

Kuring-gai  
College  
of Advanced  
Education

Calendar 1983



**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.

**Kuring-gai College is opposed to discrimination on the basis of sex, race, religion, political views or physical handicap and the text of this publication is not intended to reflect any such discrimination.**

## TABLE OF CONTENTS

ACADEMIC YEAR 1983 .....	7
PRINCIPAL DATES 1983 .....	11
COUNCIL	
COMMITTEES AND STAFF OF THE COLLEGE .....	15
Council of the College .....	17
Principal Officers of the College .....	19
Academic Staff .....	20
Resources Centre Staff .....	27
Counselling & Health Services Staff .....	27
Senior Administrative Staff .....	28
Committees of the College .....	29
COLLEGE REGULATIONS .....	39
Student Regulations .....	42
General Rules for Masters Degrees .....	52
Traffic and Parking Regulations .....	59
STUDENT AFFAIRS .....	61
GENERAL INFORMATION .....	
College Shield and Colours .....	67
Teacher Education Scholarships (Advisory Office) .....	67
Tertiary Education Assistance Scheme .....	67
Aboriginal Study Grants Scheme .....	69
The Resources Centre .....	69
Centres for Research and Development .....	70
Handicapped Students .....	72
COURSE INFORMATION	
The School of Financial and Administrative Studies. ....	73
The School of Library and Information Studies .....	127
The School of Practical Legal Training .....	141
The School of Teacher Education .....	145
Board of Studies in Recreation and Community Studies .....	163
SEMESTER UNIT OUTLINES .....	171
LEGISLATION AND BY-LAWS .....	
The Colleges of Advanced Education Act .....	335
College By-Law .....	337
Affiliation By-Law .....	350
INDEX .....	375
PLAN OF THE COLLEGE CAMPUS .....	379



# Academic Year 1983



## ACADEMIC YEAR 1983

**SCHOOLS OF FINANCIAL AND ADMINISTRATIVE STUDIES, LIBRARY AND INFORMATION STUDIES AND TEACHER EDUCATION AND RECREATION AND COMMUNITY STUDIES AREA.**

<b>Semester Week</b>	<b>Week Commencing</b>	
	14 February	Enrolment/Re-enrolment February 14-17
<b>FIRST SEMESTER</b>	1 21 February	First Semester Commences
	2 28 February	
	3 7 March	
	4 14 March	
	5 21 March	
	6 28 March	Good Friday, April 1
	7 4 April	Easter Monday, April 4
	8 11 April	Prac.(T.Ed. Only) Professional Studies in T.Ed. suspended General Studies continued
	9 18 April	Prac.(T.Ed., L & I.S.) — Classes Suspended (F & A.S., R & C.S.)
	10 25 April	Prac.(T.Ed., L & I.S.) — Classes Suspended (F & A.S., R & C.S.)
	11 2 May	Anzac Day, April 25
	12 9 May	Fieldwork (R & C.S.) or
	13 16 May	Fieldwork (R & C.S.) — Classes suspended (F&A.S..L&I.S..T.Ed.)
	14 23 May	
	15 30 May	
	16 6 June	
	17 13 June	Queen's Birthday, June 13
	20 June	Examinations
	27 June	Examinations
<b>INTER SEMESTER VACATION</b>	4 July	
	11 July	
	18 July	Enrolment/Re-enrolment - July 18 - 19
<b>SECOND SEMESTER</b>	1 25 July	Second Semester Commences
	2 1 August	
	3 8 August	
	4 15 August	
	5 22 August	
	6 29 August	Fieldwork (R & C.S.) Classes Suspended (F&A.S. , L&I.S.,T.Ed.) or
	7 5 September	Fieldwork (R & C.S.)
	8 12 September	
	9 19 September	
	10 26 September	
	11 3 October	Prac. (T.Ed., L & I.S.) — Classes Suspended (F & A.S., R & C.S.) Labour Day, October 3
	12 10 October	Prac.(T Ed., L & I.S) — Classes Suspended (F & A.S., R & C.S.)
	13 17 October	Prac.(T.Ed. only) Professional Studies in T.Ed. suspended General Studies continued)
	14 24 October	
	15 31 October	
	16 7 November	
	17 14 November	
	21 21 November	Examinations
	28 November	Examinations
	5 December	Vacation

## **ACADEMIC YEAR 1983**

### **SCHOOL OF PRACTICAL LEGAL TRAINING**

#### **Practical Legal Training Course**

**(F821) commences**

13th January

**Mid-course recess**

1st April - 10th April

**Course (F821) ends**

24th June

#### **Practical Legal Training Course**

**(F822) commences**

4th July

**Mid-course recess**

24th Sept - 3rd October

**Course (F822) ends**

9th December

#### **Sandwich Courses**

**First Sandwich Course (S823)**

10th Jan - 18th Feb. 1983

**First session**

29th Aug - 23rd Sept. 1983

**Second session**

2nd April - 2nd May 1984

**Third session**

#### **Second Sandwich Course (S824)**

**First session**

11th July - 19th Aug. 1983

**Second session**

27th Feb. - 23rd March 1984

**Third session**

2nd Oct. - 29th Oct. 1984

## PRINCIPAL DATES, 1983

<b>JANUARY</b>	<b>Monday</b>	1 New Year's Day — Public Holiday 31 Australia Day — Public Holiday
<b>FEBRUARY</b>	<b>Wednesday</b>	2 Principal's Advisory Committee
	<b>Monday</b>	7 Board of Studies in Financial & Administrative Studies
	<b>Wednesday</b>	9 Board of Studies in Library and Information Studies
	<b>Thursday</b>	10 Board of Studies in Teacher Education Finance and Works Committee
	<b>Monday</b>	14 Enrolment/Re-enrolment
	<b>Thursday</b>	17 Council
	<b>Monday</b>	21 First Semester commences
	<b>Wednesday</b>	23 Board of Studies in Practical Legal Training
	<b>Thursday</b>	24 Board of Studies in Recreation and Community Studies
<b>MARCH</b>	<b>Tuesday</b>	1 Academic Policy and Planning Committee
	<b>Wednesday</b>	2 Principal's Advisory Committee
	<b>Thursday</b>	3 Academic Board
	<b>Thursday</b>	10 Board of Studies in Teacher Education Finance and Works Committee
	<b>Wednesday</b>	16 Board of Studies in Library and Information Studies
	<b>Thursday</b>	17 Council
	<b>Monday</b>	21 Board of Studies in Financial & Administrative Studies
<b>APRIL</b>	<b>Friday</b>	1 Good Friday
	<b>Monday</b>	4 Easter Monday
	<b>Tuesday</b>	5 Academic Policy and Planning Committee
	<b>Wednesday</b>	6 Principal's Advisory Committee
	<b>Thursday</b>	7 Academic Board Board of Studies in Practical Legal Training
	<b>Wednesday</b>	13 Board of Studies in Library and Information Studies
	<b>Thursday</b>	14 Finance and Works Committee
	<b>Monday</b>	18 Board of Studies in Financial & Administrative Studies
	<b>Wednesday</b>	20 Graduation Ceremony (Council — Special Meeting)
	<b>Thursday</b>	21 Graduation Ceremony (Council — Special Meeting)
	<b>Monday</b>	25 Anzac Day
	<b>Thursday</b>	28 Board of Studies in Teacher Education
<b>MAY</b>	<b>Tuesday</b>	3 Academic Policy and Planning Committee
	<b>Wednesday</b>	4 Principal's Advisory Committee
	<b>Thursday</b>	5 Board of Studies in Recreation and Community Studies
	<b>Thursday</b>	12 Board of Studies in Teacher Education Finance and Works Committee
	<b>Thursday</b>	19 Council
	<b>Wednesday</b>	25 Board of Studies in Library and Information Studies Board of Studies in Practical Legal Training
	<b>Thursday</b>	26 Board of Studies in Financial & Administrative Studies

<b>JUNE</b>	<b>Wednesday</b>	1 Principal's Advisory Committee
	<b>Thursday</b>	2 Academic Board
	<b>Tuesday</b>	7 Academic Policy and Planning Committee
	<b>Thursday</b>	9 Board of Studies in Teacher Education Finance and Works Committee
	<b>Monday</b>	13 Queen's Birthday — Holiday
	<b>Thursday</b>	16 Board of Studies in Recreation and Community Studies Council
	<b>Monday</b>	20 Examinations commence Board of Studies in Financial & Administrative Studies
	<b>Thursday</b>	23 Board of Studies in Practical Legal Training
<b>JULY</b>	<b>Monday</b>	4 Inter-semester Vacation
	<b>Tuesday</b>	5 Academic Policy and Planning Committee
	<b>Wednesday</b>	6 Principal's Advisory Committee
	<b>Monday</b>	11 Board of Studies in Financial & Administrative Studies
	<b>Thursday</b>	14 Finance and Works Committee
	<b>Monday</b>	18 Enrolment/Re-enrolment
	<b>Wednesday</b>	20 Board of Studies in Library and Information Studies
	<b>Thursday</b>	21 Council
	<b>Monday</b>	25 Second Semester commences
<b>AUGUST</b>	<b>Tuesday</b>	2 Academic Policy and Planning Committee
	<b>Wednesday</b>	3 Principal's Advisory Committee
	<b>Thursday</b>	4 Academic Board
	<b>Thursday</b>	11 Board of Studies in Teacher Education Finance and Works Committee
	<b>Monday</b>	15 Board of Studies in Financial & Administrative Studies
	<b>Wednesday</b>	17 Board of Studies in Practical Legal Training Board of Studies in Library and Information Studies
	<b>Thursday</b>	25 Board of Studies in Recreation and Community Studies
<b>SEPTEMBER</b>	<b>Tuesday</b>	6 Academic Policy and Planning Committee
	<b>Wednesday</b>	7 Principal's Advisory Committee
	<b>Thursday</b>	8 Board of Studies in Teacher Education Finance and Works Committee
	<b>Thursday</b>	15 Council
	<b>Monday</b>	19 Board of Studies in Financial & Administrative Studies
	<b>Wednesday</b>	21 Board of Studies in Library and Information Studies
	<b>Thursday</b>	29 Board of Studies in Practical Legal Training
<b>OCTOBER</b>	<b>Monday</b>	3 Labour Day
	<b>Tuesday</b>	4 Academic Policy and Planning Committee
	<b>Wednesday</b>	5 Principal's Advisory Committee
	<b>Thursday</b>	6 Academic Board
	<b>Thursday</b>	13 Finance and Works Committee
	<b>Monday</b>	17 Board of Studies in Financial & Administrative Studies
	<b>Wednesday</b>	19 Board of Studies in Library and Information Studies
	<b>Thursday</b>	20 Council
	<b>Thursday</b>	27 Board of Studies in Teacher Education

<b>NOVEMBER</b>	<b>Tuesday</b>	1 Academic Policy and Planning Committee
	<b>Wednesday</b>	2 Principal's Advisory Committee
	<b>Wednesday</b>	9 Board of Studies in Practical Legal Training
	<b>Thursday</b>	10 Board of Studies in Teacher Education Finance and Works Committee
	<b>Monday</b>	14 Board of Studies in Financial & Administrative Studies
	<b>Wednesday</b>	16 Board of Studies in Library and Information Studies
	<b>Thursday</b>	17 Council
	<b>Monday</b>	21 Examinations Commence
<b>DECEMBER</b>	<b>Thursday</b>	1 Academic Board
	<b>Monday</b>	5 Vacation Commences
	<b>Wednesday</b>	7 Principal's Advisory Committee
	<b>Thursday</b>	8 Board of Studies in Practical Legal Training Finance and Works Committee



# 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 1st January, 1983.**

### **MEMBERS Appointed by the Minister OF**

**COUNCIL** The Hon. Mr. Justice Ian Fitzhardinge SHEPPARD, (**Chairman**)  
Nancy Florence KEESING, A.M., Dip Soc Stud (Syd) (**Deputy Chairman**)  
Baiba Beatta BERZINS, BA(Syd),MA(UNSW),DipArchAdmin (UNSW),ALAA, MASA  
Ian Donald CAMERON, FAIM, FCDA  
Janina Margaret CRANEY, BA, Dip Ed(Syd)  
Brian Thomas DALE  
William Edwin DONNELLEY, B Sc(Syd),MBA(NSW)  
Ramon EVANS  
Patricia Tania FEODOSIU  
Graham Reginald IRELAND, LLB (Syd)  
Natasha Duschene McNAMARA, MBE, DipBusAdmin(SAIT), Dip Teach(Torrens CAE)  
Maurice Saul OXBURGH, B Sc(WA), PhD(NSW)  
Mahla Liane PEARLMAN, BA, LLB(Syd)  
Margaret Elizabeth D'Arcy POWER, M Ec(Syd)  
Julie SUTTON, BA, Dip Ed(UNE), MA(Hons) (Macq)  
Robert Bruce WINDER, BA(UNE)

### **Ex-Officio Members**

Kenneth Wilson KNIGHT, M Ec(Syd),PhD(Qld),ALAA  
Kevin DAWES, M Sc(NSW), ASTC, ARACI, MACE, Praefectus  
Margaret Trask, AM, BA(UNE), MLib(NSW), FLAA, 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)  
Ms. B.B. Berzins  
Mr. B.T. Dale  
Mr. K. Dawes  
Mrs. M. Hourihan  
Ms. N.F. Keesing

### **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. J. O'Brien  
Ms. M. Power

### **STAFF POLICY AND PLANNING COMMITTEE**

Mr. R. Evans (Chairman)  
Mr. J.F. Clark  
Miss J.M. Craney  
Mr. P. Raskall  
Mr. G. Hewitt  
Mrs. M. Hourihan  
Mrs. N. McNamara  
Mr. J. O'Brien  
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**

Kenneth W. Knight,M Ec(Syd),PhD(Qld),ALAA

### **Secretary**

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

### **Heads of Schools**

Anthony Castagna,B Com(N'cle),MBA,PhD(NSW),AASA  
(Senior) (Head, School of Financial & Administrative Studies).

