to which a determination made under section 18 of the Higher Education Act, 1969, was in force immediately before the appointed day, the determination —
 - (a) shall, where it was made under section 18 (1) (a) of that Act, be deemed to have been made under section 12 (1);
 - (b) shall, where it was made under section 18 (1) (b) of that Act, be deemed to have been made under section 12 (3); and
 - (c) shall, where it was made under section 18 (3) of that Act, be deemed to have been made by the council of the college to which it relates under section 12 (6).

Saving of certain rights of servants.

- 8. Section 13 applies to and in respect of a servant of a college to whom section 19 of the Higher Education Act, 1969, applied immediately before the appointed day in the same way as it would apply to him if —
 - (a) his employment as such a servant had been —
 - (i) where, before he became such a servant, he was a member of the Public Service — employment as a member of the Public Service; or
 - (ii) where, before he became such a servant, he was a member of the Teaching Service — employment as a member of the Teaching Service; and
 - (b) he had, pursuant to section 13 (3), been transferred to the service of the college on the appointed day.

Fees to continue.*

- 9. Any fees that, immediately before the appointed day, were in force under section 22 of the Higher Education Act, 1969, shall be deemed to have been fixed on that day under section 17.

Saving of by-laws.

- 10. To the extent to which a by-law made under the Higher Education Act, 1969, would, but for this clause, have ceased on the appointed day to have any force or effect but could have taken effect on that day had it been made under this Act, the by-law shall be deemed to have been made under this Act and to have taken effect on that day.

Construction of cross-references.

- 11. A reference in any other Act, or in any by-law, regulation or statutory instrument, or in any other instrument, shall be construed —
 - (a) where the reference is to a college of advanced education constituted under the Higher Education Act, 1969 — as including a reference to a college;
 - (b) where the reference is to a corporate college of advanced education constituted under the Higher Education Act, 1969—as including a reference to a corporate college;
 - (c) where the reference is to a college of advanced education constituted under this Act—as including a reference to an established college; and

(d) where the reference is to a corporate college of advanced education constituted under this Act—as including a reference to an established corporate college.

**Delegations by
council of
corporate
college.**

12. To the extent to which a delegation by an established corporate college under section 21 of the Higher Education Act, 1969, was in force immediately before the appointed day, it shall be deemed to be a delegation under section 11 by resolution of the council of that college.

**Interpretation
Act, 1897.**

13. Nothing in this Schedule affects any saving effected by the Interpretation Act, 1897.

COLLEGES OF ADVANCED EDUCATION ACT, 1975—BY-LAW

His Excellency the Governor, with the advice of the Executive Council and in pursuance of the provisions of the Colleges of Advanced Education Act, 1975, has been pleased to approve the By-law made by the Kuring-gai College of Advanced Education and set forth hereunder.

ERIC BEDFORD, Minister for Education.

Kuring-gai College of Advanced Education By-Law

CHAPTER I—Preliminary

1. This By-law may be cited as the "Kuring-gai College of Advanced Education By-law".
2. This By-law applies to and in respect of the Kuring-gai College of Advanced Education.
3. This By-law is divided as follows:—
 - CHAPTER I. — Preliminary.
 - CHAPTER II. —The Council.
 - Division 1 — *Preliminary.*
 - Division 2 — *Official Members.*
 - Division 3 — *Academic and Non-academic Staff Members.*
 - Division 4 — *Student Members.*
 - Division 5 — *Conduct of Elections.*
 - Division 6 — *Additional Members.*
 - Division 7 — *General.*
 - CHAPTER III. —The Chairman and Deputy Chairman of the Council.
 - CHAPTER IV. —Meetings of the Council.
 - CHAPTER V. —The Principal.
 - CHAPTER VI. —Committees and Boards of the Council.
 - Division 1 — *General.*
 - Division 2 — *The Academic Board.*
 - Division 3 — *Boards of Studies.*
 - CHAPTER VII. —The Common Seal.
 - CHAPTER VIII. —Admission to Courses.
 - CHAPTER IX. —Rules.
 - CHAPTER X. —The Conduct and Discipline of Servants and Students.
 - Division 1 — *Servants.*
 - Division 2 — *Students.*
 - CHAPTER XI. —Appeals.
 - Division 1 — *Preliminary.*
 - Division 2 — *General.*
 - Division 3 — *Appeals by Servants.*
 - Division 4 — *Appeals by Students.*
 - CHAPTER XII. —Appointment, Progression, Promotion and Resignation of Servants.
 - CHAPTER XIII. —Honorary Awards.
4. In this By-law and in a rule, except in so far as the context or subject-matter otherwise indicates or requires—
 - "absence", in relation to an office of a member of the Council or of a Chairman or Deputy Chairman, includes a vacancy in that office;
 - "approved course" means an advanced education course in the College leading to an award;
 - "Chairman" means the Chairman of the Council;
 - "clause" means a clause of this By-law;
 - "Council" means the Council of the College;
 - "Deputy Chairman" means the Deputy Chairman of the Council;

"Praefectus" means the person appointed to that office by the Council;
 "Praelector" means the person appointed to that office by the Council;
 "Principal" means the principal officer of the College;
 "rule" means a rule made under this By-law;
 "Secretary" means the person appointed as Secretary of the College;
 "servant" means a servant of the College;
 "student" means a student of the College;
 "the Act" means the Colleges of Advanced Education Act, 1975;
 "the College" means the Kuring-gai College of Advanced Education.

5. In this By-law, or a rule, except in so far as a contrary intention appears, a reference to an authority, a servant or an office shall be construed as a reference to an authority, a servant or an office in or of the College.
6. Where this By-law or a rule provides for the appointment of a person to an office by virtue of some other office held by him, such other person as may for the time being be acting in that office shall hold that appointment ex officio unless the Council resolves that he should not do so.
7. Except as provided in section 7 (4) of the Act and in so far as a contrary intention appears, a person appointed or elected under this By-law or a rule to an office shall, if otherwise qualified, be eligible for re-appointment or re-election to that office on ceasing to hold that office.
8. (1) A notice or other document which is authorised or required to be served on any person by this By-law or a rule may be served—
 - (a) by delivering it to that person personally;
 - (b) where that person is resident at or has an office at the College, by forwarding it to him through the internal mail of the College; or
 - (c) by pre-paid post to that person's address as last known to the Secretary.
 (2) Service of a notice or other document in accordance with subclause (1) (b) or (c) shall be deemed to have been effected 72 hours after the day of forwarding or posting.

CHAPTER II.—The Council

Division 1— 9. In this Chapter—

Preliminary

"absolute majority", in relation to votes, means a number greater than one-half of the total number of voting papers accepted by the Returning Officer in respect of an election;
 "academic staff member" means a full-time servant of the academic staff elected to the Council in accordance with Divisions 3 and 5 of this Chapter;
 "final count", in relation to an election of members of the same class or description, means the count as a consequence of which the number of remaining candidates for election is equal to the number of members to be elected;
 "full-time servant" means a servant classified as a full-time servant in accordance with clause 11 (a);
 "member" means a member of the Council;
 "non-academic staff member" means the full-time servant of the non-academic staff elected to the Council in accordance with Divisions 3 and 5 of this Chapter;
 "Roll of Academic Staff" means the roll referred to in clause 21 (1) (a);
 "Roll of Non-academic Staff" means the roll referred to in clause 21 (1) (b);
 "Roll of Students" means the roll referred to in clause 21 (1) (c);
 "student member" means a student elected to the Council in accordance with Divisions 4 and 5 of this Chapter.

- ### Division 2— 10. For the purposes of section 7 (2) (a) (ii) of the Act, the prescribed offices are the
- #### Official Members.
- offices of—

**Division 3—
Academic and
Non-academic
Staff Members.**

- (a) Praelector; and
 - (b) Praefectus.
11. For the purposes of section 7 (2) (b) (i) of the Act —
- (a) a servant is classified as a full-time servant if he is a servant other than a servant whose service with the College is, by the terms of his appointment by or contract with the College, expressed to be part-time service; and
 - (b) the specified number of full-time servants is 3 of whom 2 shall be members of the academic staff and one shall be a member of the non-academic staff.
12. For the purposes of section 7 (2) (b) (i) of the Act, in respect of a person seeking election as an academic staff member—
- (a) the prescribed qualification is entry of the name of that person in the Roll of Academic Staff as at the date and time referred to in clause 24 (2) (d); and
 - (b) the prescribed experience is being appointed, as at the date and time referred to in clause 24 (2) (d), to an office which carries tenure in excess of one year.
13. For the purposes of section 7 (2) (b) of the Act, the academic staff members shall be elected by the persons whose names are entered in the Roll of Academic Staff as at the date and time referred to in clause 24 (2) (d).
14. For the purposes of section 7 (2) (b) (i) of the Act, in respect of a person seeking election as the non-academic staff member—
- (a) the prescribed qualification is entry of the name of that person in the Roll of Non-academic Staff as at the date and time referred to in clause 24 (2) (d); and
 - (b) the prescribed experience is being appointed, as at the date and time referred to in clause 24 (2) (d), to an office which carries tenure in excess of one year.
15. For the purposes of section 7 (2) (b) of the Act, the non-academic staff member shall be elected by the persons whose names are entered in the Roll of Non-academic Staff as at the date and time referred to in clause 24 (2) (d).

**Division 4—
Student
Members.**

16. For the purposes of section 7 (2) (b) (ii) of the Act, the number of students to be elected to the Council is 2.
17. For the purposes of section 7 (2) (b) (ii) of the Act, in respect of a person seeking election as a student member —
- (a) the prescribed qualifications are —
 - (i) that he is enrolled in an approved course;
 - (ii) that he is not a full-time servant; and
 - (iii) that his name is entered in the Roll of Students, as at the date and time referred to in clause 24 (2) (d); and
 - (b) the prescribed experience is being a student in an approved course as at the date and time referred to in clause 24 (2) (d).
18. For the purposes of section 7 (2) (b) of the Act, the student members shall be elected by the persons whose names are entered in the Roll of Students as at the date and time referred to in clause 24 (2) (d).

**Division 5—
Conduct
of Elections.**

19. The Secretary shall be the Returning Officer.
20. The Returning Officer —
- (a) shall conduct all elections held under this Chapter;
 - (b) may be assisted in the performance of any of his powers or duties under this Chapter by such persons as he appoints;
 - (c) shall be the final arbiter on all matters concerning the eligibility of candidates or voters; and
 - (d) shall not be eligible to stand as a candidate for election and shall maintain an attitude of impartiality in relation to candidates.
21. (1) The Returning Officer shall keep —
- (a) a roll containing the names and last known addresses of those full-time servants of the academic staff who have entered upon duty following their appointment to offices which carry tenure in excess of one year;

- (b) a roll containing the names and last known addresses of those full-time servants of the non-academic staff who have entered upon duty following their appointment to offices which carry tenure in excess of one year; and
 - (c) a roll containing the names and last known addresses of students in approved courses who are not full-time servants.
- (2) A reference to a roll kept by the Returning Officer under subclause (1) (a), (b) or (c) includes a reference to a copy of a roll kept under that subclause.
- (3) The Returning Officer shall delete from —
- (a) the roll kept under subclause (1) (a) the name of any person who ceases to come within the provisions of subclause (1) (a);
 - (b) the roll kept under subclause (1) (b) the name of any person who ceases to come within the provisions of subclause (1) (b); and
 - (c) the roll kept under subclause (1) (c) the name of any student—
 - (i) who ceases to come within the provisions of subclause (1) (c); or
 - (ii) while he is on leave of absence.
- (4) A person who is entitled to have his name entered in a roll referred to in subclause (1) (a), (b) or (c) may inspect that roll during the times that the office of the Secretary is ordinarily open.
22. An election conducted under this Chapter shall not be invalid by reason only of the omission of the name of a person who is entitled to have his name entered in the Roll of Academic Staff, the Roll of Non-academic Staff, or the Roll of Students, as the case may be.
23. (1) Where an election is necessary because of—
- (a) the expiration of the term of office of an elected member; or
 - (b) the occurrence of a casual vacancy in the office of an elected member, except where that casual vacancy occurs within 3 months of the date on which, but for that casual vacancy, the term of office of that member would otherwise expire.
- the Returning Officer shall conduct an election in accordance with this Division.
- (2) Where a casual vacancy occurs in the office of a member within 3 months of the date on which, but for that casual vacancy, the term of office of that member would otherwise expire, the Council may appoint a person having the same qualification and experience as is prescribed in respect of that member to fill the vacancy for the unexpired portion of the term of that office.
- (3) Nothing in this Division applies to a member referred to in section 7 (2) (b) (iii) of the Act.
24. (1) The Returning Officer shall give notice of an election by displaying a notice of election on such notice boards in the premises of the College as the Council nominates as official notice boards and by such other means, if any, as the Council thinks fit.
- (2) The notice of election shall—
- (a) specify the class or classes of Council members to be elected;
 - (b) state the number of persons to be elected and the qualifications for candidature;
 - (c) specify the form of nomination;
 - (d) specify a date and time by which nominations must reach the Returning Officer; and
 - (e) contain such other information relating to the election as the Returning Officer thinks fit.
25. In the conduct of the election of a member the following intervals shall be allowed:—
- (a) between the date when the notice of election is given and the time specified in the notice of election as the time by which nominations must reach the Returning Officer—not less than 14 days and not more than 28 days;

- (b) between the time specified in the notice of election as the time by which nominations must reach the Returning Officer and the date that the notice of the holding of a ballot is given—not more than 48 hours; and
 - (c) between the date of despatch of voting papers by post in accordance with clause 28 (3) and the date by which those voting papers must be returned to the Returning Officer—not less than 14 days and not more than 28 days.
26. (1) The Returning Officer shall not accept a nomination unless it is—
- (a) in writing in the form specified in the notice of election;
 - (b) signed by 2 persons who are eligible to vote at the election for which the candidate is nominated;
 - (c) endorsed with or accompanied by the candidate’s written and signed consent to his nomination; and
 - (d) received by the Returning Officer before the time specified in the notice of election as the time by which nominations must reach the Returning Officer.
- (2) There shall be a separate nomination for each candidate.
27. If, following the close of nominations—
- (a) the number of accepted nominations does not exceed the number of persons to be elected, the Returning Officer shall declare the persons whose nominations have been accepted to be elected; or
 - (b) the number of accepted nominations does exceed the number of persons to be elected, the Returning Officer shall give notice of the holding of a ballot in the same way as he gives notice of an election under clause 24 (1)
28. (1) The notice of the holding of a ballot—
- (a) shall state that voting papers—
 - (i) will be posted to those persons who are eligible to vote and who, within 5 days after the date when that notice is given, apply to the Returning Officer for postal votes; and
 - (ii) will be available, at the places designated as voting places under paragraph (b) and on the date and between the hours specified in paragraph (c), to those persons who are eligible to vote and who have not applied, in accordance with subclause (2), for postal votes in that ballot;
 - (b) shall specify the place or places at which voting will take place;
 - (c) shall specify a date on which and the hours during which voting will take place;
 - (d) shall specify a date and time by which voting papers posted to those applying for postal votes under subclause (2) must be returned to the Returning Officer, being the same Officer being the same date as the date on which voting will take place and being the time at which voting will coincide as specified in paragraph (c); and
 - (e) may contain such other information relating to the ballot as the Returning Officer thinks fit.
 - (2) A person who is eligible to vote in a ballot may, within 5 days after the date when the notice of the holding of that ballot is given, apply to the Returning Office for a postal vote.
 - (3) Where a person who is eligible to vote in a ballot applies, in accordance with subclause (2), for a postal vote, the Returning Office shall post to that person a voting paper for that ballot.
29. A voting paper shall contain the names of the candidates in alphabetical order and shall be initialled by the Returning Officer or by such person as the Returning Officer appoints.
30. A voting paper posted to a person under clause 28 (3) shall be accompanied by—
- (a) a form of declaration that the person voting is qualified to vote at the election;
 - (b) 2 envelopes, one marked “voting paper” and the other addressed to the Returning Officer; and