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

Christopher Roper,LLB(Syd),BDiv(MCD),BA(UM) (Head,  
School of Practical Legal Training)

Margaret Trask,AM,BA(UNE),M Lib(NSW),FLAA(Head, School  
of Library and Information Studies)

## **ACADEMIC STAFF**

### **SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES**

Anthony Castagna,B.Com(N'cle),MBA,PhD(NSW),AASA(Snr.)  
**(Head and Director, Centre for Management Studies)**  
Thomas Kewley,MA,DipPubAdmin,DipSocStud(Syd) **(College Fellow)**  
Christopher Hall,M Ec(Syd),PhD(Macq) **(Director of First Year Studies)**  
Frances Hausfeld,BA,PhD(Syd), **(Director of Postgraduate Studies)**  
Graeme Sheather,B Arch(NSW),M Sc(Israel),C Ekistics (Athens)  
AAIP,ARAPI, **(Director, Centre for Social Welfare Studies)**  
Harvey Crapp,B Com(NSW),M Ec(NE),AASA(Snr). **(Director, Centre for Security Industry Studies)**

### **SCHOOL OF LIBRARY AND INFORMATION STUDIES**

Margaret Trask,AM BA(NE),M Lib(NSW),FLAA **(Head)**  
Ann Enderby, B Ec(Syd),DipEd,DipLib(NSW),ALAA,MASA  
**(Co-ordinator of Practice Studies)**  
Joseph Hallein,BA(Wyoming),TeachCert(Dickinson)MSc(WMU),Grad  
DipEdAdmin(NFLD),ALAA **(Co-ordinator, Graduate Studies)**  
Susan Burgess,BA(Canterbury),M Lib(NSW),ALAA  
**(Co-ordinator, Undergraduate Studies)**  
Susan Nielsen,BA(Auck),DipLib(NSW),ALAA  
**(Co-ordinator, Continuing Education)**

### **SCHOOL OF PRACTICAL LEGAL TRAINING**

Christopher Roper,LLB(Syd),BDiv(MCD),BA(UM) **(Head)**

### **SCHOOL OF TEACHER EDUCATION**

John Clark,BA,DipEd(Tas),MA(Ed) (Lond),MACE **(Head)**  
Roy Clark,M Sc(NSW),ARACI **(Co-ordinator, Graduate Diploma in Education)**  
James McCawley,BA(Syd),MA(NE),PhD(Oregon),MAPsS  
**Co-ordinator, Special Education & Learning Difficulties Programmes)**  
John Moncrieff,MPE(BrCol),EdD(Berkely) **(Co-ordinator, Physical Education Programmes)**  
Maurice Saxby,BA,M Ed(Syd),ALAA **(Co-ordinator, Children's Literature Programme)**  
Gordon Winch,MA,M Ed(Syd),PhD(Wis),MACE **(Co-ordinator, Reading Education Programme)**

### **DEPARTMENT OF ADMINISTRATIVE, SOCIAL AND POLITICAL STUDIES**

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

**Lecturers**

Nixon Apple,MA(Carleton),Ottawa  
Dean Ashenden,BA(Adel),DipEd,DipT(WPTC)  
Clare Burton,BA(Syd),PhD(Macq).  
Robert Clark,B Com,MBA(NSW),DipLabRel(Syd)  
John Cornish,M Ec,M Ed(Syd)  
Pieter Degeling,BA(Qld)  
Ann Game,MA(Adel)  
Kathleen Gillen,BA(Syd)  
William Gwynne,B Com(NSW),MA(Lanc)MBA(Cran)AAIM.  
AAITD  
Frances Hausfeld,BA,PhD(Syd)  
Sue Wills,BA,B Ec,PhD(Syd)

**Tutors**

Karen Coleman,BA(NSW)  
Elizabeth Fulop,BA(NE),DipTeach(Nepean CAE)  
David Sargent,BS(SUNY, Genesco),B Ed(La Trobe)

**Visiting Lecturer**

Stacey Hunt,BA,DipEd,AASA

**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 MIIA

**Lecturers**

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

**DEPARTMENT OF  
COMMUNICATION  
STUDIES****Principal Lecturer**

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

**Visiting Fellow**

Joseph Ayres,B S(W Montana),MA(Montana),PhD(Utah)

**Lecturers**

Glen Lewis,B Ec ,PhD(Qld)  
Elizabeth More,BA, PhD(NSW)  
Samuel Heyman,CertPrimEd(STC),M Sc(NSW),M Ed(NSW),  
ACC(Lond),ARACT  
Michael Kaye,MA(Macq),M Ed,DipEd(Syd),MAPsS,MACE  
Gregory Ticehurst,B Sc(NSW),DipEd(Syd).M Sc(Macq).M Ed  
(Syd)

**Senior Tutor**

Virginia Nightingale,B SocStud(Syd),DipSocSc(NE),  
MA(Leicester)

**Tutor**

Jenny Munro,MA(Syd)

**DEPARTMENT OF  
ECONOMICS****Principal 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).  
DipEd(WA)

**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

**Lecturers**

Noel Allan.BA(Syd).MA(Macq),MACE,MIER  
Frances Aspinall.BA,M Ed(Syd)  
Laurence Brady.MA,M Ed(Syd),PhD(Macq),DipEd,MACE  
Maxwell Court.BA(Syd),DipEd(NE),L Th(Melb)  
Kathie Forster.BA,DipEd(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,DipTech(Wattle Park), MA(Macq)  
Valda Russo.B Sc(ED)(Oregon),MA(Macq),MACE

**DEPARTMENT OF  
ENGLISH****Senior Lecturer**

Gordon Winch.MA,M Ed(Syd),PhD(Wis),MACE (**Head of Department**)

**Principal Lecturer**

Maurice Saxby.BA,M Ed(Syd),ALAA

**Lecturers**

Athol Berglund.BA,(Syd),LTCL,MACE  
Vere Drakeford.MA(MASS),ASKA,LSDA,PhD(NYU)  
Valerie Hoogstad.BA(Syd),MA(Macq)  
Margery Hourihan.BA,DipEd(Syd)  
Leslie Ingram.BA,Litt B(NE),M Ed(Syd),MA(Syd),MACE  
Rosemary Lewis, BA,DipEd(Syd),MA(Macq),DipDramaEd  
- (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**

Harvey Crapp,B Com(NSW),M Ec(NE),AASA(Senior)  
(Head of Department)

**Senior Lecturer**

Philip Sallis,BA(VUW),PhD(Lond),MInfSc(Lond),MACS,  
MNZORS,MALLC

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

**Lecturers**

Neville Anderson,B Ec(Syd),MBA(Cran),AASA

Alan Bridges,B AgEc,DipRurAcc,M Ec(NE),MA(Macq),AASA  
(Senior) AAIM

Geoffrey Kennedy,M Sc(NSW),M Sc(Macq),MA(Kent), DipEd(Syd)

Peter O'Sullivan,B Com(NSW),AASA(Senior),MACS

Christopher Poullaos,M Ec(Syd),AASA(Senior)

Bruce Rosser,B Ec(Adel),AssocDipAcc(SAIT),AASA(Senior),  
ACIS

Lindsay Smith BA(Syd),MA(Macq)

Maxwell Stevenson,BA(NE),M Com,MStat(NSW)

Barbara Syme,BA(Macq)

Garry Twite,BA(Acc),GradDip(Acc),(CCAE),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)

**Tutor**

Roslyn Tinker,MA(Syd),DipACPE,MAPsS.

**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  
LEISURE STUDIES****Lecturer**

Bruce Hayllar, TeachCert(Newcastle), BA(UNE), MA(Iowa)

**Fieldwork Co-ordinator**

Gretchen Trost, B Sc(Monash), Grad Dip Rec(Preston I.T.)

**Visiting Fellow**

Bob Robertson, BA, MA(Victoria, B.C. Canada)

**DEPARTMENT OF  
INFORMATION  
STUDIES**

Crystal Condous, B Com(NSW), ALAA (**Head of Department**)

**Principal Lecturer**

Mairéad Browne, BA, DipPsych(NUI), M Lib(NSW) ALAA

**Senior Lecturers**

Joseph Hallein, BA(Wyoming) Teach Cert(Dickinson), M Sc (WMU), Grad Dip Ed Admin(Nfld), ALAA

Dagmar Schmidmaier, BA(Syd), DipLib(NSW), ALAA

Janine Schmidt, BA(Qld), M Lib(NSW), ALAA (**Subject Director, Information Resources**)

**Lecturers**

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), MSLS(South Calif), ALAA (**Subject Director, Information Users**)

Allen Hall, BA, DipLib(NSW), ALAA (**Chairman of Department**)

Lois Jennings, BA, M Lib(NSW), ALAA (**Acting Subject Director, Information Methods**)

Susan Nielsen, BA(Auck), DipLib(NSW), ALAA

Hilary Yerbury, BA(Southampton), MA(ANU), DipLib, ALAA

**DEPARTMENT OF  
MATHEMATICS****Senior Lecturer**

Ralph Munro, BA(NE), MA(Macq), MACE  
(**Head of Department**)

**Lecturers**

Graham Barnsley, B Sc, DipEd(NSW), Litt B(NE)

Gerry Foley, BA(NSW), MA(Macq), DipEd(N'castle)

Ronald Fulcher, BA B Sc, A Ed(Qld), MA(Stats), M Ed(Syd)

Vince Rider, B Sc, DipEd(Syd), M Sc(Macq)

**DEPARTMENT OF  
MUSIC**

**Senior Lecturer**

Dowie Taylor,DipMusEd(NSW Con),A Mus A,LTCL(CMT)  
**(Head of Department)**

**Lecturers**

James Haydock,BA,(Macq),A Mus A,L MusTCL,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,MPE(BrCol),EdD(Berkely) **(Head of  
Department)**

**Lecturers**

Beverly Frame,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)

**Tutor**

Peter Sheldon,BPE(WA),DipT(PE)

**DEPARTMENT OF  
PRACTICAL LEGAL  
TRAINING**

**Principal Lecturer**

Les Handler,BA,LLM(Syd)(**Head of Department**)

**Visiting Fellows**

Keith Donald,BA,LLB(Syd)  
Egbert Francis,BA(Qld),AASA

**Senior Lecturers**

Ron Downs,DipLaw(SAB)  
Frank Riley,LLB(Syd)  
Keith Winsor,LLB(Syd)

**Lecturers**

Ronwyn Ayling,LLB(Syd)  
John Baker,BA,LLB(Syd)  
Ian Cambage  
John Davies  
Dick Holt,LLB(Syd)  
David Hundt,LLB(Syd)  
Iona Jeffrey,LLB(Syd)  
Frank Kotala,MEc(Prague),LLB(Syd)  
John Nelson,BA,LLB(Syd)  
Tony Scott,LLB(Syd)  
Kevin Seggie,BA,LLB(Syd),MA(NSW)  
Keith Taylor,LLB(Syd)  
Keith Thomas,BA,LLB(Syd)  
Peter Underwood,BA,LL.M.(Syd)

**DEPARTMENT OF SCIENCE**      **Principal Lecturer**  
Kevin Dawes,M Sc(NSW),ASTC,ARACI,MACE (**Head of Department**)

**Senior Lecturer**  
Anthony Edmonds.B Sc.M Ed(Syd).M Sc(Macq)

**Lecturers**

Roy Clark. M Sc(NSW). ARACI  
Laurie Cree.B Sc(NSW).M Sc(Macq)  
Richard Smith.B Sc(NSW).Dip Ed(Syd).M Sc(Macq)  
Rosalind Stafford. B Sc. Dip Ed(Syd). M Sc(NSW)  
Joan Webb,B Sc,DipEd(Syd),MA(Macq),M EnvStud(Macq)

**DEPARTMENT OF SOCIAL SCIENCE**      **Senior Lecturer**  
Ann Prendergast.BA(Syd). PhD(Hawaii) (**Head of Department**)

**Lecturers:**

John Atherton.BA Dip Ed(NSW)  
Donald Carisbrooke.MA(Syd)  
Jessie Driscoll.BA(NSW). M Ed(Syd). Dip Urban Studies(Macq)  
David McAlister,MA,M Ed(Syd)

## **RESOURCES CENTRE STAFF**

### **Head, Resources Centre**

James O'Brien,BA,MSc(LSU),ALAA

#### **LIBRARY STAFF**

### **Reader Services Librarian**

Linda Gattfield,BA(ANU),DipLib(NSW)

### **Technical Services Librarian**

Donald Baxter,BA(Monash),DipLib(NSW)

### **Senior Librarian**

Barbara McLean,BA(Macq),DipLib(NSW)

### **Librarian**

Cathy Beadley,BA(NSW),DipLib(NSW)

Liz De Kantzow,BA(Syd),DipLib(KCAE)

Valmai Hastings,BA(Syd),ALAA

Inja Yang,BA(EWHA-KOREA)

### **Library Officers**

Aurian Bird

Carolyn Black

Jane Goodlet,BA(WA)

Phillipa Morris,BA(Macq),ALAA

Diana Richards,BA(Macq)

Marie Wilson

#### **PRODUCTION SERVICES**

### **Head, Production Services**

Stuart Fletcher,MSc(Rochester)

### **Senior Technical Officer**

Alex Radojkovic

### **Technical Officer**

Roderick Davey

### **Visual Aids Officers**

John O'Dwyer (photographic)

Phyllis Wilson (graphic)

## **COUNSELLING AND HEALTH SERVICES**

#### **STUDENT COUNSELLOR**

Ms. Joan Ingham,BS(Emerson),MA(Suffolk),MA(USC)

#### **NURSING SISTER**

Dorothy Swanton,SRN,SCN

## **SENIOR ADMINISTRATIVE STAFF**

**SECRETARY** Dr. Kenneth Doyle,MA(Syd),PhD(UN-L)

**COMPUTER CENTRE** Mr. Clarke Gerber (**Head**)

**FINANCE** Mr. John Humpherys,AASA (**Head**)  
Mr. Laurence Wilson,ACIS,MIAA,AAIM  
Ms. Maxine Jollye,BEc(Syd)  
Mrs. A. Leplastrier

**PRINTING UNIT** Mr. Robert Hurst (**Head**)

**PROPERTIES,  
GROUNDS AND  
MAINTENANCE  
SERVICES** Vacant (**Head**)  
Mr. Sidney Allen (Maintenance Supervisor)  
Mr. Peter Kirkland (Head Groundsman)  
Mr. David Johnstone (House Officer)

**PUBLIC  
RELATIONS** Mr. Ivan Chapman

**PLANNING AND  
INFORMATION** Ms. Thea Seabrook,MA(Syd)

**STAFFING  
SERVICES** Ms. Christine Olsen

**STUDENT  
ADMINISTRATION** Mrs. Tanya Ford,BA(Qld),Dip Tertiary Ed(NE) (**Head**)  
Mr. Alan Bingham,B Sc(NSW)  
Mr. Michael Ford,BA (Comm),(NSWIT)  
Mr. John Idaszak,BA(Macq)  
Mr. Denis Kelly,B Sc(NSW),BA(ANU),DipEd(Murdoch)  
Mr. Christopher Peek.BA(Syd),Grad Dip Admin(NSW)

**COLLEGE OF LAW** Mrs. Conchy Bretos,BA(Ober),MComm(NSW)

## **COMMITTEES OF THE COLLEGE**

**ACADEMIC  
BOARD** Dr. K.W. Knight (**Chairman**)  
Dr. A.D. Castagna  
Mr. J.F. Clark  
Mr. B. Cook\*  
Mr. K. Dawes  
Mr. P. Degeling\*  
Dr. K.J. Doyle  
Mr. J. Hallein\*  
Mr. L.G. Handler  
Mr. R. Hush\*  
Dr. M. Lyons  
Mr. J.D. McFarlane\*  
Mr. J. O'Brien  
Mr. C. O'Mahony\*  
Mr. C. Roper  
Mrs. J. Schmidt  
Mr. G. Sheather\*  
Mr. R. Smith\*  
Mrs. M. Trask  
Mr. P. Underwood\*  
Mr. M. Wallace  
Mrs. T. Ford (Secretary)

(\*Term expires 31.3.83)