- (c) a notice which—
 - (i) states the date and time by which the completed voting paper must reach the Returning Officer; and
 - (ii) contains instructions for the transmission of the complete voting paper to the Returning Officer.
- 31. (1) If the Returning Officer is satisfied that a voting paper posted under clause 28 (3) has been lost or destroyed he may, upon written application by the voter to whom the lost or destroyed voting paper was addressed, supply a duplicate voting paper to that person.
- (2) An election conducted under this Chapter shall not be invalid because a person who applied for a postal vote under clause 28 (2) did not receive a voting paper.
- 32. A voter who has received a voting paper sent to him by post under clause 28 (3), after having recorded his vote on the voting paper, shall—
 - (a) place the voting paper in the envelope marked “voting paper”;
 - (b) complete the form of declaration;
 - (c) place the envelope marked “voting paper” together with the completed form of declaration into the envelope addressed to the Returning Officer; and
 - (d) transmit the envelope addressed to the Returning Officer to the Returning Officer in accordance with the instructions for its transmission.
- 33. On the date specified in the notice of the holding of a ballot as the date on which voting is to take place, the Returning Officer or such person as he appoints shall—
 - (a) set up a voting place or places;
 - (b) during the hours specified in the notice of the holding of a ballot as the hours during which voting will be conducted, issue to each person applying to vote, who is qualified to do so and who has not applied under clause 28 (2) for a postal vote in that ballot—
 - (i) a voting paper; and
 - (ii) instructions setting out the manner in which the voter’s vote is to be recorded; and
 - (c) witness the placing of voting papers by voters in a locked box provided for the receipt of those voting papers.
- 34. The Returning Officer or such person as he appoints shall place his initials against the name of a voter in the Roll of Academic Staff, the Roll of Non-academic Staff or the Roll of Students, as the case may be, when the voter is posted a voting paper under clause 28 (3) or issued personally with a voting paper under clause 33 (b), as the case may be, and those initials shall be evidence of that voter having cast his vote in that ballot.
- 35. A voter shall record his vote on a voting paper posted or issued to him by placing the number “1” opposite the name of the candidate to whom he desires to give his first preference vote and he may then, at his discretion, give contingent votes to some or all of the remaining candidates by placing the numbers “2”, “3”, “4”, and so on, as the case may require, opposite the names of the other candidates respectively so as to indicate by numerical sequence the order of his preference for those candidates.
- 36. All envelopes addressed to the Returning Officer and purporting to contain voting papers and all ballot boxes shall remain unopened until the time specified in the notice of the holding of a ballot as the time at which voting will conclude.
- 37. After the time specified in the notice of the holding of a ballot as the time at which voting will conclude, the Returning Officer or such person as he appoints shall —
 - (a) open each outer envelope addressed to the Returning Officer and purporting to contain a voting paper transmitted under clause 32 (d);

- (b) if he is satisfied that the form of declaration has been properly completed, open the envelope marked "voting paper" and place the voting paper contained therein in a place convenient for counting;
 - (c) after opening all the postal votes, open the ballot box or boxes, as the case may be, and place the voting papers contained therein with the voting papers referred to in paragraph (b); and
 - (d) count, in accordance with this Division, the votes recorded on the voting papers referred to in paragraphs (b) and (c).
38. A voting paper received in respect of a ballot by the Returning Officer after the date and time specified in the notice of the holding of that ballot as the date and time at which voting will conclude shall not be taken into account at that ballot.
39. The Returning Officer shall reject as informal any voting paper in respect of which the voter has not complied with the provisions of this Division.
40. The result of a ballot shall be ascertained by the Returning Officer in accordance with the following provisions:—
- (a) Where there is only 1 vacancy to be filled, the candidate to be elected, or where there are 2 vacancies to be filled, the first candidate to be elected, shall be ascertained in the following manner:—
 - (i) at the first count the Returning Officer shall count the total number of first preference votes given for each candidate;
 - (ii) the candidate who has received the largest number of first preference votes shall, if that number constitutes an absolute majority of votes, be declared elected;
 - (iii) if no candidate has received an absolute majority of first preference votes, the Returning Officer shall make another count;
 - (iv) on that other count the candidate who has received the fewest first preference votes shall be excluded, and each voting paper counted to him shall be counted to the candidate next in order of the voter's preference;
 - (v) if any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidate who has the fewest votes and counting each of his voting papers to the continuing candidate next in the order of the voter's preference shall be repeated until one candidate has received an absolute majority of votes;
 - (vi) the candidate who has received an absolute majority of votes shall be declared elected.
 - (b) Where there are 2 vacancies to be filled, the second candidate to be elected shall be ascertained in the following manner:—
 - (i) the Returning Officer shall rearrange all the voting papers under the names of the respective candidates in accordance with the first preference votes indicated thereon, except that each ballot paper on which a first preference for an elected candidate is indicated shall be placed in the parcel of the candidate next in order of the voter's preference;
 - (ii) the Returning Officer shall then count the voting papers in the parcel of each continuing candidate and so ascertain the total number of votes given for each such candidate;
 - (iii) if any such candidate then has an absolute majority of votes he shall be declared elected, but if no such candidate then has an absolute majority of votes the procedure shall be as provided in paragraph (a) (iii), (iv), (v) and (vi);
 - (iv) in the application of paragraph (a) (iii), (iv), (v) and (vi) a reference to first preference votes shall be read as a reference to all the votes counted to a candidate in pursuance of subparagraph (ii).
41.

42. (1) For the purposes of this Division, if, after any count two or more candidates have received an equal number of votes and one of those candidates has to be excluded, the Returning Officer shall determine by lot which of those candidates shall be excluded.

(2) Where, under subclause (1), the exclusion of a candidate in an election is required to be determined by the Returning Officer by lot, the Returning Officer shall—

- (a) write the names of each candidate in respect of whom the determination is to be made on separate and similar slips of paper;
- (b) fold the slips so as to prevent identification;
- (c) place the folded slips in a receptacle and mix them together;
- (d) draw out a slip at random; and
- (e) exclude the candidate whose name appears on the slip drawn out by him.

43. Each candidate in an election shall be entitled to nominate from among those persons eligible to vote at that election, other than candidates, a scrutineer to be present at the counting of votes and any determination by lot in that election.

44. The Returning Officer, any person appointed by him in connection with the conduct of an election or any scrutineer shall not in any way disclose or aid in disclosing in what manner a voter has voted in an election under this Division.

**Division 6—
Additional
Members.**

45. For the purposes of section 7 (2) (b) (iii) of the Act there shall be 2 additional members.

46. (1) An election of additional members shall be conducted at a meeting of the Council, convened by the Secretary, of which the Secretary has given at least 10 days' notice by posting or delivering to each member a notice of election stating—

- (a) the date, time and place of the meeting;
- (b) that an election of additional members is to be held at the meeting; and
- (c) the number of additional members to be elected at the meeting.

(2) An election referred to in subclause (1) shall be conducted in such manner as may be determined at the meeting of the Council convened in accordance with that subclause.

**Division 7—
General.**

47. (1) In this clause, "nominal term of office", in relation to an elected member, means a period during which that member holds office other than by virtue of section 7 (4) (a) (ii) of the Act.

(2) A person who is elected as a member (other than a member referred to in section 7 (2) (b) (iii) of the Act) shall—

- (a) if he is elected as a member of the Council to be constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council—take office on the day following the date of that expiration; and
- (b) if he is elected to a Council, other than the Council referred to in paragraph (a)—

- (i) before the date of expiration of his predecessor's nominal term of office—take office on the day following the date of that expiration; or

- (ii) after the date of expiration of his predecessor's nominal term of office—take office on his election.

(3) A person who is elected as a member referred to in section (7) (2)(b)(iii) of the Act shall take office on his election.