### **COMMITTEES OF THE ACADEMIC BOARD**

#### **Admissions and Accreditation Committee**

Mrs. M. Browne (**Chairman**)  
Mr. K. Dawes  
Mr. G. Sheather  
Mr. M. Wallace

#### **Course Development Committee**

Mr. J. O'Brien (**Chairman**)  
Dr. A. Castagna  
Mr. P. Degeling  
Mr. J. Hallein  
Dr. M. Lyons  
Mr. J. McFarlane

#### **Examinations and Assessment Committee**

Mrs. J. Schmidt (**Chairman**)  
Mrs. J. Gledhill  
Mr. G. Kennedy  
Mr. A. McBeth

#### **Higher Degree Committee**

Mr. K. Dawes (**Chairman**)  
Mr. J.F. Clark  
Ms. S. Edwards  
Dr F. Hausfeld  
Mr. C. Roper

**Resources Centre Committee**

Mr. J. O'Brien (**Chairman**)  
Mr. S. Fletcher  
Mr. C. Roper  
Mr. H.M. Saxby  
Ms. G. Trost  
Mr. R. Woellner  
Ms. H. Yerbury

**Student Appeals Committee**

Mr. M. Wallace (**Chairman**)  
Mr. B. Cook  
Mr. K. Dawes  
Mr. J. Hallein  
Mr. C. O'Mahony

**Timetable Committee**

Mr. R. Munro (**Convenor**)  
Mrs. T. Ford  
Mr. A. Hall  
Dr. C. Hall  
Mr. L.G. Handler  
Mr. B. Hayllar  
Mr. R. Hush  
Mr. C. O'Mahony

**COMMITTEES OF  
THE PRINCIPAL'S  
OFFICE**

**Handicapped Students' Committee**

Dr. J. McCawley (**Chairman**)  
Mr. P. Bisnette  
Mrs. T. Ford  
Dr. C. Hall  
Ms. V. Hastings  
Mrs. J. Ingham  
Mrs. D. Swanton  
Mr. D. Clampett  
Mr. D. Johnstone  
Mr. K. Taylor  
Mr. B. Lanahan

**BOARD OF STUDIES  
IN FINANCIAL AND  
ADMINISTRATIVE  
STUDIES**

Dr. A.D. Castagna (**Chairman**)  
Mr. N. Anderson\*  
Mr. D. Ashenden  
Mr. A. Bridges\*  
Dr. H. Colebatch  
Mr. J. Collins  
Ms. C. Condous  
Mr. H. Crapp\*  
Mr. J. Davies  
Mr. P. Degeling  
Ms. L. Gatfield  
Dr. C. Hall  
Dr. F. Hausfeld  
Dr. M. Lyons  
Mr. P. McAuley\*  
Dr. E. More  
Mr. R. Munro  
Ms. L. Murphy\*  
Dr. P. Sallis  
Mr. K. Walker\*  
Mr. M. Wallace  
Mr. R. Woellner

(\*Term expires 31.3.83)

**BOARD OF STUDIES  
IN LIBRARY AND  
INFORMATION  
STUDIES**

Mrs. J. Schmidt (**Chairman**)  
Mr. D. Ashenden  
Mr. M. Barnacoat  
Mr. D. Baxter  
Mr. P. Bisnette\*  
Ms. S. Burgess  
Ms. C. Condous  
Ms. S. Edwards  
Mrs. A. Enderby  
Ms. K. Gillen  
Mr. A. Hall\*  
Mr. J. Hallein  
Miss M. Higgins  
Ms. L. Hoar\*  
Mr. R. Holt  
Ms. L. Jennings  
Ms. T. Kariotoglou\*  
Dr. G. Lewis  
Ms. P. McKenzie  
Dr. V. Meyer  
Mr. P. O'Hara  
Mr. R. Raftos  
Mrs. M. Trask  
Miss G. Webster\*  
Ms. H. Yerbury\*

(\* Term expires 31.3.83)

**BOARD OF STUDIES  
IN PRACTICAL  
LEGAL TRAINING**

Mr. C.J. Roper (**Chairman**)  
Mr. L.G. Handler (**Deputy Chairman**)  
Mrs. R.J. Ayling  
Mr. J.G. Baker  
Miss C. Beadley  
Mr. I.F. Cambage  
Mr. J.E. Davies  
Mr. K.D. Donald  
Mr. S.R. Downs  
Mrs. A. Enderby  
Mr. E.A. Francis  
Mr. R.W. Holt  
Mr. D.C. Hundt  
Mrs. I. Jeffrey  
Mr. M. Kaye  
Mr. B. Gwynn  
Mr. F. Kotala  
Mr. J.W. Nelson  
Mr. K.I. Seggie  
Mr. J.K. Taylor  
Mr. K.J. Thomas  
Mr. P.F. Underwood  
Mr. K. Winsor

**BOARD OF STUDIES  
IN RECREATION AND  
COMMUNITY  
STUDIES**

Dr. M. Lyons (**Chairman**)  
Mrs. M. Browne  
Dr. C. Burton  
Ms. K. Coleman  
Mrs. S. Gerozisis  
Ms. K. Gillen  
Mrs. J. Gledhill  
Mr. B. Hayllar  
Ms. B. McLean  
Dr. J. Moncrieff  
Mr. R. Robertson  
Mrs. V. Russo  
Mrs. J. Schmidt  
Mr. R. Smith  
Mr. G. Ticehurst  
Ms. P. Tinslay\*  
Ms. G. Trost  
Miss E. Turnbull  
Dr. C. Yarham

(\*Term expires 31.3.83)

**BOARD OF STUDIES  
IN TEACHER  
EDUCATION**

Mr. K. Dawes (**Chairman**)  
Miss E. Bridges  
Mr. J.F. Clark  
Mr. J. Cornish  
Mr. S. Downes  
Mr. G. Fisher-Pollard\*  
Mr. S. Fletcher  
Mr. J. Hallein  
Miss M. Higgins  
Mr. J. Keith\*  
Ms. N. Major\*  
Mr. A. McBeth\*  
Mr. J. Mills\*  
Dr. J. Moncrieff  
Mr. R. Munro\*  
Mr. R. Polglase  
Dr. A. Prendergast  
Mr. D. Taylor  
Mr. W. Ticehurst  
Mr. G. Winch  
Dr. C. Yarham

(\*Term expires 31.3.83)

**SCHOOL OF  
FINANCIAL AND  
ADMINISTRATIVE  
STUDIES**

## **ADVISORY COMMITTEES**

### **Social Administration Advisory Committee**

Mr. H. Eagleton, Commissioner for Manpower and Management Services, Health Commission of New South Wales (**Chairman**)  
Prof. G.R. Andrews, Professor of Community Health and Geriatrics, Westmead Hospital  
Mr. V. Dalton, Chairman, Corrective Services Commission  
Mr. P. Degeling, Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
Mr. D. Efraemson, Community Services Officer, Local Government Association  
Dr. F. Hausfeld, Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
Mr. S. Kerry, Senior Assistant Director, Community and Social Welfare, Department of Social Security  
Mr. J. Kluver, Lecturer, Department of Legal Studies, Kuring-gai College of Advanced Education  
Ms. Barbara Lepani, Director, Council of Social Services of New South Wales  
Dr. M. Lyons, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
Dr. H. Pritchard, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
Mr. G. Sheather, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
Mr. M. Wallace, Senior Lecturer, Department of Financial and Quantitative Studies, Kuring-gai College of Advanced Education

### **Public Administration Advisory Committee**

Mr. Geoffrey Baldwin, Director, Personnel Division, NSW Public Service Board, 47 Macquarie Street, Sydney. 2000.  
Mrs. Pamela Grant, Director, NSW State Lotteries, 14 Railway Pde., Burwood.  
Mr. Bryan Meade, Regional Director, Commonwealth Public Service Board, Commonwealth Government Centre, Chifley Square, SYDNEY 2000.  
Mr. Colin Keith, Secretary, Metropolitan Water, Sewerage & Drainage Board, Pitt St. (Cnr. Bathurst Street) SYDNEY 2000  
Mr. John Brew, Chief Mechanical Engineer, State Rail Authority, 11 York Street, SYDNEY. 2000.  
Mr. Michael Butler, Executive Director (Policy Analysis Unit), Department of Motor Transport, 50 Rothschild Avenue, ROSEBERY. 2018.  
Dr. Martin Painter, Senior Lecturer in Government, University of Sydney, SYDNEY. 2006

Ms. Catriona Nelson, Assistant Manager (Training), Department of Social Security, P.O. Box 4158, SYDNEY. 2001  
Mr. Gary Payne, Principal Accommodation Officer, NSW Public Service Board, 47 Macquarie Street, SYDNEY. 2000.  
Mr. Colin Cashman, Assistant Secretary Administration, Department of TAFE, 323 Castlereagh Street, SYDNEY. 2000.  
Ms. Helen L'Orange, Director, Womens Co-ordination Unit, 8th Floor, 151 Macquarie Street, SYDNEY. 2000.  
Mr. Bill Donnelly, 7 Stone Place, DAVIDSON.

SCHOOL OF  
LIBRARY AND  
INFORMATION  
STUDIES

Mr. E. H. Wilkinson, Librarian, Macquarie University Library, Macquarie University (**Chairman**)  
Ms. J. Anderson, Primary Library Consultant, Manly Primary School, Manly.  
Mr. J. Cummings, Head, Information Resources Centre, Sydney College of the Arts  
Mr. R. Drake, City Librarian, Wollongong City Library.  
Mrs. A. Enderby, Lecturer and Co-ordinator of Practice Studies, School of Library and Information Studies, Kuring-gai College of Advanced Education.  
Ms. Janet Hansen, President, School Libraries Section, Library Association of Australia  
Mrs. G. Hart, Librarian, Sydney Church of England Grammar School, North Sydney.  
Mr. P. Kinsella, Principal, Colo High School, North Richmond.  
Ms. J. Knox, Associate University Librarian (Reader Services) Macquarie University.  
Dr. J. Shaw, The Broken Hill Proprietary Co. Ltd., Shortland.  
Mrs. M. Trask, Head, School of Library and Information Studies, Kuring-gai College of Advanced Education.  
Mr. G. Wilson, Municipal Librarian, Lake Macquarie Municipal Council, Boolaroo.  
Miss H. Woodward, Assistant State Librarian, State Library of N.S.W., Public Libraries Division, Sydney.

**Continuing Education in Library and Information Studies**

Mrs. M. Trask, Head, School of Library and Information Studies, Kuring-gai College of Advanced Education (**Chairman**)  
Mr. E. Flowers, Librarian, Auchmuty Library, Newcastle University.  
Ms. J. Hart, Head, School Library Services, Department of Education, Sydney.  
Mr. J. Hazell, Librarian, University of Wollongong  
Dr. C. Henderson, Chief Librarian, Lane Cove Public Library, Lane Cove.  
Ms. A. Jack, Librarian, CSIRO National Measurement Laboratory, Lindfield.  
Mr. R. Manley, Associate Librarian (Administration), Department of Technical and Further Education, Sydney.

- Mrs. S. Nielsen, Co-ordinator, Continuing Education,  
Department of Library and Information Studies, Kuring-gai  
College of Advanced Education.**
- Mr. J. O'Brien, Head, George Muir Library, Kuring-gai College of  
Advanced Education.**
- Mr. R. Preston, Director, Government Information Service,  
Sydney.**
- Mr. S. Richardson, Librarian, Dixson Library, University of New  
England.**
- Mr. E. H. Wilkinson, Librarian, Macquarie University Library,  
Macquarie University.**
- Miss H. Woodward, Assistant State Librarian, Public Libraries  
Division, State Library of New South Wales.**

**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.

- Mr. Brian Booth, Sydney Teachers College  
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  
Mr. Max Delaney, NSW Department of Education  
Ms. Jenny de Jonge, Drummoyne High School  
Professor Des. Drinkwater, University of N.S.W.  
Mrs. Pat Edwards  
Mr. Ian Feneley, NSW Department of Education  
Mrs. Angela Glover, Henry Kendall High School  
Dr. Judith Goyen, Macquarie University  
Dr. William Grant, NSW Department of Education  
Mrs Gaye Hart, Australian Education Council  
Dr. Les Higgins, Sydney Teachers College  
Miss Margaret Hinsby, Lady Gowrie Pre-School Centre  
Miss Shirley Hokin, North Sydney Girls High School  
Mrs. Dawn Holdaway, Forestville Public School  
Mr. Greg Hotchkis, Macquarie University  
Ms. Barbara Kelly, NSW Department of Education  
Mrs. Pam Law  
Dr. Don Levis, Macquarie University  
Mr. Norman McCulla, NSW Department of Education  
Mr. J. McLean, NSW Department of Education  
Mr. Frank Meaney, NSW Department of Education  
Mr. Ken Mitchell, Principal, Spastic Centre School, Mosman  
Mr. Richard Parker, Milperra C.A.E.  
Dr. David Parsons, Newcastle C.A.E.  
Mr. John Reid, Naremburn Teachers Centre  
Mr. Lance Richardson, Artarmon Public School  
Ms. Angela Ridsdale, SCV Toorak  
Dr. Peter Rousch, Wollongong I.A.E.

Mr. Ross Shaw, NSW Department of Education  
Dr. Ian Smith, Milperra C.A.E.  
Dr. Dawn Thew, Sydney Teachers College  
Dr. Bernie Thorley, Macquarie University  
Mr. George Turnbull, formerly Head, Physical Education Department,  
Kuring-gai C.A.E.  
Dr. Keith Underwood, Cumberland College  
Mr. Keith Watkins, NSW Department of Education  
Mrs. Jan Wettone, Barker College

## Leisure Studies

**BOARD OF STUDIES IN RECREATION AND COMMUNITY STUDIES** Mr. Bob Robertson, Senior Visiting Fellow, Department of Leisure Studies, Kuring-gai College of Advanced Education. (**Chairman**)  
Mr. Graeme Andrews, Director, Nexus Environmental Studies.  
Mr. Geof Armstrong, Assistant Director (Management), N.S.W. National Parks and Wildlife Service.  
Mr. Greg Best, Co-ordinator, Policy and Research, NSW Department of Leisure, Sport and Tourism.  
Mr. Bruce Hayllar, Lecturer, Department of Leisure 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  
Dr. Glennice Hancock, Director of Programmes, Department of Corrective Services.  
Mr. Alan Harrison, Recreation Officer, Rydalmerle Hospital.  
Dr. Mark Lyons, Chairman, Board of Studies in Recreation & Community Studies, Kuring-gai College of Advanced Education.  
Mr. Graeme Sheather, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education.  
Mr. Vince Smith, Policy and Planning Officer, Department of Tourism.  
Mr. Reg Turner, Physical Education Officer, Tooth and Co.

**MEMBERS OF  
THE BOARD  
OF GOVERNORS  
OF THE COLLEGE  
OF LAW**

Miss. M. L. Pearlman (**Chairman**)  
Mr. G.R. Ireland (**Deputy Chairman**)  
Mr. G.W. Bartholomew  
Mr. W. McM. Blanshard  
Mr. J.C. Brown  
Sir Frederick Deer  
Mr. D.K. Donald  
Mr. I.S. Dunlop  
Mr. R. Evans  
Mr. L.G. Glanfield (Alternate)  
Mr A.R. Godfrey-Smith  
Mr. F.J.H. Gross  
Mr. C.J. Kirkbright  
Mr. D. McLachlan  
Mr. N.N. Mainwaring  
Mr. A.J. Mitchell  
Professor W.L. Morison  
Mr. Justice P.E. Nygh  
Mr. T.A.W. Nyman  
Professor J.R. Peden  
Mr. L.J. Priestley, Q.C.  
Mr. Justice G.J. Samuels  
The Honourable F.J. Walker, Q.C.,M.P.