(4) For the purposes of section 7 (4) (a) (i) of the Act, the prescribed period in respect of an elected member (other than a member referred to in section 7 (2) (b) (iii) of the Act) is—

- (a) in the case of elected members of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council—2 years; and

- (b) in the case of elected members of a Council, other than the Council referred to in paragraph (a)—
 - (i) where that elected member takes office on the day following the date of expiration of his predecessor's nominal term of office—2 years; and
 - (ii) where that elected member takes office after the day referred to in subparagraph (i)—2 years, less a period equivalent to the period during which his predecessor held office by virtue of section 7 (4) (a) (ii) of the Act.
- (5) For the purposes of section 7 (4) (a) (i) of the Act, the prescribed period in respect of an elected member referred to in section 7 (2) (b) (iii) of the Act is—
 - (a) if he is elected as a member of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council— 2 years, less a period equivalent to the period commencing on the day following that expiration and ending on the day before the day when the elected member takes office; and
 - (b) if he is elected to a Council other than the Council referred to in paragraph (a)—2 years, less a period equivalent to the period during which his predecessor held office by virtue of section 7 (4) (a) (ii) of the Act.
- (6) Where the elected member referred to in subclause (2) (b) or (4) (b) is a member who has been re-elected to an office on the expiration of his previous nominal term of office—
 - (a) subclause (2) (b) or (4) (b), as the case may be, shall be read as if the references to "his predecessor's nominal term of office" were references to that previous nominal term of office; and
 - (b) subclause (4) (b) (ii) shall be read as if the reference to "his predecessor" was a reference to that elected member.
- 48. The Council may direct that reasonable out-of-pocket expenses be paid to members acting pursuant to their duties as Council members.

CHAPTER III The Chairman and Deputy Chairman of the Council.

- 49. This Chapter applies to and in respect of the Council after the Council is reconstituted under section 7 of the Act.
- 50. (1) As soon as practicable after the Council is reconstituted under section 7 of the Act, the Secretary shall conduct an election to elect a Chairman and a Deputy Chairman in accordance with this Chapter.
 - (2) As soon as practicable after the election of the members of the Council in accordance with Chapter II of this By-law, other than—
 - (a) the election whereby the Council is reconstituted under section 7 of the Act;
 - (b) the election of members referred to in section 7 (2) (b) (iii) of the Act; or
 - (c) the election of a member to fill a casual vacancy,
 the Secretary shall conduct an election to elect a Chairman and a Deputy Chairman in accordance with this Chapter.
 - (3) Official members of the Council shall not be eligible to be elected as Chairman or Deputy Chairman under this Chapter.
- 51. Subject to this By-law and the Act, the Council may make rules regulating or providing for the conduct of elections for the offices of Chairman and Deputy Chairman.
- 52. (1) The Secretary shall conduct elections for the offices of Chairman and Deputy Chairman.
 - (2) An election conducted under subclause (1) shall be by secret ballot.
- 53. Where an election is to be held to fill the office of Chairman or Deputy Chairman, the Secretary shall send to each member of the Council a notice which shall—

- (a) state that an election is to be held for the office of Chairman or Deputy Chairman or both; and
 - (b) invite nominations and specify the date and time by which those nominations must reach the Secretary, which date and time shall not be earlier than 14 days after the date on which the notice is sent.
- 54.(1) A nomination for the office of Chairman or Deputy Chairman shall be made only with the written consent of the person nominated and shall be delivered to the Secretary before the date and time specified by the Secretary under clause 53 (b).
- (2) Each nomination shall be in writing on a separate paper signed by 2 members of the Council.
 - (3) A person may be nominated for the office of Chairman and for the office of Deputy Chairman.
 - (4) If a person is nominated for the office of Chairman and for the office of Deputy Chairman, the election for Chairman shall be completed first and if that person is elected Chairman, then his nomination shall be withdrawn from the election for Deputy Chairman.
- 55.(1) If only one nomination is received by the Secretary for the office of Chairman or the office of Deputy Chairman, as the case may be, by the date and time specified under clause 53 (b), the Secretary shall declare that nominee for the office of Chairman or that nominee for the office of Deputy Chairman, as the case may be, to be elected.
- (2) If more than one nomination is received for the office of Chairman or the office of Deputy Chairman, as the case may be, the Secretary shall send to each member of the Council in respect of the office or offices for which he has received more than one nomination—
 - (a) a voting paper;
 - (b) instructions setting out the manner in which the voter's vote is to be recorded and specifying the date and time by which completed voting papers must reach the Secretary, which date shall not be earlier than 14 days after the instructions are sent; and
 - (c) 2 envelopes, one marked "voting paper" and the other addressed to the Secretary.
 - (3) The Secretary shall ascertain the result of the voting under subclause (2) in accordance with the procedure used to ascertain the result of a ballot to elect one member from two or more candidates under clause 40.
56. The Chairman and the Deputy Chairman shall hold their respective offices for the period from their election until—
- (a) the close of the ordinary meeting of the Council next preceding the expiration of 2 years from the date of their election;
 - (b) their successors are elected;
 - (c) they resign from those offices; or
 - (d) they cease to be members of the Council pursuant to section 7 (4) or 8 (1) of the Act,
- whichever event shall first occur.
- 57.(1) An election to fill a casual vacancy in the office of the Chairman or the Deputy Chairman shall be held at a meeting of the Council within 2 months after the vacancy occurs.
- (2) A member elected to fill a casual vacancy in the office of the Chairman or Deputy Chairman shall hold office for the balance of the term of office of his predecessor.

58. Subject to this By-law, the Chairman or, in his absence, the Deputy Chairman, shall by virtue of his office, be a member of any committee appointed under this By-law, or any rule or resolution of the Council.
59. In the absence of the Chairman, the powers, authorities, duties and functions conferred or imposed upon the Chairman by this By-law may be exercised and performed by the Deputy Chairman.
60. At any meeting of the Council, the Chairman or, in his absence, the Deputy Chairman, shall preside, but if the Chairman and the Deputy Chairman are both absent from that meeting, a person, other than an official member, elected from among their number by the members present shall preside at that meeting.
61. The person presiding at any meeting of the Council in accordance with clause 60 shall have a deliberative vote and, in the event of an equality of votes, a second vote.

CHAPTER IV Meetings of the Council.

62. In this Chapter, "meeting" means a meeting of the Council.
63. The Council shall meet in ordinary session not fewer than 6 times each year and at such other times as it resolves.
64. (1) A quorum at a meeting shall be one-half of the members of the Council for the time being, but if one-half of the members is not a whole number, a quorum shall be the next higher whole number.
(2) If a quorum of the Council is not present within half an hour after the time appointed for the commencement of a meeting, the members then present may either—
 - (a) appoint a future date as the date on which the meeting shall be held, in which case, that date shall be far enough in the future to enable the secretary of the Council to give all members 7 clear days' notice of the meeting; or
 - (b) appoint the date of the next ordinary meeting as the date on which the meeting shall be held, in which case the business which was to have been dealt with at the meeting lacking a quorum shall take precedence over the business of the ordinary meeting of the Council convened for that date.
65. The Secretary of the College or such other officer as is appointed by the Council shall act as secretary of the Council.
66. (1) Not less than 7 days' written notice of an ordinary meeting shall be given by the secretary of the Council to the members of the Council, setting out the date, time and place of the meeting.
(2) An agenda for a meeting shall be forwarded by the secretary of the Council to members not less than 7 days before the date of the meeting.
(3) Items of business not included in the agenda forwarded under subclause (2) may be considered by the meeting if a majority of the members present agrees so to do, but not otherwise.
67. (1) The secretary of the Council shall give notice of a special meeting of the Council upon receipt of—
 - (a) a written request for a special meeting made by not fewer than 5 members of the Council; or
 - (b) an instruction to convene a special meeting given by the Chairman and the Principal or by the Chairman and the Deputy Chairman.

- (2) Not less than 7 days' notice in writing of a special meeting shall be given by the secretary of the Council to the members of the Council setting out the date, time and place of, and the agenda for, the special meeting.
68. Proceedings of the Council shall be valid notwithstanding non-receipt of a notice of meetings by a member.

CHAPTER V The Principal.

69. The Principal shall—
- (a) be the chief executive officer of the College;
 - (b) be the chief academic and administrative officer of the College; and
 - (c) subject to the Act, this By-law and the direction and control of the Council—
 - (i) exercise a general superintendence over the educational and administrative affairs of the College; and
 - (ii) be responsible for maintaining the discipline of the College.
70. Subject to this By-law and any direction by the Council, the Principal shall be, by virtue of his office, a member of all committees of the College and may, if he so desires, be the chairman at any meeting of a committee.

CHAPTER VI—Committees and Boards of the Council

Division 1— General.

71. Subject to the Act and this By-law, the Council may—
- (a) appoint such committees and boards, consisting of such persons, whether members of the Council or not, as it thinks fit;
 - (b) confer or impose upon a committee or board appointed under paragraph (a) such powers and duties as it may from time to time determine; and
 - (c) fix the date, time and place of a meeting of a committee or board appointed under paragraph (a) and the manner of convening and conducting the proceedings of that meeting.
72. Unless the Council otherwise decides in a particular case, a quorum at a meeting of a committee or board shall be one-half of the members of the committee or board for the time being, but if one-half of the members is not a whole number, a quorum shall be the next higher whole number.
73. If a quorum of a committee or board is not present within half an hour after the time appointed for the commencement of a meeting, the members of the committee or board then present may either—
- (a) appoint a future date as the date on which the meeting shall be held, in which case that date shall be far enough in the future to enable the secretary of the committee or board to give all members 7 clear days' notice of the meeting; or
 - (b) appoint the date of the next ordinary meeting of the committee or board as the date on which the meeting shall be held, in which case the business which was to have been dealt with at the meeting of the committee or board lacking a quorum shall take precedence over the business of the ordinary meeting of the committee or board convened for that date.

Division 2— The Academic Board.

74. (1) The Council shall appoint a board to be known as the Academic Board.
(2) The Academic Board shall be the principal academic advisory body to the Council and shall exercise and perform such powers and duties as the Council may from time to time determine.
(3) The Academic Board shall meet at least 4 times each year.
(4) The Secretary or his nominee shall act as secretary to the Academic Board.

Division 3— Boards of Studies.

75. (1) The Council shall appoint a board for each School of the College, to be known as a Board of Studies.
(2) A Board of Studies shall exercise and perform such powers and duties as the Council may from time to time determine.
(3) A Board of Studies shall meet at least once in each semester.

CHAPTER VII The Common Seal.

- 76. The Common Seal of the College shall be kept in the custody of the Secretary and shall not be used except as resolved by the Council or as provided by the Act or this By-law.
- 77. The Secretary shall affix the Common Seal of the College—
 - (a) to the certificate issued to any person as evidence that an award has been conferred on him by the College;
 - (b) to other documents which are required to be under the Common Seal and to which the Council has resolved that the Common Seal be affixed.
- 78. Every document to which the Common Seal of the College is affixed shall be signed by—
 - (a) the Chairman or the Deputy Chairman;
 - (b) the Principal; and
 - (c) the Secretary.
- 79. The Secretary shall keep a register of the use of the Common Seal of the College and shall record in that register, in relation to each occasion on which the Common Seal of the College is affixed to a document—
 - (a) the authority for the affixing of the Common Seal;
 - (b) the nature of the document to which the Common Seal is affixed;
 - (c) the date on which the Common Seal is affixed; and
 - (d) the names of the persons referred to in clause 78 who signed the document.

CHAPTER VIII—Admission to Courses

- 80.(1) Subject to subclause (2), students shall be admitted to an approved course on the basis of their achievement in the Higher School Certificate examination or an examination that is, in the opinion of the Academic Board, equivalent to the Higher School Certificate examination.
- (2) A student may be admitted to an approved course on the basis of a qualification other than that referred to in subclause (1) where he has reached a standard of education acceptable to the Academic Board and will, in the opinion of the Academic Board, probably succeed in that course.
- (3) Subject to this By-law, the Council may make rules for or with respect to the terms and conditions upon which a student may be admitted to an approved course and the continuance by that student in that approved course.

81.

CHAPTER IX—Rules.

- 82.(1) The Principal may from time to time makes rules, not inconsistent with the Act or this By-law, for carrying out and giving effect to this By-law and for regulating or providing for the regulation of the management and good government of the College.
- (2) The Principal may from time to time make rules amending, adding to or repealing any rules made under subclause (1).
- (3) A rule made by the Principal shall come into force when a copy thereof is posted on such notice boards of the College as the Council nominates as official notice boards.
- (4) The Secretary shall table a rule at the next ordinary meeting of the Council after that rule comes into force under subclause (3).
- (5) The Secretary shall—
 - (a) keep a copy of any rules made by the Principal under this clause;
 - (b) incorporate in the copy of the rules kept under paragraph (a) any amendments or additions to the rules made under subclause (2) when those amendments or additions come into force under subclause (3); and

- (c) produce the copy of the rules kept under paragraph (a) when reasonably required to do so by a member of staff, a student or an office bearer of the Students' Representative Council.
- (6) The Council may disallow any rule made by the Principal at a meeting of the Council held within 3 months of the coming into force of the rule.

CHAPTER X—The Conduct and Discipline of Servants and Students

Division 1— Servants.

83. In this Division, a servant who—
- (a) commits a breach of any provision of this By-law, a regulation or a rule;
 - (b) is grossly or persistently negligent, careless or inefficient, or is incompetent, in the discharge of his duties;
 - (c) wilfully disobeys or disregards any lawful order or direction made or given under the Act, this By-law, a regulation or a rule; or
 - (d) is guilty of any improper conduct,
- shall be deemed to have committed a breach of discipline.
84. (1) If the Principal is of the opinion that he has reasonable grounds for believing that a servant has committed a breach of discipline he may—
- (a) immediately suspend that servant from duty and, if he thinks fit, exclude him from the College and shall, where he so suspends that servant or so suspends and excludes that servant—
 - (i) at the time of the suspension verbally inform that servant of the grounds on which that servant is alleged to have committed a breach of discipline and afford that servant an opportunity to verbally explain his conduct; and
 - (ii) as soon as practicable after the time of the suspension, give that servant a written statement specifying the grounds on which that servant is alleged to have committed a breach of discipline and indicating that that servant may forward an explanation of his conduct in writing to the Principal; or
 - (b) give that servant a written statement specifying the grounds on which that servant is alleged to have committed a breach of discipline and seek an explanation from that servant of his conduct which that servant may give verbally or in writing, or both.
- (2) After hearing and considering any explanation given by a servant pursuant to subclause (1), the Principal may take any one or more of the following courses of action:—
- (a) lift the suspension of that servant;
 - (b) terminate the exclusion of that servant;
 - (c) censure that servant;
 - (d) suspend that servant; with pay, for such period, not exceeding 3 months, as the Principal may determine;
 - (e) suspend that servant, without pay, for such period, not exceeding 21 days, as the Principal may determine;
 - (f) demote or withhold the progression of that servant;
 - (g) dismiss that servant from the employment of the College.
- (3) The Principal shall, within 10 days after the exercise of any of the powers referred to in subclause (2) in respect of a servant, notify that servant of the exercise of that power.
- (4) A servant who has received a notification under subclause (3) may appeal to a Staff Appeal Committee against the decision of the Principal by serving a notice in writing in accordance with subclause (5) on the Secretary within 30 days after the receipt of that notification.
- (5) The notice referred to in subclause (4) shall state—
- (a) the full name and address of the servant appellant;
 - (b) the decision of the Principal in respect of which the appeal is brought;
 - (c) the grounds of the appeal; and

- (d) the name of the member of the Council or another servant nominated by the servant appellant as a member of the Staff Appeal Committee, and shall be endorsed with the consent in writing of the nominated member of the Council or servant to his appointment as a member of the Staff Appeal Committee.