# College Regulations

COLLEGE REGULATIONS. The college regulations are the rules and policies of the college. They are designed to ensure that all students follow the same basic rules and policies. The college regulations are divided into several categories, including academic, social, and administrative. Academic regulations include rules about course selection, attendance, and grades. Social regulations include rules about student conduct, such as禁止吸烟 (no smoking) and 禁止酗酒 (no alcohol). Administrative regulations include rules about student records, financial aid, and graduation requirements. The college regulations are important for all students to understand and follow.

COLLEGE REGULATIONS. The college regulations are the rules and policies of the college. They are designed to ensure that all students follow the same basic rules and policies. The college regulations are divided into several categories, including academic, social, and administrative. Academic regulations include rules about course selection, attendance, and grades. Social regulations include rules about student conduct, such as禁止吸烟 (no smoking) and 禁止酗酒 (no alcohol). Administrative regulations include rules about student records, financial aid, and graduation requirements. The college regulations are important for all students to understand and follow.

COLLEGE REGULATIONS. The college regulations are the rules and policies of the college. They are designed to ensure that all students follow the same basic rules and policies. The college regulations are divided into several categories, including academic, social, and administrative. Academic regulations include rules about course selection, attendance, and grades. Social regulations include rules about student conduct, such as禁止吸烟 (no smoking) and 禁止酗酒 (no alcohol). Administrative regulations include rules about student records, financial aid, and graduation requirements. The college regulations are important for all students to understand and follow.



**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.

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.

**Admission to Post-Graduate Courses**

- 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  
Pre-requisite: a 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.  
Pre-requisites:
  - (a) a 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);
  - (b) a recognised teaching diploma or certificate e.g. DipEd;
  - (c) 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. degree or three year diploma as defined by the Australian Council on Awards in Advanced Education.
	(a)	
	(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.
<b>Miscellaneous Students</b>	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.
<b>Advanced Standing</b>	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.
<b>Petition to Challenge</b>	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.

<b>Petition to undertake units by Individual Seminar or Practical Studies</b>	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.
<b>Status of Students</b>	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. 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. 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.
<b>Student Identity Card</b>	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.
<b>Payment of Fees</b>	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. 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.
<b>Extension of Time for Payment</b>	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.
<b>Waiver of Late Fees</b>	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. 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. 15.3 Authority for the waiver of late fees shall rest in the Principal or his nominee.

- |   |      |   |
|---|------|---|
| <b>Failure to Meet Liabilities</b>                  | 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.   |
| <b>Refund of Fees</b>                               | 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.   |
| <b>Course Requirements</b>                          | 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.   |
| <b>Attendance Requirements</b>                      | 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.   |
| <b>Leave of Absence Change in Course Programmes</b> | 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. 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. |
| <b>Discontinuance of Studies</b>                    | 24.  | 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.  |
|   | 25.  | 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.  | 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.  |
|   | 26.1 | 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.  |

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>Maximum Time to Complete a Course</b>	<p>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.</p> <p>Such application by the student must be made upon expiry of the time period and before re-enrolling in the course.</p> <p>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.</p> <p>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).</p>
<b>Exclusion from Courses</b>	<p>30. <i>Double Failure in a Semester Unit:</i> A student shall show cause why he should not be debarred from repeating a semester-unit in which he has failed more than once.</p> <p>31. <i>Maximum Time:</i> 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.</p> <p>32. <i>Withdrawal from Course:</i> 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.</p> <p>Students should obtain from the appropriate Board of Studies details of the criteria used to determine when a student should be asked to "show cause" why he should not be excluded.</p>

- 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.
- 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.
<b>Notification of Assessments</b>	42.	Students will be notified of their final assessments by mail to their last recorded address.
<b>Special Assessment</b>	43.1	<i>Provision of Special Assessment:</i> In the case of illness or misadventure, the appropriate Board of Studies may recommend provision of special assessments.
	43.2	<i>Illness or Misadventure During the Semester:</i> 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.
<b>Illness or Misadventure at the Time of an Examination</b>	44.1	<i>During an Examination:</i> 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	<i>Absence from an Examination:</i> 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.
<b>Examination Timetables</b>	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.
<b>Attendance at Examinations</b>	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.
<b>Admission to Examination Rooms</b>	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.
<b>Leaving an Examination Room</b>	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.
<b>Reading Time</b>	49.	Reading time of ten minutes prior to the commencement of the examination will be allowed.
<b>Conduct of Candidates</b>	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.

	<p>A candidate shall not behave in such a way as will interfere with another candidate's right to sit for an examination.</p> <p>A candidate shall not do anything designed to disadvantage other students during an examination.</p> <p>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.</p> <p>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.</p> <p>Smoking is not permitted in an examination room.</p>
<b>Student Appeals Procedure</b>	<p>51.1 Students have the right of appeal against any decision of a Board of Studies affecting them.</p> <p>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.</p> <p>Details of the procedures to be followed in making the appeal should be obtained from the appropriate Board.</p> <p>51.3 Appeal Committee of the Academic Board.</p> <p>51.3.1 There shall be an Appeals Committee of the Academic Board.</p> <p>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.</p> <p>51.3.3 The members of the Committee shall be ranked by lot at the meeting of the Board at which they are elected.</p> <p>51.3.4 The Appeals Committee shall elect a Chairman who shall be a member of academic staff.</p> <p>51.3.5 The Appeals Panel of the Appeals Committee shall hear and determine all student appeals addressed to the Academic Board.</p> <p>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.</p> <p>51.4 Appeal Procedure:</p> <p>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.</p> <p>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.</p> <p>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.</p>

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.)

		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.
<b>Change of Registration</b>	3.3	<p>(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.</p> <p>(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.</p> <p>(c) A Masters Qualifying Student shall apply in writing to the Secretary to be registered as a Masters Degree Candidate.</p> <p>(d) The Academic Board shall, in the case of a Masters Qualifying Student applying for registration as a Masters Degree Candidate, either —</p> <ul style="list-style-type: none"> <li>(i) permit the student to register as a Masters Degree Candidate, or</li> <li>(ii) permit the student to continue registration as a Masters Qualifying Student with a program approved by the Academic Board, or</li> <li>(iii) recommend to the Academic Board that the student's registration as a Masters Qualifying Student be discontinued.</li> </ul>
<b>Requirements For Registration as a Masters Degree Candidate</b>	3.4	<p>The Academic Board shall not permit an applicant to register as a Masters Degree Candidate unless the applicant has</p> <p>(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</p> <p>(b) satisfied the Academic Board that he can devote sufficient time to his advanced study and research.</p>
<b>Other studies</b>	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).

<b>Eligibility for admission to degree</b>	5.1	A Masters Degree Candidate shall be eligible for the award of a Masters Degree by Thesis if (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.
<b>Minimum Time</b>	5.2	A Masters Degree Candidate shall not normally be eligible for the award of a Masters degree by Thesis until, (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, 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.
	5.3	Rule 5.2 notwithstanding, (a) a Masters Degree Candidate shall not be eligible for the award of a Masters Degree by Thesis unless, (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.
<b>Maximum Time</b>	5.4	A Masters Degree Candidate shall present himself for examination (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.
<b>Discontinuation of Registration</b>	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.

<b>Work Environment and Supervision</b>	<p>5.6 (a) In respect of a full-time student —</p> <ul style="list-style-type: none"> <li>(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</li> <li>(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.</li> <li>(iii) the Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.</li> </ul> <p>(b) In respect of a part-time student —</p> <ul style="list-style-type: none"> <li>(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</li> <li>(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,</li> <li>(iii) the Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.</li> </ul> <p>(c) In respect of an external student —</p> <ul style="list-style-type: none"> <li>(i) the major portion of the work shall be carried out in a work environment approved by the Academic Board, and</li> <li>(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</li> <li>(iii) the Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.</li> </ul>
<b>Progress Reports</b>	<p>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.</p> <p>(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.</p>
<b>Thesis Subject</b>	<p>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.</p> <p>(b) After the subject has been approved it may not be changed except with the permission of the Academic Board.</p>
<b>Change of Thesis Subject Formal Course Work</b>	<p>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.</p>

<b>Thesis Requirements</b>	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.
<b>Joint work</b>	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.
<b>Thesis abstract</b>	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.
<b>Work previously submitted for a Degree</b>	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.
<b>Supporting documents</b>	6.7 The candidate may submit as supporting documents any work he has published, only if it bears on the subject of the Thesis.
<b>Notification of intention to submit Thesis</b>	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.
<b>Submission of Thesis</b>	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.
<b>Supervisors' Certification</b>	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.

<b>Access to Thesis</b>	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.
			Where assurances of confidentiality have been given to informants, the candidate may notify the Head of School of these in writing and the Head of School shall take them into account in making a decision to authorise disclosure.
<b>Examination of Thesis</b>	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.
			The supervisor of the candidate at the time of submission of thesis shall not be an examiner.
<b>Oral examination</b>	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

Student Affairs is a broad term that encompasses many different areas of student life at the University of Alberta. This section highlights some of the key organizations and services available to students.

**Students' Representative Council (SRC)**: The SRC is the official representative body for all undergraduate students at the University of Alberta. It is responsible for advocating student interests, providing services, and organizing events. The SRC has a budget of approximately \$1.5 million and oversees various committees and programs.

**Sports Association**: The Sports Association is a student-run organization that promotes physical activity and healthy living. It offers a variety of sports and recreation programs, including intramural sports, club sports, and fitness classes. The Sports Association also provides equipment rentals and oversees the maintenance of university facilities.

**Student Facilities**: The Student Facilities department is responsible for managing and maintaining the university's buildings and grounds. It oversees the operation of residence halls, academic buildings, and other student facilities. The department also manages the university's parking lots and oversees the maintenance of campus infrastructure.

**Other Student Organizations**: There are many other student organizations at the University of Alberta, including the Black Students' Association, the Indigenous Students' Association, the Muslim Students' Association, and the Jewish Students' Association. These organizations provide support and advocacy for their respective student groups.

**Student Support Services**: The University of Alberta offers a range of support services for students, including academic advising, career counseling, mental health services, and financial aid. The Office of the Vice-President (Student Affairs) oversees these services and works to ensure that students have access to the resources they need to succeed.

**Student Activities**: The University of Alberta has a rich tradition of student activities, including clubs, organizations, and events. The SRC, Sports Association, and Student Facilities are just a few examples of the many organizations that contribute to the vibrant student life at the university.

**Conclusion**: Student Affairs is a critical component of the University of Alberta's mission to provide a high-quality education and a supportive environment for its students. By advocating for student interests, providing services, and supporting student organizations, the university ensures that its students have the resources and opportunities they need to succeed.



## **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.

### **1983 Executive**

**President:**

Steve Hather

**Vice President/Education Officer:**

John Ivanac

**Executive Secretary:**

Carol Spencer

**Treasurer:**

Philip Harmer

**Director of Cultural Activities:**

Malcolm Wagg

**Media Director**

Shane Markham

**Chairperson Clubs & Societies:**

Nyree Swan

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 1983:**

President	Megan Thackeray
Vice President	Carol Muir
Vice President	Dianne Featherstone
Vice President	Jeff Birrell
Vice President	Mandy Jeffries
Secretary	Oleh Ploskodniak
Treasurer	Louise Bennett

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 State Bank, providing banking facilities between 10.00am 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 Teacher's 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, 1983 are eligible to have assistance backpaid to January 1, 1983. 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 1983. 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:

(1983 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, the George Muir Library and the Department of Production Services.

The library services section is responsible for the acquisition, organisation 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 and the Department of Production Services Information Brochure.*

## **CENTRES FOR RESEARCH AND DEVELOPMENT WITHIN THE COLLEGE, 1983.**

### **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:** Dr. A. D. CASTAGNA

### **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 develops, evaluates and disseminates teaching materials of significance to library education. The Centre investigates and promotes innovative developments and activities related to the various roles of library educators.  
**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 of library and computer based resource materials related to the finance industry; to provide an avenue for the publication of rigorous descriptive and empirical research reports related to aspects of the finance industry; to provide for interaction between the finance industry and participants in the education process serving the industry.

**DIRECTOR:** H.R. CRAPP

## **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. Hausfeld, Mr. T. Kewley, Dr. M. Lyons & Dr. H. Pritchard.

## **Centre for Talented Children**

The Centre for Talented Children seeks to create an awareness of the needs of talented children. It is concerned with establishing a recognition of the diversity of abilities amongst children and encouraging activities through which children may develop potential. The Centre services College courses aimed at increasing understanding of talented children as well as acting in consultation with school, community and public organisations

DIRECTOR: B. HOPPER.

## **Child Study Centre**

A Play 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, and prepares the child for integration into a normal pre-school. 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

TEACHER: MRS. P. LONGWORTH

## **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 & 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 Graduate Diploma level. A comprehensive range of shorter extension courses has been developed to serve recognised areas of community need.

\* **Not for students enrolling in 1983.**

In 1983 the School is offering the following programmes:

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

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 students in suiting their capacities and interests.
- Encouragement of mature age students without formal matriculation requirements.

Associated with the School are a number of centres for research and development:

- 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:

- 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:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Computing</li> <li>● Employee Relations</li> <li>● Finance</li> <li>● Marketing</li> <li>● Communications</li> </ul> | <ul style="list-style-type: none"> <li>● Economics</li> <li>● Political Science</li> <li>● Legal Studies</li> <li>● Education</li> </ul> |
|---|--|

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   | <ul style="list-style-type: none"> <li>— providing the minimum competences necessary for entry to a professional career in accounting, business management, social administration, public administration, or local government administration.</li> </ul>   |
| Disciplinary | <ul style="list-style-type: none"> <li>— 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.</li> </ul>  |
| Professional | <ul style="list-style-type: none"> <li>— 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.</li> </ul> |
| Personal     | <ul style="list-style-type: none"> <li>— 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.</li> </ul>  |

## **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 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 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 sixteen semesters (part-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 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 also 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:

<b>Major</b>	<b>Field of Professional Specialisation</b>
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:

	<b>Semester Units</b>
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
 <b>Electives —</b>	
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 discipline 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 and 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. In addition to the preparatory units students complete 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 Computing I.

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.

## **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. In addition to the preparatory units students in each field of professional specialisation complete a further four common units in the Administrative Studies Major disciplinary sequence (Industrial Sociology, Bureaucracy, Organisation Adaptation 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 Computing I.

**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 Computing I.

This specialisation will not be available to students enrolling in the B.Bus course for the first time in 1983.

**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.

This specialisation will not be available to students enrolling in the B.Bus course for the first time in 1983.