**Division 2—
Students.**

- 85. In this Division and in Clause 95 (c), “misconduct” means misconduct in relation to the affairs of the College and includes non-compliance with this By-law, a regulation or a rule.
- 86. (1) Where misconduct is committed by a student in, or in connection with, a class conducted by a member of the academic staff of the College, that member may, if he is a Head of a School or has authority to do so vested in him by the Head of the School in respect of which that class is conducted, exclude that student from the class then being conducted.
(2) A member of the academic staff who excludes a student from his class for misconduct under subclause (1) shall, if he is not the Head of the School in respect of which that class is conducted, report the student’s behaviour and his exclusion to the Head of the School concerned as soon as practicable after excluding that student.
(3) A Head of a School—
 - (a) who excludes a student under subclause (1); or
 - (b) to whom misconduct by a student is reported by a member of the academic staff of the College under subclause (2),may suspend that student from attendance at his classes or the classes conducted by that member for a period not exceeding 2 weeks.
- 87. Where misconduct is committed by a student in or in connection with the Library or its precincts, the Principal Librarian may suspend that student from the Library and its precincts for a period not exceeding 2 weeks.
- 88. (1) Where misconduct is suspected by a servant on reasonable grounds to have been committed by a student—
 - (a) within the precincts of the College; or
 - (b) in or in connection with an examination conducted by the College, that servant—
 - (c) if he is not the Principal, may report that misconduct to the Principal in writing who shall conduct such inquiries and interview such persons in relation thereto as he sees fit; or
 - (d) if he is the Principal—may conduct such inquiries and interview such persons in relation thereto as he sees fit.(2) A Head of a School shall report to the Principal, in writing, the exclusion of a student for misconduct, by himself under clause 86 (1) or reported to him by a member of staff under clause 86 (2), whether or not he has suspended the student by whom the misconduct was alleged to have been committed.
(3) The Principal Librarian shall report to the Principal, in writing, his suspension of any student under clause 87 for misconduct.
(4) Where a report is made to the Principal under subclause (2) or (3) or an appeal is made to him under clause 89, he shall conduct such inquiries and interview such persons in relation thereto as he sees fit.
(5) Where the Principal is satisfied, after conducting such inquiries or interviews as are required by subclause (4), that alleged misconduct by a student as referred to in subclause (2) or (3) or clause 89 was not committed, he shall—
 - (a) take no further action against the student concerned; and
 - (b) cancel any period of suspension imposed on that student by a Head of a School or by the Principal Librarian.(6) Where the Principal is satisfied, after conducting such inquiries or interviews as are authorised by subclause (1) (d) or required by subclause (1) (c) or (4), that alleged misconduct by a student as referred to in subclause (1),

(2), or (3) or clause 89 was committed, he may do any one or more of the following things:—

- (a) take no further action against the student concerned;
- (b) cancel or reduce a period of suspension imposed on that student by a Head of a School or by the Principal Librarian;
- (c) reprimand that student;
- (d) suspend that student from the College for a period not exceeding one month;
- (e) suspend that student from attendance at a particular class or classes for a period not exceeding one month;
- (f) suspend that student from the use of any facility of the College for a period not exceeding one month; or
- (g) expel that student.

(7) The Principal may, in respect of a student, exercise any of his powers under subclause (6) notwithstanding that that student may have been suspended from attendance at classes under clause 86 (3) or from the Library and its precincts under clause 87.

(8) The Principal shall, within 10 days after the exercise of any of the powers referred to in subclause (6) in respect of a student, notify that student of the exercise of that power.

89. A student affected by a decision of a servant, other than the Principal, in respect of alleged misconduct may appeal against that decision to the Principal within 21 days after being informed of that decision by that servant.

90. (1) A student affected by a decision of the Principal whether on appeal or otherwise, in respect of alleged misconduct, may appeal against that decision to the Student Appeal Committee by serving a notice in writing in accordance with subclause (2) on the Secretary within 14 days after the receipt of a notification under clause 88 (8).

(2) The notice referred to in subclause (1) shall state—

- (a) the full name and address of the student appelland;
- (b) the decision of the Principal in respect of which the appeal is brought; and
- (c) the grounds of the appeal.

CHAPTER XI—Appeals.

Division 1— 91. In this Chapter, “Appeal Committee” means, in the case of an appeal by—
Preliminary. (a) a servant—the Staff Appeal Committee; and
(b) a student—the Student Appeal Committee.

Division 2— 92. An Appeal Committee shall be appointed in accordance with the provisions of
General. this Chapter and shall be deemed to be a committee of the Council.

93. The Chairman, the Deputy Chairman and the Principal are not eligible to be members of an Appeal Committee.

94. (1) An Appeal Committee—

- (a) shall not proceed with the hearing of an appeal unless all members of that Committee are present;
- (b) may determine an appeal and any matter arising for determination during the course of an appeal, by a majority;
- (c) shall not be bound by the rules of evidence or by precedent; and
- (d) may adjourn a hearing of an appeal for such period, not exceeding 21 days, as it may determine from time to time.

(2) The Council may, by resolution, extend the period referred to in subclause (1) (d) where it feels the circumstances so warrant.

95. An Appeal Committee may—

- (a) uphold an appeal and set aside the decision of the Principal;
- (b) dismiss an appeal and confirm the decision of the Principal; or
- (c) find the breach of discipline by a servant, or the misconduct by a student, as the case may be, proved but vary the penalty imposed by the Principal.

96. (1) A person appearing before an Appeal Committee shall be entitled to be represented by another person.
- (2) Subject to subclause (3), the decision of an Appeal Committee shall be final and conclusive of the matters raised by an appeal.
- (3) The Council may, within 3 months of the date of a decision of an Appeal Committee, decide to reduce a penalty—
- (a) imposed by the Principal and confirmed by that Appeal Committee; or
- (b) imposed by that Appeal Committee in place of a penalty imposed by the Principal.
- (4) An appellant shall not be entitled to be heard by the Council at any meeting at which consideration of an Appeal Committee's decision takes place, but the Council may decide to hear that appellant.
- (5) In the event that an Appeal Committee confirms a penalty or imposes a different penalty, it shall state in the statement of its decision the date from which the penalty, confirmed or imposed, shall take effect and, subject to subclause (3), the penalty shall take effect from that date.
97. (1) The Council shall, on receipt by the Secretary of an appeal under clause 84 (4), appoint a Staff Appeal Committee to hear and determine that appeal.
- (2) The members of a Staff Appeal Committee shall be—
- (a) a member of the Council nominated by the Principal;
- (b) a member of the Council or another servant nominated by the appellant; and
- (c) a person nominated jointly by the 2 members of the Staff Appeal Committee referred to in paragraphs (a) and (b).
- (3) If the 2 members of a Staff Appeal Committee referred to in subclause (2) (a) and (b) are unable to reach agreement as to the person to be nominated under subclause (2) (c), a Council member shall be appointed to that position by a special meeting of the Council called for that purpose.
- (4) No person, whether nominated under subclause (2) or appointed under subclause (3), as the case may be, shall form part of a Staff Appeal Committee unless he agrees to do so.
- (5) The members of a Staff Appeal Committee shall elect a chairman from among their number as may be necessary from time to time.
98. (1) On receipt of a notice of appeal from a servant under clause 84 (4), the Secretary shall forthwith inform the Principal who shall, within 3 days, nominate a member of the Council to sit on a Staff Appeal Committee in accordance with clause 97 (2) (a).
- (2) The Secretary shall, as soon as practicable after receiving the Principal's nomination under subclause (1), inform the member nominated of his nomination.
- (3) Within 3 days of being informed by the Secretary of his nomination under subclause (2), the nominated member shall, if he is willing to sit on the Staff Appeal Committee for that appeal, sign and forward to the Secretary a written notice to that effect.
- (4) If the member after being informed of his nomination by the Secretary under subclause (2) informs the Secretary that he is unwilling to sit or does not forward to the Secretary a notice in accordance with the provisions of subclause (3), the Secretary shall inform the Principal to that effect and the procedure outlined by this clause shall be followed until a member nominated by the Principal indicates his willingness to sit in accordance with the provisions of subclause (3).
99. (1) As soon as practicable after a person nominated by the Principal under clause 98 (1) as a member of a Staff Appeal Committee has consented to be a member of that Staff Appeal Committee, that member and the member referred to in clause 97 (2) (b) shall meet for the purpose of nominating the third member of the Staff Appeal committee in accordance with clause 97 (2) (c).

**Division 3—
Appeals by
Servants.**

(2) The same procedure shall be followed in relation to a person nominated under clause 97 (2) (c) notifying his willingness or otherwise to sit on a Staff Appeal Committee as is followed by the case of a Principal's nominee under clause 98 (3) and (4).