**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**

- Computing I**
- Managerial Accounting
- Government Budgeting and Accounting
- Advanced Quantitative Methods
- Management Applications of Computers
- Operations Research for Managers
- Management Computing I**
- 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

This specialisation will not be available to students enrolling in the B.Bus course for the first time in 1983.

### **Electives**

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 & 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 and the Board of Studies in Financial & Administrative Studies.

### **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** } (Two only)  
35301 Community Politics  
35402 Politics and Welfare  
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

## **Education**

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

## **Computing \***

- 37310 Computing I - Business Data Processing Systems  
37320 Computing II - Computer Programming & Systems Analysis  
37330 Computing III - Computer Applications Design & Programming  
37340 Computing IV - Database Management Systems  
37350 Computing V - Computer Applications Development & Implementation

Students may also enrol in the Department's Research Project by preparing a computing paper for investigation. This elective will be offered subject to student demand and staff availability.

\* Subject to final approval.

This elective disciplinary sequence is available to students who are enrolling in the B.Bus course for the first time in 1983. Those students who were enrolled in the B.Bus course in 1982 or earlier and are interested in completing the disciplinary sequence must consult the Department of Financial and Quantitative Studies.

**Employee Relations\***

- 34402 Industrial and Labour Law
- 36406 Employee Relations I
- 36506 Employee Relations II
- 36606 Employee Relations III

\* Subject to final approval

**Finance**

The elective disciplinary sequence in Finance has been revised and is awaiting final approval. The first unit in the sequence will be 37301 Advanced Quantitative Methods.

**Marketing \***

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

\* Subject to final approval

The elective disciplinary sequences in Computing, Employee Relations, Finance, & Marketing may also 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 an elective disciplinary sequence as a single unit; and they may build a programme which incorporates semester-units from each elective disciplinary sequence, as long as the defined pre-requisites are observed.

Details of the subjects listed in the elective disciplinary sequences are shown under the relevant Departments " Semester Unit Outlines".

## **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.

## **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 of 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 & 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 could not have been made 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. The written appeal must be lodged on the appropriate form 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 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 his/her 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 51.4

## **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.

## **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.

## **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.

# BACHELOR OF BUSINESS — TYPICAL 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
	37310	Computing I	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 — TYPICAL 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
	37310	Computing I	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	3	10
		Electives* (at least two)	6	-
VI	36603	Management Theory	3	10
	36602	Organisation Design— Business Administration	3	10
		Electives* (at least two)	6	-

\*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 — TYPICAL FULL-TIME PROGRAMME

## Administrative Studies Major Social Administration Specialisation

	<b>Unit</b>		<b>Nominal Class Contact</b>	<b>Week Hours</b>
	<b>Semester Number</b>	<b>Unit†</b>		
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)	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.

**N.B. Not available for students enrolling in 1983.**

**BACHELOR OF BUSINESS — TYPICAL 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
	37310	Computing I	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
			6	-
VI	36603	Management Theory	3	10
	36602	Organisation Design— Public Administration Electives* (at least one)	3	10
	36604	Public Policy	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.

**N.B. Not available for students enrolling in 1983.**

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

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
	37310 Computing I	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 Elective(s)	3	8
		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.

**N.B. Not available to students enrolling in 1983.**

**BACHELOR OF BUSINESS — TYPICAL PART-TIME  
PROGRAMME**  
**Financial Studies Major**  
**Accounting Specialisation**

	<b>Unit Semester Number</b>	<b>Unit †</b>	<b>Nominal Class Contact</b>	<b>Week Hours</b>
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
	37310	Computing I	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
	31502	Security Analysis and Portfolio Management	3	10
X	31303	Contemporary Theoretical Issues in Accounting	3	10
	34401	Revenue Law	3	10
XI	31402	Auditing	3	10
		Electives* (at least one)	3	-
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 departments.

**BACHELOR OF BUSINESS — TYPICAL PART-TIME  
PROGRAMME**  
**Administrative Studies Major**  
**Business Management 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
II	31201	Financial Accounting II	<b>4</b>	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
	37310	Computing I	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 — TYPICAL FULL-TIME PROGRAMME

## Administrative Studies Major

### Social Administration Specialisation

		Unit Semester 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.

**N.B. Not available for students enrolling in 1983.**

# BACHELOR OF BUSINESS — TYPICAL PART-TIME PROGRAMME

## Administrative Studies Major Public Administration Specialisation

Semester 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
	37310	Computing I	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 — TYPICAL PART-TIME  
PROGRAMME**  
**Administrative Studies Major**  
**Local Government Specialisation**

	<b>Unit Semester Number</b>	<b>Unit</b>	<b>Nominal Class Contact</b>	<b>Week Hours</b>
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
	37310	Computing I	3	8
VIII	31403	Government Accounting	3	8
	35203	Sociology of Community	3	6
IX	36601	Organisation Adaptation and Change	3	10
		Elective	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.

**N.B. Not available for students enrolling in 1983.**

## **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.

- ★ No new enrollees will be accepted in this course in 1983.

### **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 normally take three units per semester, requiring nine hours of class attendance per week.

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

	<b>Units</b>
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
	<b>24</b>

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 understanding 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 are listed at the rear of the Calendar.

#### **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.

In special circumstances the Board of Studies in the School of Financial & 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.

## ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT

### Typical Part-time Programme

	<b>Unit Semester Number</b>	<b>Unit †</b>	<b>Nominal Class Contact</b>	<b>Week Hours</b>
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	3	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
	37310	Computing I	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	3	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.

**N.B. Not available for students enrolling in 1983.**

### **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.

## **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 sector); 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.

No new enrollees will be accepted in the Education or Recreation specialisations of the Graduate Diploma in Administration.

The Data Management specialisation is offered subject to the final approval of the Higher Education Board.

### **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-graduate 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 graduate diploma.
- (b) Work experience . At least two years in 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 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 Graduate Diploma programme. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at 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 Graduate 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 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	2

2. 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.
3. The programme normally involves five semesters (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.
4. A student who fails a unit must repeat it in a later semester or take another in its place if it is an elective.
5. 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 Sequence	Skills Subjects and Electives	Orientation Sequence
Semester III			
Semester IV			

**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 specialisation 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 entitled Accounting, Finance and Management.

# The Preparatory Semester for students enrolled in the Data Management specialisation is:

Social Dynamics	Accounting, Finance	Computing Principles and Management
-----------------	---------------------	-------------------------------------

These subjects are designed to accommodate the variety of backgrounds of students and provide them with a basic common level of knowledge and skills in accounting, finance, and management; computing principles; and social and political analysis.

*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, is 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. Data Management students are required to complete Systems Analysis and Design, and Information Systems and Policy Process. 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 System, 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.

For the Data Management specialisation, the orientation units are Information Systems Modelling and Software Engineering; Data Management and Database Technology; Data Management and Organisational Modelling; and Managing the Data Resource.

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 fourteen 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.

#### **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 Postgraduate Studies, School of Financial & Administrative Studies, on behalf of the Head of the School of Financial & Administrative Studies, in conjunction with the Board of Studies of the School.

#### **Typical Course Programmes**

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

# **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 Systems	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.

### \* Elective Units

Electives may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Advanced Managerial Accounting; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design; Public Finance; and Curriculum Design.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

# **GRADUATE DIPLOMA IN ADMINISTRATION**

## **Social Administration Specialisation**

<b>Semester</b>	<b>Unit Number</b>	<b>Unit †</b>	<b>Nominal Class Contact</b>	<b>Week Hours</b>
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 Systems	2	7
III	36801	Organization Structure and Change	2	7
	35804	Social Policy	2	7
		Elective Unit*	2	7
IV	36802	Organization Design - Social Administration	2	7
	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.*

### \* **Elective Units**

Electives may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Advanced Managerial Accounting; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design; Public Finance; and Curriculum Design.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

# GRADUATE DIPLOMA IN ADMINISTRATION

## Recreation Administration Specialisation

Semester	Unit Number	Unit †	Nominal Class Contact	Week Hours
Preparatory	3570I	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 may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Advanced Managerial Accounting; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design; Public Finance; and Curriculum Design.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

# **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 may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Advanced Managerial Accounting; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design; Public Finance; and Curriculum Design.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

## 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	2	7
		Elective Unit *	2	7
	31807	Advanced Managerial Accounting	2	7
IV	36802	Organisation Design — Financial Administration	2	7
		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).

\* **Elective Units**

Electives may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design; Public Finance; and Curriculum Design.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

# GRADUATE DIPLOMA IN ADMINISTRATION

## Data Management Specialisation (subject to final approval)

Semester	Unit Number	Unit <sup>†</sup>	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	31704	Accounting, Finance and Management	2	7
	37705	Computing Principles	2	7
I	36702	Organisation and Management	2	7
	37810	Systems Analysis and Design	2	7
	37821	Information Systems Modelling and Software Engineering	2	7
II	36701	Individual and Organisation	2	7
	37820	Information Systems and Policy Process	2	7
	37830	Data Management and Database Technology	2	7
III	36801	Organisation Structure and Change	2	7
		Elective*	2	7
	37831	Data Management & Organisational Modelling	2	7
IV	36802	Organisation Design — Data Management	2	7
		Elective*	2	7
	37840	Managing the Data Resource	2	7

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

### \* Elective Units

Electives may be chosen from: Community Studies; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Advanced Managerial Accounting; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Law & Data Management; Social Economics A or B; Research Project; Social Statistics A or B; Employee Relations; Managerial Communication; Public Finance; and Curriculum Design.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

## **GRADUATE DIPLOMA IN FINANCE**

The Graduate 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**

To be eligible for admission to the programme applicants must have disciplinary training to U.G.1 (Degree) level. In addition applicants must have a certain minimum level of appropriate work experience.

#### **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.

### **Award of the Graduate Diploma**

(i) In order to qualify for the award of the Graduate 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 prerequisite 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 Graduate Diploma programme will be five semesters (part-time). However, the Graduate 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:

	<b>Semester-Unit</b>
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; Public Finance; Topics in Finance, Law or Accounting; Media Management; Social Dynamics; Managerial Decision Making; Management Information Systems; Community Studies; Managerial Communication; or Curriculum Design.

**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 fourteen 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 School

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

See description in Bachelor of Business Section.

## GRADUATE DIPLOMA IN FINANCE

### Typical Part-Time Programme

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	2	7
		Elective	2	7
	31807	Advanced Managerial Accounting	2	7
IV	31804	Finance Project - Public or Private Sector	2	7
		Elective	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.*

## **GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT**

The Graduate Diploma in Communication Management provides training in the management and administration of communication resources and communication processes through the integrated examination of communication studies, communication technology studies and management studies.

The programme is offered over four semesters of part-time study and leads to a post-graduate award in the A.C.A.A.E. category PG1.

The course is designed to extend the professional preparation of people located in diverse occupational settings who are engaged in, or anticipate engagement in, the broad field of communication management as:

- educational technologists and teachers involved in such areas as: preparation of audio visual material, including videotape; preparation of computing resources; advising and consulting in relation to curriculum development and instructional design and educational contexts, broadly viewed; and those involved in the development and implementation of mass media education within the schools system
- training and development personnel engaged in such positions as training officer, industry training and development officer, training resources officer, training co-ordinator or training manager
- public relations and publicity personnel engaged in such positions as public relations officer, publicity officer, information co-ordinator, public affairs/communication consultant, corporate communications officer, manager/director of public relations.

It is envisaged that the particular organisational contexts in which such professionals are likely to be engaged include: training centres and departments, both in private industry and the public service; publicity and public relations departments and offices; T.A.F.E.; community information agencies; schools and educational media centres; universities and colleges of advanced education; libraries; publishing organisations; radio, television, and press organisations.

The objectives of the course are:

- To develop the professional skills necessary for undertaking the tasks associated with communication management in terms of the management and administration of communication resources and processes for facilitating communication in organisation-related contexts.
- To acquire the conceptual and analytical skills required by communication managers from the differing perspectives of individual, group, organisational, and mass communication.
- To understand communication manager and client as individuals responding to intrapersonal, intraorganisational, and social forces determining the effective practice of communication management.
- To investigate the dynamics of the social, political, and economic forces affecting the nature and practices of communication management in contemporary Australian society.

- To examine the nature of management functions and administrative practices in organisations and the implications of these for practising communication managers.
- To extend knowledge and skills in a specialist area of communication management related to particular professional needs.

The course is offered in 1983 subject to the final approval of the Higher Education Board

### **Admission Requirements**

It is anticipated that most students seeking admission to the programme will be graduates. However the requirements are designed to allow some students without graduate status but with relevant work experience to be admitted to the programme.

Applicants will be classified into one of the following 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**

Work experience. At least two years working in an appropriate area and at a level of responsibility in communication management in either the public or private sector (e.g. as a communication technologist, in publicity and public relations, or in training and development) consequent upon the attainment of a degree.

#### **Category 2**

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

#### **Further requirements**

(a) Work experience. At least two years working in an appropriate area and at a level of responsibility in communication management in either the public or private sector (e.g. as a communication technologist, in publicity and public relations, or in training and development) for which the attainment of a U.G.2 diploma was recognised.

(b) Evidence of a capacity to proceed with a postgraduate course of the 19.3 type. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at this level, and have an understanding of the problems of communication management in their field.

#### **Category 3**

Applicants with any other post-secondary qualifications, whether obtained from an educational institution or professional association.

#### **Further requirements**

(a) Work experience. At least two years working in an appropriate area and at a level of responsibility in communication management and at least five years prior experience leading to that position, in either the public or private sector (e.g. as a communication technologist, in publicity and public relations, or in training and development).

(b) Evidence of a capacity to proceed with a post graduate course of the 19.3 type. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at this level, and have an understanding of the problems of communication management in their field.

### **STRUCTURE OF THE PROGRAMME**

The course is designed to enable persons working as educational technologists, communication specialists, or communication managers in educational, business, or public service environments to pursue studies in a way that integrates:

- communication studies, across a full spectrum of communication contexts from interpersonal, through group and organisational, to mass communication
- associated studies in organisation and management and in social dynamics, which explore the social, political, and economic forces affecting individuals and organisations
- elective studies relevant to professional specialisations in educational technology, training and development, or publicity and public relations
- elective studies of a more general nature as relevant to particular vocational situations (and concerned, for example, with law and administration, introductory accounting, computing, community studies).

The course has been structured to provide three areas of study, which run parallel to one another over four semesters. Students are required to take one unit from each area of study each semester.

#### **Semester**

I	CORE STUDIES	ASSOCIATED STUDIES	SPECIALIST ELECTIVES
II			
III			GENERAL ELECTIVES
IV			

*Core Studies* form a sequence of Communication Studies common to all specialisations and provide the background against which the electives are taught. The core units are, in order: Managerial Communication, Group and Organisational Communication, Mass Communication Analysis, and Applications of Communication Theory.

*Associated Studies* complement the Core Studies in the development of the professional skills necessary for those working in the field of Communication Management. The units are, in order: Working With Adults, Social Dynamics, Organisation and Management, and Individual and Organisation.