100. (1) A Staff Appeal Committee shall be deemed to be appointed at such time as the third member agrees to a nomination made under clause 97 (2) (c) or is appointed under clause 97 (3), as the case may be.
- (2) The Secretary shall, in respect of an appeal, give notice at the next meeting of the Council at which it is practicable to do so that a Staff Appeal Committee has been appointed.
101. At such time as an Appeal Committee has been appointed the Secretary shall—
- (a) appoint a date, not later than 7 days after the date on which the Staff Appeal Committee is appointed, a time and a place for the hearing of the appeal in respect of which the Committee was appointed; and
- (b) notify the members of the Staff Appeal Committee, the Principal and the appellant servant of the date, time and place appointed for the hearing of the appeal.
102. (1) If a member of a Staff Appeal Committee is not present at the hearing of an appeal, the members present may—
- (a) adjourn the hearing; or
- (b) notify the Secretary that the Staff Appeal Committee is dissolved and that a new Staff Appeal Committee should be appointed for that appeal.
- (2) Should the appointment of a new Staff Appeal Committee be necessary under subclause (1) (b) the same procedure shall be followed to appoint that Committee as was followed to appoint the dissolved Staff Appeal Committee.
- (3) A person nominated or appointed as a member of a Staff Appeal Committee dissolved under subclause (1) (b) shall be eligible to be re-nominated or reappointed, as the case may be, to the new Staff Appeal Committee.
103. (1) At a hearing of a Staff Appeal Committee both the Principal and the appellant servant have a right to appearance, to be present throughout the hearing and to call witnesses.
- (2) A Staff Appeal Committee, when hearing an appeal, shall—
- (a) consider firstly the material presented by the Principal to support his decision; and
- (b) after considering the material presented by the Principal under paragraph (a), consider the material presented by the appellant servant and any explanation offered by him.
- (3) A record of the proceedings of a Staff Appeal Committee shall be kept and a copy made available to the appellant servant if he so desires.
104. (1) A Staff Appeal Committee shall, at the conclusion of a hearing, prepare a written statement of its decision and forward it to the Secretary.
- (2) the Secretary, on receipt of the statement referred to in subclause (1), shall—
- (a) forward a copy of that statement to the appellant servant and a copy to the Principal; and
- (b) table that statement at the first meeting of the Council at which it is practicable to do so.
105. (1) In respect of each year, the Council shall appoint a Student Appeal Committee to hear and determine appeals made under clause 90 during that year.

- (2) Subject to subclause (3), a Student Appeal Committee shall be appointed for a period of 12 months commencing on 1st January in each year.
- (3) If the hearing of an appeal, commenced within the period for which the Student Appeal Committee dealing with the appeal was appointed, is adjourned to a date outside that period, that Student Appeal Committee is authorised to proceed with the hearing and determination of that appeal notwithstanding that it has been replaced by a new Student Appeal Committee.
- (4) Subject to subclause (5), the members of a Student Appeal Committee shall be—
- (a) a member of the Council nominated by the Principal;
 - (b) a member of the Council nominated by the Students' Representative Council; and
 - (c) a member of the Council nominated by the Council.
- (5) In addition to the 3 members of the Student Appeal Committee referred to in subclause (4), the Principal, the Students' Representative Council and the Council shall each nominate an alternate member who will sit on the Committee in the place of the nominees for whom they are the alternates in the event of any of those nominees being unable or unwilling to sit on an appeal.
106. (1) With the consent of the appellant and the Principal, an alternate member nominated under clause 105 (5) may replace a member of a Student Appeal Committee on an adjournment of a hearing of an appeal if that member is unwilling or unable to act and, in like manner, a member of a Student Appeal Committee may replace an alternate member so nominated.
- (2) The members of a Student Appeal Committee shall elect a chairman from among their number as may be necessary from time to time.
107. On receipt of a notice of appeal from a student under clause 90 (1), the Secretary shall—
- (a) appoint a date, not later than 7 days after the date on which he received that notice of appeal, a time and a place for the hearing of the appeal; and
 - (b) notify the persons who will be members of the Student Appeal Committee on the date appointed for the hearing of the appeal or, if necessary, their alternates, the Principal, the Secretary of the Students' Representative Council and the appellant student of the date, time and place appointed for the hearing of the appeal.
108. (1) The hearing of an appeal by a Student Appeal Committee shall not proceed unless reasonable opportunity is afforded to both the Principal and the appellant student to be present.
- (2) At a hearing of a Student Appeal Committee both the Principal and the appellant student have a right of appearance, to be present through the hearing and to call witnesses.
- (3) A Student Appeal Committee, when hearing an appeal, shall—
- (a) consider firstly the material presented by the Principal to support his decision; and
 - (b) after considering the material presented by the Principal under paragraph (a), consider the material presented by the appellant student and any explanation offered by him.
- (4) A record of the proceedings of a Student Appeal Committee shall be kept and a copy made available to the appellant student if he so desires.
109. (1) A Student Appeal Committee shall, at the conclusion of a hearing, prepare a written statement of its decision and forward it to the Secretary.
- (2) The Secretary, on receipt of the statement referred to in subclause (1), shall—

- (a) forward a copy of that statement to—
 - (i) the appellant student;
 - (ii) the Principal; and
 - (iii) the Secretary of the Students' Representative Council; and
- (b) table that statement at the first meeting of the Council at which it is practicable to do so.

CHAPTER XII—

Appointment, Progression, Promotion and Resignation of Servants.

110. Subject to the Act and this Chapter, the Council may make rules for regulating or providing for the regulation of the manner of appointment, progression and promotion of servants.
111. (1) Subject to the Act and to subclause (2), a vacancy in the academic or non-academic staff establishment shall be filled—
- (a) following advertisement within the College; and
 - (b) if the Council feels it appropriate, following public advertisement.
- (2) Subject to the Act, the Council may resolve to fill a vacancy in the academic or non-academic staff establishment by invitation.
112. An advertisement inviting applications to fill a vacancy under clause 111 (1) shall specify the criteria according to which the appointment is to be made or, if this would result in the advertisement being of undue length, shall state that a copy of the relevant criteria will be available upon request from the Secretary.
113. (1) Where vacancies are advertised, appointments shall be made by the Council or it may delegate this function to the Principal, who shall first consider the recommendation of a selection committee before making a decision on an appointment.
- (2) The members of a selection committee referred to in subclause (1), in so far as they are not designated by this Chapter, shall be appointed by the Principal.
114. (1) When a selection committee referred to in clause 113 (1) meets with respect to a vacancy in the position of—
- (a) a Principal Lecturer or with respect to a vacancy in a position senior to that of Principal Lecturer, other than the position of Head of a School, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council;
 - (iii) an outside academic of standing in the field in which the appointment is to be made;
 - (iv) the Head of a School; and
 - (v) a member of the College academic staff of comparable standing to the level of the appointment elected by the members of the College academic staff in accordance with the rules;
 - (b) a Head of a School, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council;
 - (iii) 2 outside academics of standing in the field in which the appointment is to be made; and
 - (iv) a member of the College academic staff of comparable standing to the level of the appointment elected by the members of the College academic staff in accordance with the rules;

- (c) a Senior Lecturer, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) an outside academic of standing in the field in which the appointment is to be made;
 - (iii) the Head of a School;
 - (iv) the Head of the Department to which the appointment is to be made; and
 - (v) a member of the College academic staff of comparable standing to the level of the appointment.
 - (d) a Lecturer, the selection committee shall consist of—
 - (i) the Head of a School;
 - (ii) the Head of the Department to which the appointment is to be made;
 - (iii) a Senior Lecturer;
 - (iv) an outside academic of standing in the field in which the appointment is to be made; and
 - (v) the Secretary or his nominee;
 - (e) an Administrative Officer or with respect to a vacancy in a position senior to that of Administrative Officer on the College non-academic staff, other than Secretary or Staff Recruitment Officer, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council;
 - (iii) a senior administrative staff member of an outside educational institution;
 - (iv) the Staff Recruitment Officer; and
 - (v) the Secretary or his nominee;
 - (f) the Secretary or the Staff Recruitment Officer, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council; and
 - (iii) 2 senior administrative staff members of an outside educational institution; or
 - (g) a member of the non-academic staff other than a member of the non-academic staff referred to in paragraph (e) or (f), the committee shall consist of—
 - (i) the Secretary or his nominee;
 - (ii) the Head of the Administrative Department to which the appointment is to be made; and
 - (iii) the Staff Recruitment Officer.
- (2) The Secretary or his nominee shall be the secretary of any selection committee appointed under this Chapter of which the Secretary is a member and, where the Secretary is not a member of a selection committee the Principal shall be secretary of that selection committee.
- (3) A selection committee shall consider the merits of an applicant for a position according to the criteria which have been specified for that position under clause 112.
- (4) A selection committee shall not be bound to interview each applicant, but may arrange to interview one or more applicants as it sees fit.
115. (1) In respect of a servant who is a member of the academic staff or the non-academic staff, progression on the salary scale shall be subject to—
- (a) clause 84 (2) (f);
 - (b) the provisions of the appropriate salary determination; and
 - (c) the approval of the Principal, which shall only be given after consultation with the appropriate Head of Department.