*Elective Studies* allow students to extend their skills and become competent in a specialist area of Communication Management. Depending on their work experience students may specialise in one of three areas — Communication Technology, Training and Development, or Publicity and Public Relations — by selecting the appropriate semester units in Semester I and II. In Semesters III and IV students may choose either general electives which they perceive to be relevant to the professional tasks of communication management in the context in which they are working, or additional specialist electives which would enable them to specialise in two areas of communication management. The unit Communication Management Project is also available for students who wish to undertake a project in their specialist field of Communication Management.

#### **Attendance Patterns**

The programme is offered on a part-time basis with evening attendance. In some units weekend attendance may be required and if so it will substitute for some evening attendance with the agreement of the classes concerned.

#### **Progression of Students**

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

Specific regulations governing students' progression, particularly in relation to the granting of exemptions, will be determined by the Board of Studies in the School of Financial & Administrative Studies.

#### **Award of the Graduate Diploma in Communication Management**

- (i) In order to qualify for the award of the Graduate Diploma in Communication Management, a student must complete a programme of 12 defined units, unless exemptions are granted or substitutions permitted as defined in (ii) and (iii) below — in which case not less than 10 approved units 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 of two units. Each case will be considered on its merits, though normally on a unit for unit basis.
- (iii) Students may be permitted to substitute other units offered in the School for those in the defined programme. Each case will be considered on its merits, normally on a unit for unit basis.
- (iv) A student who fails in a unit must repeat it in a later semester or take another unit 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 Graduate Diploma programme will be four semesters (part-time). However, the Graduate Diploma will be awarded to students who complete the requirements in six 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.

**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 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.

**Typical Course Programmes**

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

# GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT

## Training and Development Specialisation

Semester	Unit Number	Unit	Nominal Class Contact	Week Hours
I	11706	Managerial Communication	2	7
	11710	Working With Adults	2	7
	11720	Training: Methods & Strategies	2	7
II	11707	Group and Organisational Communication	2	7
	35701	Social Dynamics	2	7
	11721	Managing Training & Development	2	7
III	11805	Mass Communication Analysis	2	7
	36702	Organisation and Management	2	7
		Elective (from Group A)*	2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation	2	7
		Elective (from Group B)*	2	7

### **Group A electives**

Communication Media  
 Publicity & Public Relations  
 Computer Systems  
 Community Studies  
 Information Resources IB  
 Information Methods IB  
 Accounting Finance & Management  
 Law and Administration S  
 Social Statistics A

### **Group B electives**

Video Production  
 Communication Management Project  
 Systems Design  
 Curriculum Design  
 Information Resources IIIB

\* By selecting the units Communication Media (Semester III), and Video Production (Semester IV), students are able to specialise in Communication Technology as well as in Training and Development.

# **GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT**

## **Communication Technology Specialisation**

Semester	Unit Number	Unit	Nominal Class Contact	Week Hours
I	11706	Managerial Communication	2	7
	11710	Working With Adults	2	7
	11730	Communication Media	2	7
II	11707	Group and Organisational Communication	2	7
	35701	Social Dynamics	2	7
	11731	Video Production	2	7
III	11805	Mass Communication Analysis	2	7
	36702	Organisation and Management Elective (from Group A)*	2	7
	11806	Applications of Communication Theory	2	7
IV	36701	Individual and Organisation Elective (from Group B)*	2	7

### **Group A electives**

Training: Methods & Strategies  
Publicity & Public Relations  
Computer Systems  
Community Studies  
Information Resources IB  
Information Methods IB  
Accounting Finance & Management  
Law and Administration S  
Social Statistics A

### **Group B electives**

Managing Training and Development  
Communication Management Project  
Systems Design  
Curriculum Design  
Information Resources IIIB

\* By selecting the units Training: Methods & Strategies (Semester III), and Managing Training & Development (Semester IV), the student is able to specialise in Training & Development as well as in Communication Technology.

# **GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT**

## **Publicity and Public Relations Specialisation**

Semester	Unit Number	Unit	Nominal Class Contact	Week Hours
I	11706	Managerial Communication	2	7
	11710	Working With Adults	2	7
	11730	Communication Media	2	7
II	11707	Group and Organisational Communication	2	7
	35701	Social Dynamics	2	7
	11731	Video Production	2	7
III	11805	Mass Communication Analysis	2	7
	36702	Organisation and Management	2	7
	11810	*Publicity and Public Relations	2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation Elective (from Group B)	2	7

\*Students are **required** to take Publicity and Public Relations as an elective from Group A in Semester III. They may choose any elective from Group B in Semester IV. This programme allows for specialisation in Publicity and Public Relations through an initial specialisation in Communication Technology via the specialist electives in Semesters I and II. Thus the route of the Publicity and Public Relations specialisation differs from the other two specialisations.

### **Group B electives**

Managing Training and Development  
Communication Management Project  
Systems Design  
Curriculum Design  
Information Resources IIIB



# Course Information

## The School of Library and Information Studies



## **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 and other information specialists.

- 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

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

(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 placement 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 Number	Unit	Class Contact Hours	Week Hours
Unit †			
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	3 or 4	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	3 or 4	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	3 or 4	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	3 or 4	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 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	3 or 4	6 or 8
	41404	Information Resources IVA	2	8
	41208	Information Methods IIA	3	6
VIII		General Studies Elective	3 or 4	6 or 8
	41308	Information Methods IIIA	3	8
IX		General Studies Elective	3 or 4	6 or 8
	41107	Information Users IA	3	6
	41408	Information Methods IVA	3	8
X		General Studies Elective	3 or 4	6 or 8
	41207	Information Users IIA	3	6
XI	41307	Information Users IIIA	2	8
	41405	Information Resources IVB	2	8
	41406	Information Resources 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 in one General Studies elective. 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	41215
Information Resources IIIC	41216
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
II	41104	Information Methods IB	3	6
	41215	Information Resources IIIB	2	10
	41216	Information Resources IIIC	2	5
	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 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
	41215	Information Resources IIIB	2	5
III	41104	Information Methods IB	3	6
	41216	Information Resources IIIC	2	5
	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	41215
Information Resources IIIC	41216
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	41215	Information Resources IIIB	2	5
	41216	Information Resources IIIC	2	5
	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
	* 41215	Information Resources IIIB	2	5
III	41104	Information Methods IB	3	6
	41216	Information Resources IIIC	2	5
	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.

\* Available day - Part-time only

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 currently 1:18.

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.

Each student's work is assessed regularly throughout the Course, and each student's progress in the Course is reviewed at regular intervals.

The course requirements also include full attendance and participation in the variety of activities provided in the Course.

# 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 1983 at undergraduate level are:

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

Undergraduate students enrolled prior to 1981 should consult earlier Calenders.

Graduate Diploma courses to be offered in 1983 are:

- Graduate Diploma in Educational Studies: 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	IIIB 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, English V. Maths IV, Health II	—	V	16/40
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	VIIIB		6/20
VIII	VIIIA	VIIIB		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.

<b>SEMESTER</b>	<b>STRAND A</b>	<b>STRAND B</b>
I	<b>Education IA</b> Principles & Practices of Teaching I	<b>Education IB</b> Developmental Psychology I
II	<b>Education IIA</b> Principles & Practices of Teaching II	<b>Education IIB</b> Developmental Psychology II
III	<b>Education IIIA</b> Principles & Practices of Teaching III  <b>Education IIIC</b> Instructional Technology	<b>Education IIIB</b> Social Bases of Education I
IV	<b>Education IV</b> Principles & Practices of Teaching IV	
V	<b>Education V</b> Teaching Children with Learning Difficulties	
VI	<b>Education VIA</b> Design of Educational Programmes.	<b>Education VIIB</b> 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 1983 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 1983, 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 IIIB or Education VIB 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 1983. Applications will be invited before the end of the first school term.

## BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

This is 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
I	IA	IB	Human Biology, Statistics, Communication I, Performance Studies I	—	I	22/40
II	IIA	IIB	Anatomy, Mechanics, Foundations, Performance Studies II	—	II	24/40
III	IIIA	IIIB	Human Physiology, Kinesiology, IIIC Performance Studies III Outdoor Pursuits I	—	III	22/46
IV	IVP		Physiological Efficiency, Performance Studies IV	Organisation/Administration of P.E.	IV	20/39
V	VP		Biomechanical Efficiency, Performance Studies V	Curriculum P.E. IA Curriculum P.E. IB	Elective	22/46
VI	VIA	VIB	Psychology of Physical Activity Performance Studies VI	Adapted P.E.	Elective	17/39
VII	VIIA		Movement and Development Performance Studies VII	Method (2nd Teaching Subject)	—	18/41
VIII	VIIIB	IX	Directed Study, Performance Studies VIII Outdoor Pursuits IIA and IIB, Social Basis OR History of Sport, Prevention Subject and Care of Injuries.	Method (2nd Teaching Subject)	—	15/43

## **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>B.Ed. (Primary)</b>	<b>B.Ed. (Physical Education)</b>
Education IA, IB	Education IA, IB
Education IIA, IIB	Education IIA, IIB
Education IIIA, IIIB, IIIC	Education IIIAP 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 VIAP, VIB
* Education VIIA, VIIB	Education VIIAP, 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.

## **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. 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.
4. Either 14701 Health Education or 17701 Physical Education, if offered, must be taken in the second semester of enrolment.
5. All students are required to undertake Practical Experience in the first semester of enrolment, and in either the third or fourth semester of enrolment.
6. 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.
7. 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.

Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent prerequisites), 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**

### **SEMESTER I**

All students undertake the Education Studies listed below.

<b>Unit Number*</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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.

<b>Unit Number*</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
18702	Science Method I	6	12
18703	Science Method IA Two of:-	3	6
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

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

**GRADUATE DIPLOMA IN EDUCATION****SEMESTER II**

All students undertake the Education Studies listed below.

<b>Unit Number*</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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.

<b>Unit Number*</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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

\* *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 specialist, 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:**

<b>Semester I</b>		<b>Class Contact Hours</b>	<b>Week Hours</b>
<b>Unit No.</b>	<b>Unit Name</b>		
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		

<b>Semester II</b>		<b>Class Contact Hours</b>	<b>Week Hours</b>
<b>Unit No.</b>	<b>Unit Name</b>		
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		

<b>Semester III</b>		<b>Class Contact Hours</b>	<b>Week Hours</b>
<b>Unit No.</b>	<b>Unit Name</b>		
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		

<b>Semester IV</b>		<b>Class Contact Hours</b>	<b>Week Hours</b>
<b>Unit No.</b>	<b>Unit Name</b>		
13818	Research Project	3	6
13819	Implementing Reading	3	6
09803	Practicum in Reading IV		

## **GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: 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	3	8
12709	Practical Experience I	3	8
12808	Behaviour Management	3	8
12740	Teaching Basic Skills I	3	8
12741	Teaching Basic Skills II	2	6
12747	Introduction to Statistics	1	2

### **SEMESTER II**

Unit Number	Unit Name	Class	
		Contact Hours	Week Hours
12710	Vocational Preparation ] OR	2	5
12722	Parent & Teacher Consultancy ]		
12809	Practical Experience II	3	8
12810	Research Project	2	6
12840	[Teaching the Severely Handicapped I	3	8]
12841	[Teaching the Severely Handicapped II	3	8]
12847	[Development and Disability OR	2	5]
12850	[Assessment and Remediation I	3	8]
12851	[Assessment and Remediation II	3	8]
12821	[Resource Teaching Services	2	5]

## **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**

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

### **SEMESTER II**

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

### **SEMESTER III**

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

## SEMESTER IV

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

## **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 I**

<b>Unit Number</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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**

<b>Unit Number</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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**

<b>Unit Number</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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**

<b>Unit Number</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
13820	Literature in Action	2	8
09812	Practicum 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**

The 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, organising and programming 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 introducing new and innovative forms of recreation activities.
- Liaising with professional and voluntary personnel.

This core of units consists of four strands classified as:

- *Vocational Studies in Recreation*: Introduction to Leisure and Recreation, Recreation Leadership, Recreation Programming, Recreation for Population Sub-Groups, Organising and Managing for Recreation, Work and Leisure.
- *Participant and Programming Skills*: any nine of the following — Aquatics, Dance in Recreation I, II, Drama in Recreation I, II, Electronics for Recreation, Leisure Craft I, II, Martial Arts, Music in Recreation, Outdoor Recreation I, II and Physical Recreation I, II.
- *Fieldwork*: provides progressively graded experiences in wide range of recreation agencies. Fieldwork I — Leadership Skills in Recreation, Fieldwork II — Programming skills in recreation, Fieldwork III — Organisation and Administration of Recreation Services.

- *Preparatory Units:* Communication I, An Introduction to Educational and Developmental Psychology, Organisation Behaviour, Society and Culture, Sociology of Community.

Finally, students are offered the opportunity to pursue an area of individual interest through the choice of two electives. Electives may be selected from a wide range of possibilities in such subject areas as: art, accounting, adolescent education, child development, community politics, drama, economics, education, environmental education, geography, health, history, information resources, literature, music, political behaviour, science of movement and 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 vocational core subjects, five preparatory units, nine elected participant and programming skills, two electives and three fieldwork units.
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. Pre-requisite units must be passed before proceeding to the next unit.

4. The normal time for the completion of all the requirements for the Associate Diploma will be four semesters (full-time) or 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 both a full and part-time basis and would normally take two and four years to complete respectively. Courses are offered both during the day and in the evening to allow part-time students flexibility in their scheduling. Part-time students could expect an average of three, three-hour evenings each week of the semester. Typical full and part-time programmes are listed below.

#### **Class Contact and Semester Hours Weightings**

All units in the Associate Diploma specify 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 work load per week for each unit is defined in terms of a "week-hours" 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	Week Hours
1	51103	Introduction to Leisure and Recreation	3	6
	11111	Communication I	3	6
		Participant and Programming Skill	3	6
2	51104	Recreation Leadership	3	6
	12105	An Introduction to Developmental and Educational Psychology	3	6
		Participant and Programming Skill	3	6
3	51203	Recreation Programming	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
4	35101	Society and Culture	3	6
		Participant and Programming Skill	3	6
		Fieldwork I	1	6
5	51303	Recreation for Population Sub-groups	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
6	36201	Organisation Behaviour	3	6
		Participant and Programming Skill	3	6
		Fieldwork II	5	8
7	51204	Organising and Managing for Recreation	3	6
	35203	Sociology of Community	3	6
		Elective	3	6
8	51304	Work and Leisure	3	6
		Participant and Programming Skill	3	6
		Elective	3	6
		Fieldwork III	5	8

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

## GRADUATE DIPLOMA IN RECREATION

### A Typical Full-Time Programme

Semester	Unit Number	Unit*	Class Contact Hours	Week Hours
1	51103	Introduction to Leisure and Recreation	3	6
	51104	Recreation Leadership	3	6
	11111	Communication I	3	6
	12105	An Introduction to Developmental and Educational Psychology	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
2	51203	Recreation Programming	3	6
	35101	Society and Culture	3	6
	36201	Organisation Behaviour	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
3		Fieldwork I	1	6
	51303	Recreation for Population Sub-Groups	3	6
	35203	Sociology of Community	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Elective	3	6
4		Fieldwork II	.5	8
	51204	Organising and Managing for Recreation	3	6
	51304	Work and Leisure	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Elective	3	6
		Fieldwork III	.5	8

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



# Semester Unit Outlines

Unit outlines are provided for each of the 12 units in the program. Each unit outline includes a brief description of the unit, learning outcomes, and a list of required and recommended readings. The unit outlines are designed to provide students with a clear understanding of the content and requirements of each unit.