(2) Should progression on the salary scale not be recommended in respect of a servant that servant may—

- (a) if he is a Senior Lecturer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee for Senior Lecturers under clause 114 (1) (c);
- (b) if he is a Lecturer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee for Lecturers under clause 114 (1) (d);
- (c) if he is an Administrative Officer or the holder of a position on the non-academic staff (other than Secretary or Staff Recruitment Officer) Senior to that Administrative Officer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee provided for under clause 114 (1) (e);
- (d) if he is the Secretary or the Staff Recruitment Officer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee provided for under clause 114 (1) (f); or
- (e) if he is a member of the non-academic staff (other than a member of the non-academic staff referred to in paragraph (c) or (d), appeal to a committee appointed by the Principal and made up in the same way as a selection committee provided for under clause 114 (1) (g).

116.(1) the promotion of a servant who is a member of the academic staff or non-academic staff shall be made on the basis of merit.

(2) The question of promotion under subclause (1) shall be considered annually by—

- (a) the Council; or
 - (b) subject to subclause (3), the Principal under delegation from the Council.
- (3) If the question of promotion is delegated to the Principal under subclause (2) (b), the Principal shall consider the recommendation of a promotion committee before making a decision on a promotion.
- (4) In the case of promotion of a member of the academic staff, the members of the promotion committee referred to in subclause (3) shall be the Principal, an outside academic of standing, the Heads of Schools and a servant who is a member of the academic staff of comparable standing to the level of appointment elected by the members of the College academic staff in accordance with the rules.
- (5) In the case of promotion of a member of the non-academic staff, the members of the promotion committee referred to in subclause (3) shall be the Principal, the Secretary, a senior administrative staff member of an outside educational institution and a member of the non-academic staff of comparable standing to the level of appointment elected by the members of the College non-academic staff in accordance with the rules.
- (6) In so far as the members of a promotion committee are not designated by subclause (4) or (5), they shall be appointed by the Principal.

117.(1) Subject to subclause (2), a servant who is a full-time member of the academic staff and who wishes to resign shall submit his resignation in writing to the Principal at least 3 months before the date from which he wishes the resignation to take effect.

(2) The Principal may agree to the resignation of a servant who is a full-time member of the academic staff taking effect from a date less than 3 months from the date of the submission of his resignation where the Principal feels the circumstances justify that action.

- 118.(1) Subject to subclause (2), a servant who is a full-time member of the non-academic staff and who wishes to resign shall submit his resignation in writing to the Principal at least 14 days before the date from which he wishes the resignation to take effect.
- (2) The Principal may agree to the resignation of a servant who is a full-time member of the non-academic staff taking effect from a date less than 14 days from the date of the submission of his resignation where the Principal feels the circumstances justify that action.
- 119.(1) No resignation shall be effective until it has been accepted in writing by the Principal.
- (2) If a resignation is not accepted by the Principal he shall advise the servant in writing to that effect and the reason for the non-acceptance.

CHAPTER XIII—Honorary Awards

Honorary Awards

120. The Council, of its own motion or on the recommendation of the Academic Board, may make an award *ad eundem gradum* or *honoris causa* to a person who, in the opinion of the Council, is eligible for or might properly be honoured by such an award.

COLLEGES OF ADVANCED EDUCATION ACT, 1975—BY-LAW.

Affiliation By-Law

His Excellency the Governor, with the advice of the Executive Council, and in pursuance of the provisions of the Colleges of Advanced Education Act, 1975, has been pleased to approve the By-law made by the Kuring-gai College of Advanced Education and set forth hereunder.

ERIC BEDFORD, Minister for Education

1. This By-law may be cited as the "Kuring-gai College of Advanced Education College of Law Affiliation By-law".
2. This By-law applies to and in respect of the Kuring-gai College of Advanced Education.
3. In this By-law:—

"Kuring-gai College" means the Kuring-gai College of Advanced Education;
"The College of Law" means the educational establishment established by the Law Society of New South Wales to provide (amongst other things) practical legal training for graduates in law and other persons qualified for admission as graduates in law and those who by the passing of examinations prescribed under the rules relating to admission of solicitors in New South Wales or otherwise have satisfied the relevant requirements for such admission other than completion of practical legal training to equip them with the arts, skills and techniques required for practice as solicitors and in particular the practical legal training course which is now by law part of the compulsory qualifications for admission in New South Wales as a solicitor and to provide continuing legal education to practising solicitors.
4. The College of Law is hereby affiliated with the Kuring-gai College to the following extent only, that is to say:—

For the purposes and to the intent that the Practical Legal Training Course heretofore provided by The College of Law and conducted by its Practical Legal Training Department shall henceforth during the period of affiliation be provided by Kuring-gai College as a course in advanced education and be conducted by the Practical Legal Training Department of The College of Law functioning as a School of Kuring-gai College, to be known as "school of Practical Legal Training".
5. The School of Practical Legal Training shall be conducted in accordance with the terms and conditions of the Agreement made the 23rd day of December, 1976, between The Law Society of New South Wales, The College of Law (Properties) Pty Limited and Kuring-gai College. (8526)

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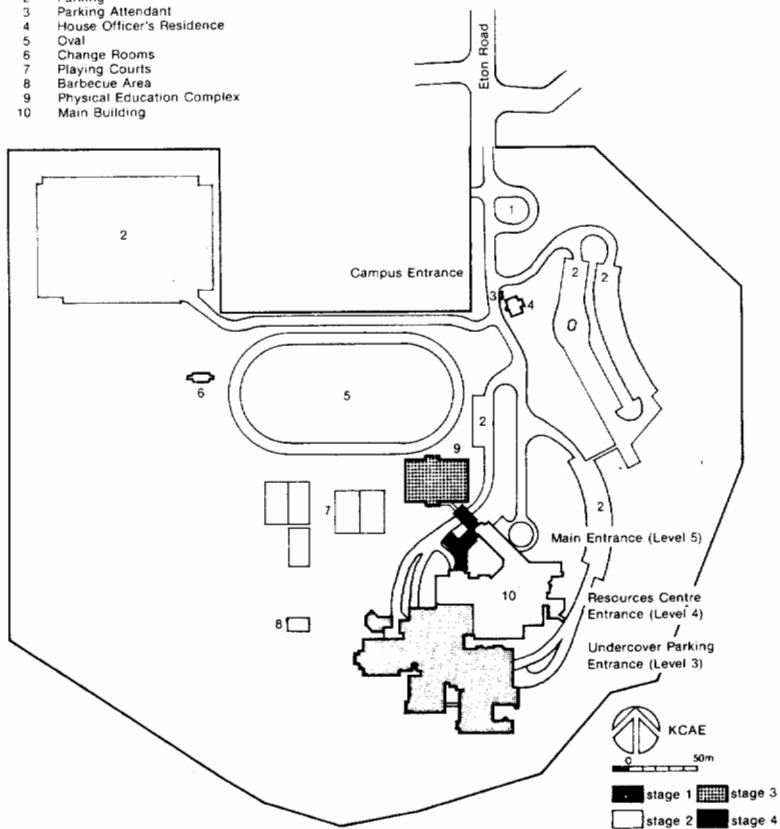
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Campus Plan

Kuring-gai College of Advanced Education

Legend

- 1 Bus Bay
- 2 Parking
- 3 Parking Attendant
- 4 House Officer's Residence
- 5 Oval
- 6 Change Rooms
- 7 Playing Courts
- 8 Barbecue Area
- 9 Physical Education Complex
- 10 Main Building



NOTES