The unit outlines are organized into three main sections: Learning Objectives, Content, and Assessment. The Learning Objectives section identifies the key concepts and skills that students will learn in the unit. The Content section provides a detailed description of the topics covered in the unit, including specific concepts, theories, and applications. The Assessment section describes the methods used to evaluate student performance, including assignments, projects, and exams.

Each unit outline also includes a list of required and recommended readings. These readings are intended to support student learning and provide additional resources for research and discussion. The required readings are essential for understanding the unit content, while the recommended readings offer additional perspectives and insights.

Students are encouraged to refer to the unit outlines throughout the semester to stay informed about the course requirements and to prepare for assessments. The unit outlines are available online and can be accessed through the course management system.

Unit outlines are provided for each of the 12 units in the program. Each unit outline includes a brief description of the unit, learning outcomes, and a list of required and recommended readings. The unit outlines are designed to provide students with a clear understanding of the content and requirements of each unit.

The unit outlines are organized into three main sections: Learning Objectives, Content, and Assessment. The Learning Objectives section identifies the key concepts and skills that students will learn in the unit. The Content section provides a detailed description of the topics covered in the unit, including specific concepts, theories, and applications. The Assessment section describes the methods used to evaluate student performance, including assignments, projects, and exams.

Each unit outline also includes a list of required and recommended readings. These readings are intended to support student learning and provide additional resources for research and discussion. The required readings are essential for understanding the unit content, while the recommended readings offer additional perspectives and insights.

Students are encouraged to refer to the unit outlines throughout the semester to stay informed about the course requirements and to prepare for assessments. The unit outlines are available online and can be accessed through the course management system.

Unit outlines are provided for each of the 12 units in the program. Each unit outline includes a brief description of the unit, learning outcomes, and a list of required and recommended readings. The unit outlines are designed to provide students with a clear understanding of the content and requirements of each unit.

The unit outlines are organized into three main sections: Learning Objectives, Content, and Assessment. The Learning Objectives section identifies the key concepts and skills that students will learn in the unit. The Content section provides a detailed description of the topics covered in the unit, including specific concepts, theories, and applications. The Assessment section describes the methods used to evaluate student performance, including assignments, projects, and exams.

Each unit outline also includes a list of required and recommended readings. These readings are intended to support student learning and provide additional resources for research and discussion. The required readings are essential for understanding the unit content, while the recommended readings offer additional perspectives and insights.

Students are encouraged to refer to the unit outlines throughout the semester to stay informed about the course requirements and to prepare for assessments. The unit outlines are available online and can be accessed through the course management system.



**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 .....	304
Art/Craft .....	184
Communication Studies .....	188
Economic Studies .....	293
Education Studies .....	196
English .....	216
Financial and Quantitative Studies.....	272
Health Education .....	230
Legal Studies .....	298
Information Studies .....	322
Mathematics .....	236
Music .....	244
Physical Education .....	249
Practical Experience.....	174
Recreation and Community Studies .....	330
Science .....	257
Social Science .....	266

# **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:**

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

### **09911 TEACHING PRACTICUM I**

**Semester: I** 12 days

**Co-requisite:**

12130: Education IA

Principles & Practices of Teaching I

**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

**Co-requisite:**

12230: Education IIA

Principles & Practices of Teaching II

**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

**Co-requisite:**

12430: Education IV

Principles and Practices of Teaching IV

**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

**Co-requisite:**

12530: Education V

Teaching Children with Learning Difficulties

**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

**Co-requisite:**

12630: Education VI

Design of Educational Programmes

**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.

## **09121 THEATRE PRACTICUM: CHILDREN'S THEATRE**

**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.

## **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:**

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

### **09901 TEACHING PRACTICUM I**

**Semester:** II

12 days

**Co-requisite:**

12130: Education IA Principles and Practices of Teaching I

**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

**Co-requisite:**

12230: Education IIA Principles and Practices of Teaching II

**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

**Co-requisite:**

12330: Education III, Principles and Practices of Teaching III.

**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

**Co-requisite:**

12433: Education IVP Principles and Practices of Teaching Physical Education

**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.

<b>09906</b>	<b>TEACHING PRACTICUM VI</b>	
	Semester VI	15 days or its equivalent
	<b>Organisation:</b> Camping or Community or Special	
	<b>Objectives:</b> As for 09905 Practical Experience V.	
<b>09907</b>	<b>TEACHING PRACTICUM VII</b>	
	Semester VII	15 days
	<b>Organisation:</b> Block (Secondary School)	
	<b>Objectives:</b> 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.	
<b>09908</b>	<b>TEACHING PRACTICUM VIII</b>	
	Semester VIII	15 days
	<b>Organisation:</b> Block (Secondary School)	
	<b>Objectives:</b> 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:

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

It should be noted that practical hours additional to the notional number of class hours will be required in some units. Where this is applicable it is indicated in the unit description.

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

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

Semester: ■

3+1 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 I**

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

Semester: I or II

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.

**10220 ART STUDIES II — WESTERN ART 1940-1978  
THE DEFINITION OF SPACE**

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

**Semester: II** 3+1 class contact hours  
6 week hours

### **Objectives:**

Further development in objectives stated for Art Studies I

**10221 ART AND CRAFT TEACHING II**

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

**Semester: III** 3 class contact hours  
7 week hours

#### **Pre-requisite:**

## Art and Craft Teaching II

### **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 III**

Semester- II

3 class contact hours  
6 week hours

### **Objectives:**

**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.

**10320 ART STUDIES III — MAKERS AND THEIR SOCIETIES  
CULTURES AND THEIR TRADITIONS**

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

**Semester:III**

3+1 class contact hours

8 week hours

**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.

**10420 ART STUDIES IV — MAKERS AND THEIR SOCIETIES  
ARTISANS, ARTISTS AND INDUSTRIAL DESIGNERS**

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

**Semester: IV**

3+1 class contact hours

9 week hours

**Pre-requisite:**

Art Studies III

**Objectives:**

To make a detailed examination of the relationships between craftsmen, artists and industrial designers in Western Society; to examine the impact of industrialisation on craftsmen & artists; continue the practical investigations of media, using more complex tools and techniques.

**10520 ART STUDIES V  
COMMUNICATION AND MARKETING  
THE INDUSTRY OF ART & CRAFT CONSUMERISM**

**Semester: V**

3+2 class contact hours

10 week hours

**Pre-requisites:**

Art Studies I, II, III and IV

**Objectives:**

Students will develop a basic understanding of the major institutions associated with the preservation, promotion and marketing of the products of Art, Craft and Industry; have the capacity to identify a problem, evolve a solution and to "market" the product or idea; develop a frame of reference as informed consumers.

**10618 ART IN AUSTRALIA  
THE AUSTRALIAN AUSTRALIAN**

Semester: VI

3 class contact hours  
8 week hours

**Objectives:**

To introduce and consider the development of Australian figurative art, with specific reference to current art work in both 2D and 3D Forms. Factors to be evaluated will include social, political, economic influences in the 30 — 50's and their direct bearing on Art now. Intrusive art forms (mass media) and Non-Art forms will be considered, as will the critics, their work and their function. Both practical and theoretical will be completed with the emphasis on practical work being painting, design and drawing as a direct result of studies and research in the work of realists, symbolists, abstractionists and primitives. To identify, understand, develop awareness and to appreciate.

**10620 ART STUDIES VI  
AESTHETICS AND PROBLEM SOLVING  
ART MODES INTERPRETATION, ATTITUDES AND  
BELIEFS.**

Semester: VI

3+2 class contact hours  
10 week hours

**Pre-requisites:**

Art Studies I, II, III, IV and V

**Objectives:**

Students will develop a basic understanding of the ideas that have been and are being expressed about "Art" in its various manifestations; exercise opportunities to solve design problems.

**10901 TEACHING THE PERFORMING ARTS**

Semester: II

3 class contact hours  
6 week hours

**Objectives:**

To show how Art/Craft may be used to enrich classroom experiences in the expressive and performing arts; to make an analysis of the teaching strategies and learning processes during interdisciplinary experiences; develop confidence and practical ability through problem solving exercises involving contructional design

## **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

### **11111 COMMUNICATION I – INTERPERSONAL COMMUNICATION**

(Bachelor of Business)                                    3 class contact hours  
(Bachelor of Education, Physical Education)            6 week hours  
(Associate Diploma in Recreation)

**Semester: I**

**Pre-requisite:**

None.

**Objectives:**

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

### **11112 COMMUNICATION IB**

(Bachelor of Arts, Library Science)

**Semester I**    3 class contact hours  
    6 week hours

**Pre-requisite:**

None

**Objectives:**

To examine the role and nature of communication, both intra- and interpersonal 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**

(Bachelor of Business)                                    3 class contact hours  
(Bachelor of Education, Physical Education)            6 week hours

**Semester: II**

**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**

(Bachelor of Arts (Library Science))

3 class contact hours

**Semester: II**

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**

(Bachelor of Business)

3 class contact hours

**Semester : I**

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.

**11414 COMMUNICATION IVA — ORGANISATIONAL COMMUNICATION**

(Bachelor of Business)

3 class contact hours

**Semester: II**

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 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**

(Bachelor of Business)

3 class contact hours  
10 week hours

**Semester: I**

**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**

(Bachelor of Business)

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.

## **11701 COMMUNICATION IA**

(Graduate Diploma in Education)

2 class contact hours  
4 week hours

**Semester: I**

**Objectives:**

To increase understanding of the communication process; to develop skills in interpersonal communication; to develop skills in the use of resources which facilitate communication; to apply these skills in a variety of ways in the school setting.

## **11702 COMMUNICATION IC**

(Graduate Diploma in Library Science)

2 class contact hours  
4 week hours

**Semester: I**

**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)**

(Graduate Diploma in Administration)

**Semester: II**

2 class contact hours

**Pre-requisite:**

None

7 week hours

**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**

(Graduate Diploma in Special Education)

2 class contact hours

(Secondary Resource Teachers)

4 week hours

**Semesters: I and II****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.

**11706 MANAGERIAL COMMUNICATION (P/G)**

(Graduate Diploma in Communication Management;

Graduate Diploma in Administration)

**Semester: I**

2 class contact hours

7 week hours

**Pre-requisite:**

None.

**Objectives:**

To demonstrate the importance and extent of interactive face-to-face communication at the interpersonal-organizational interface; to develop understanding of the factors affecting interpersonal communication in

management/administrative settings, with particular attention to the role of person perception and impression formation; to explore the notion of communication competence as it applies in management/administrative settings, and to identify components of managerial communication competence; to provide practice in selected interpersonal-organizational communication skills with the objective of affecting the students' willingness to transfer them to improve the quality of interpersonal communication in work environments.

## **11707 GROUP AND ORGANISATIONAL COMMUNICATION \***

\*(Graduate Diploma in Communication Management)

**Semester: II** 2 class contact hours  
7 week hours

#### **Pre-requisite:**

Pre-requisite:  
Managerial Communication

### **Managerial Objectives:**

To develop an understanding of small group and organisation communication practice and theory as a tool in communication management; to understand methods of assessing the communication needs and performances of groups and organisations by examining appropriate methodologies; to delineate the impact of factors such as structural and environmental properties and new communications technologies upon human resources within groups and organisations; to acquire and practise skills in techniques used for analysing and improving group and organisational communication; to acquire and develop competencies in managing communication in groups and organisations.

11710 WORKING WITH ADULTS \*

**\*Graduate Diploma in Communication Management**

**Semester: I** 2 class contact hours  
7 week hours

#### **Pre-requisite:**

None

### **Objectives:**

To acquire an appreciation of the factors that are important in working with adults in different types of educational settings; to develop an understanding of the interrelationship between adult development and learning; to examine theories of learning and assess their relevance in working with adults; to study different approaches to the development of adult learning theory, and examine the implications for practice; to examine the strategies used in working with adults, assessing their advantages and limitations in particular situations; to gain experience in program planning for working with adults particularly in a non-formal learning context; to apply the concepts and skills acquired to the practice of communication management in the areas of communication technology, training and development, and publicity and public relations.

## **11720 TRAINING: METHODS AND STRATEGIES \***

*\*(Graduate Diploma in Communication Management)*

**Semester: I**

2 class contact hours

7 week hours

**Pre-requisite:**

None

**Objectives:**

To examine the role of training in the practice of communication management; to examine training as a method for meeting organisational needs and goals; to identify and examine important competencies and skills needed by training professionals; to consider and evaluate a variety of specific training techniques; to demonstrate effectiveness in the delivery of selected training techniques.

## **11721 MANAGING TRAINING AND DEVELOPMENT \***

*\*(Graduate Diploma in Communication Management)*

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

Training: Methods and Strategies

**Objectives:**

To examine the contribution of training and development programmes to the practice of communication management; to explore facets of administering and managing training and development functions; to analyse training and development functions; to analyse training and development programmes as they relate to the attainment of organisational goals; to understand differing methods of organisational assessment and diagnosis as they relate to training and development programmes; to examine the process of planning, implementing and evaluating training and development programmes in organisations; to apply knowledge acquired in training and development in the devising of an overall training and development plan and the production of a training and development package.

## **11730 COMMUNICATION MEDIA \***

*(Graduate Diploma in Communication Management)*

**Semester: I**

2 class contact hours

7 week hours

**Pre-requisite:**

None

**Objectives:**

To provide an overview of modern communication media and associated technologies; to develop skills in the analysis, selection, use, and evaluation of communication media software resources; to develop skills in the design and production of selected communication media software; to develop skills in the management of communication systems and resources.

## **11731 VIDEO PRODUCTION \***

*\*(Graduate Diploma in Communication Management)*

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

Nil.

**Objectives:**

To provide an awareness of the potential and limitations of television as a communication medium; to develop skills fundamental to the production and presentation of quality television programmes; to encourage a creative and innovative approach to the conception, scripting and production of television programmes; to understand basic technical principles underlying television production; to develop skills in the management of resources and personnel associated with television production.

## **11801 COMMUNICATION IIA**

*(Graduate Diploma in Education)*

2 class contact hours

**Semester: II**

4 week hours

**Pre-requisite:**

Communication IA

**Objectives:**

To distinguish between the influences of interpersonal and mass communication; to examine the process of mass communication, specifically what is involved and how it works; to examine ways in which the media of mass communication affect society and its institutions; to develop skills in analysing the content of messages mediated in different forms; to study the implications of present and future technological developments for the mass communication process; to evaluate some of the research evidence for the impact of certain media, e.g. television on children.

## **11805 MASS COMMUNICATION ANALYSIS \***

*\*(Graduate Diploma in Communication Management)*

**Semester: I**

2 class contact hours

7 week hours

**Pre-requisite:**

Group and Organisational Communication

**Objectives:**

To develop an understanding of mass communication practice and theory as an integral component of communication management; to assess the impact of mass communication media with respect to managing communication within the organisational and wider social context; to acquire an understanding of, and skills in, using differing modes of analysing the content of mass mediated messages and to show how such approaches assist in the effective management of communication; to explore various approaches to audience analysis, complementing message analysis in communication management; to examine media organisation in terms of internal and external constraints on media production and distribution, with particular emphasis on the Australian context.

## **11806 APPLICATIONS OF COMMUNICATION THEORY \***

*\*(Graduate Diploma in Communication Management)*

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

Mass Communication Analysis

**Objectives:**

To examine the influences of varying assumptive positions or conceptual perspectives upon communication theory building and associated research and practice; to analyse attempts to integrate communication theories originating from different assumptive positions and/or communication contexts; to apply knowledge of communication theory and research to address a variety of communication issues and problems, including communication management problems.

## **11809 COMMUNICATION MANAGEMENT PROJECT \***

*\*(Graduate Diploma in Communication Management)*

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

Applications of Communication Theory

**Objectives:**

To provide an opportunity for students to undertake a project in the field of communication management individually or as a member of a small group; to identify, analyse, and evaluate the literature in the student's chosen project area; to identify methodologies appropriate to the execution of the project; to provide a forum in which students may share their experiences.

## **11810 PUBLICITY AND PUBLIC RELATIONS \***

*\*(Graduate Diploma in Communication Management)*

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

None.

**Objectives:**

To develop understanding of publicity and public relations as communication processes and as forms of communication management; to analyse the nature of public opinion, its measurement, and its influence; to develop competencies in publicity and public relations in relation to objective setting, planning, implementation, and evaluation; to examine ethical considerations relevant in the practice of publicity and public relations.

\* Subject to Higher Education Board approval.

**Education Studies**

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

- 12124 Foundations of Educational Analysis I
  - 12224 Foundations of Educational 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.

## **12105 AN INTRODUCTION TO DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY**

### (Associate Diploma in Recreation)

3 class contact hours  
6 week hours

Semester: I and II

#### **Pre-requisites:**

None

### **Objectives:**

**By the end of the unit students should be able to:**

- a) indicate how a study of psychology, educational and developmental, assists in understanding human behaviour and in making professional decisions;
  - b) describe and discuss the determinants and general features of human growth and development across the life span;
  - c) identify and describe the determinants and general features of physical, cognitive and social/emotional growth and development across the life span;
  - d) employ appropriate general principles of learning to sustain or modify the behaviour of target populations.

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.

#### **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 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**

## **DIPLOMA IN TEACHING AND PRINCIPLES OF PEDAGOGY**

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

**Pre-requisites:** 5 week hours

Education IIA and any 2 of Education IA, IB, IIB.

### **Objectives:**

To know the basic concepts and principles of the group-process and inquiry models of teaching; to understand the theory of group dynamics; to observe and analyse the nature of class-room interaction; to increase pupil participation in the teaching-learning process through planning of appropriate strategies such as class/small group discussion, role-playing, problem-solving and individual study.

**12331 EDUCATION IIIB:**

## SOCIAL BASES OF EDUCATION I

## **SOCIAL BASES OF EDUCATION**

(Bachelor of Education, Physical Education)

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

Semester: III 2 class contact hours

**Pre-requisites:** 5 week hours

**Pre-requisites:**  
None

None  
Object

**Objectives:** To identify

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, Physical Education)

(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.

**12333 EDUCATION IIIA P: PRINCIPLES AND PRACTICES OF TEACHING III**

### (Bachelor of Education, Physical Education)

## **Pre-requisites:**

**Education IIA and any two of Education IA, IB, IIB.**

**Objectives:**

Students will apply the concepts and principles of teacher directed teaching methods to the teaching of Physical Education in Secondary Schools; integrate their knowledge of Secondary School organisation in the preparation and planning of lessons; apply the systems approach to content planning; demonstrate competence in the planning of discussion and role-playing strategies.

**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**

3 class contact hours

9 week hours

**Pre-requisites:**

Education IA, IIA, IIIA, IB, IIB

**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 within 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-requisites:**

Education IA, IB, IIA, IIB, IIAP

**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.

**12524 COMPARATIVE AND INTERNATIONAL 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 Analyses 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.

**12527 SYSTEMATIC TEACHING**

(Secondary Remedial Teachers)

4 class contact hours

8 week hours

**Pre-requisites:**

None

**Objectives:**

To provide qualified secondary school teachers with an opportunity to develop skills in observing and recording pupil behaviour, making programming decisions from recorded data and from research on the learning performance of adolescents with learning and behaviour problems.

**12528 RESOURCE TEACHING SERVICES**

(Secondary Remedial Teachers)

3 class contact hours  
6 week hours**Pre-requisites:**

None

**Objectives:**

To develop teachers' ability to plan a resource program for high school with an identified set of students with learning problems; to establish priorities and to evaluate resource programs.

**12530 EDUCATION V:****TEACHING CHILDREN WITH LEARNING DIFFICULTIES**

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

**Semester: V**

3 class contact hours

8 week hours

**Pre-requisites:**

Education IA, IB, IIA, IIB, IIIA, IV, Maths. Teaching III (15313)

English Teaching III (13312)

**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)

3 class contact hours

6 week hours

**Semester: V****Pre-requisites:**

Education IB, IIB

**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.

## **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.

## **12630 EDUCATION VIA: DESIGN OF EDUCATIONAL PROGRAMMES**

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

**Semester: VI**

2 class contact hours

6 week hours

**Pre-requisites:**

Education IA, IB, IIA, IIB, IIIA, IV, V

**Objectives:**

Students will: translate general aims of education into statements of objectives that are appropriate to particular class situations with due regard to specialist implementation at infants/primary levels of instruction; formulate behavioural objectives; select and design teaching/learning programmes; evaluate teaching/learning programmes; and modify programmes 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:**

None

**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 adoption of certain educational policies, and thereby to begin the process of determining the educational stance which they as teachers intend to adopt.

**12633 EDUCATION VIA P: DESIGN OF EDUCATIONAL PROGRAMMES**

(Bachelor of Education, Physical Education)

**Semester: VI**

2 class contact hours

6 week hours

**Pre-requisites:**

Education IA, IB, IIA, IIB, IIIAP, IVP, VP.

**Objectives:**

Students will: translate general aims of education into statements of objectives that are appropriate to particular class situations with due regard to specialist implementation at the secondary level of instruction; formulate behavioural objectives; select and design teaching/learning programmes, evaluate teaching/learning programmes; and modify programmes in the light of feed-back gained from evaluation procedures.

**12702 EDUCATIONAL PSYCHOLOGY: UNDERSTANDING TEACHING AND LEARNING**

(Graduate Diploma in Education)

**Semester: I**

4 class contact hours

8 week hours

**Pre-requisites:**

None

**Objectives:**

Strand A — By the end of the unit, students should be able to:

indicate how a study of psychology assists in understanding learning behaviour; explain the processes of teaching and learning in terms of selected theoretical models; identify variables which account for individual differences; apply knowledge of the learner and learning processes to achieve changes in behaviour in the classroom.

Strand B — By the end of the unit, students should be able to:

state appropriate objectives when planning lessons; identify the major elements in any teaching-learning situation; plan lessons and justify decisions made; indicate basic control strategies to maintain effective order and discipline in the classroom.

**12703 SECONDARY EDUCATION IN AUSTRALIA**

(Graduate Diploma in Education)

**Semester: I**

2 class contact hours

4 week hours

**Pre-requisites:**

None.

**Objectives:**

The purpose of this unit is to provide the students with knowledge of the context of secondary education in New South Wales, its origins and traditions; and the general characteristics and changing nature of the secondary school population.

## **12707 TEACHING EXCEPTIONAL CHILDREN**

(Graduate Diploma in Special Education)

**Semester: I**

3 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**

3 class contact hours  
8 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  
5 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.

## **12712 SOCIAL ASPECTS OF DISABILITY AND DIFFERENCE**

(Bachelor of Education, Physical Education)

3 class contact hours  
6 week hours

**Semester: VI**

**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)

4 class contact hours

8 week hours

**Semester: VII or VIII**

**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)

4 class contact hours

8 week hours

**Semester: VI**

**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, Special Education)

(Graduate Diploma, Learning Difficulties)

**Semester: III**

2 class contact hours

5 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 VIIA: ANALYSING CLASSROOM INTERACTION**

(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-requisites:** 10 week hours

(Bachelor of Education Physical Education)

Education VIB

## (Bachelor of Education Primary Education)

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.

**12733 EDUCATION VII AP: ANALYSING CLASSROOM  
INTERACTION**

(Bachelor of Education, Physical Education)

**Semester: VII**

3 class contact hours

10 week hours

**Pre-requisites:**

Education IA, IIA, IB, IIB, IIIAP, IVP.

**Objectives:**

Students will analyse teacher-pupil interaction inside and outside the classroom in terms of group dynamics and verbal and non-verbal communication patterns; evaluate research into teacher effectiveness; evaluate their own teaching style and strategies by applying the techniques of systematic observation and analysis.

**12740 TEACHING BASIC SKILLS I**

(Graduate Diploma, Special Education)

**Semester: I**

3 class contact hours

8 week hours

**Objectives:**

To study the language performance of children with disabilities or with learning difficulties; to examine techniques for observation, assessment, programming and management of language learning.

**12741 TEACHING BASIC SKILLS II**

(Graduate Diploma, Special Education)

**Semester: I**

2 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.

## **12747 INTRODUCTORY STATISTICS FOR TEACHERS**

(Graduate Diploma, Special Education)

**Semester: I**

1 class contact hour

2 week hours

**Objectives:**

The unit is designed to introduce students to some of the terms and techniques contained in educational research articles. More specifically, to develop an understanding of selected elementary concepts; to develop familiarity with the initial treatment, analysis and presentation of data; to introduce the use of calculators in the processing of data; and to introduce the study of a probability distribution curve.

This is a very brief introduction, aiming to increase students' comprehension of research articles, but not aiming to enable them to critically evaluate research design.

## **12802 SOCIOLOGICAL BASES OF EDUCATION**

(Graduate Diploma in Education)

**Semester: II**

2 class contact hours

4 week hours

**Pre-requisite or Co-requisite:**

Secondary Education in Australia.

**Objectives:**

To provide insights into the social determinants of learning in Australia.

For students to attain competence in applying knowledge and understanding of social processes and social structures in order to assist effective school learning and school management.

## **12803 PHILOSOPHY OF SECONDARY EDUCATION**

(Graduate Diploma in Education)

**Semester: II**

2 class contact hours

4 week hours

**Pre-requisite or Co-requisite:**

Secondary Education in Australia.

**Objectives:**

To enable students to ascertain the role of philosophy in education. Develop skill in critically considering education issues. Evolve a sound personal philosophy of education to guide their deliberation and decisions in professional matters as practising teachers.

## **12804 SECONDARY CURRICULUM ISSUES**

(Graduate Diploma in Education)

**Semester: II**

2 class contact hours

4 week hours

**Pre-requisites or Co-requisites:**

Sociological Bases of Education; and

Philosophy of Secondary Education.

**Objectives:**

The course is intended to introduce students to Curriculum Theory and to provide them with opportunity to relate philosophical, psychological and sociological insights to the processes of curriculum construction, implementation and evaluation thus fostering skill in making professional judgements and decisions relevant to practical problems encountered by teachers in secondary schools.

<b>12808 BEHAVIOUR MANAGEMENT</b>	(Graduate Diploma in Special Education)	
(Graduate Diploma in Learning Difficulties)		
<b>Semester: I</b>		3 class contact hours 8 week hours
<b>Objectives:</b>		
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.		
<b>12809 PRACTICAL EXPERIENCE II</b>	(Graduate Diploma in Special Education)	
<b>Semester: II</b>		3 class contact hours 8 week hours
<b>Objectives:</b>		
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.		
<b>12810 RESEARCH PROJECT</b>	(Graduate Diploma in Special Education)	
<b>Semester: II</b>		2 class contact hours 6 week hours
<b>Objectives:</b>		
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.		
<b>12821 RESOURCE TEACHING SERVICES</b>	(Graduate Diploma, Special Education)	
(Graduate Diploma in Learning Difficulties)		2 class contact hours
<b>Semester: III</b>		5 week hours
<b>Pre-requisites:</b>		
None		
<b>Objectives:</b>		
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 contact hours

Semester: VIII

10 week hours

**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 contact hours

Semester: VIII

10 week hours

**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.

**12840 TEACHING THE SEVERELY HANDICAPPED I**

(Graduate Diploma, Special Education)

3 class contact hours

**Semester: II**

8 week hours

**Pre-requisite:**

Teaching Exceptional Children

**Objectives:**

This unit will introduce teacher-students to issues in providing educational services to developmentally delayed learners. The design, development and evaluation of instructional materials and programmes for students traditionally labelled as moderately, severely and profoundly retarded will be stressed. The major activities will include readings and class discussion; participation in a group "task force"; investigation and evaluation of published curriculum materials; construction, implementation and evaluation of an instructional programme emphasising task analysis, data based programme modifications and programming for generalization and maintenance of a functional, age-appropriate skill.

**12841 TEACHING THE SEVERELY HANDICAPPED II**

(Graduate Diploma, Special Education)

3 class contact hours

**Semester: II**

8 week hours

**Pre-requisite:**

Teaching Exceptional Children

**Objectives:**

To provide teachers with assessment, programming and management techniques to improve the communication skills and repertoire of severely or multiply handicapped people; the unit will be concerned with both the elicitation of speech and the teaching of non-speech alternatives.

**12847 DEVELOPMENT AND DISABILITY**

(Graduate Diploma, Special Education)

2 class contact hours

**Semester: II**

5 week hours

**Objectives:**

To provide teachers with detailed knowledge of the development of young children so that they will be able to identify sequences in physical, intellectual, social and emotional development; to study the causes and correlates of major disabling conditions; to relate both of these sets of information to programming and management of exceptional children.

**12850 ASSESSMENT AND REMEDIATION I**

(Graduate Diploma, Special Education)

3 class contact hours

**Semester: II**

8 week hours

**Pre-requisite:**

Teaching Basic Skills I

**Objectives:**

To examine issues in the teaching of reading and other language skills to pupils with learning problems or disabilities; to study relevant assessment techniques, programming, teaching techniques and materials; to develop skills in these areas.

**12851 ASSESSMENT AND REMEDIATION II**

(Graduate Diploma, Special Education)

**Semester: II**

3 class contact hours

8 week hours

**Pre-requisite:**

Teaching Basic Skills II

**Objectives:**

To broaden and deepen the understanding of the Teaching Basic Skills II 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.

**12930 EDUCATION IX:  
CURRICULUM DEVELOPMENT**

(Bachelor of Education, Physical Education)

(Bachelor Education, Primary Education)

**Semester: VIII**

3 class contact hours

10 week hours

**Pre-requisites:**

Bachelor of Education, Primary Education

None

Bachelor of Education, Physical Education

Education VIAP, VIB.

**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)

**Semester: X**

Equivalent to 3 class contact hours

10 week hours

**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:

<b>13140</b>	Drama and the Theatre Arts I	—	Introduction to World Theatre
<b>13240</b>	Drama and the Theatre Arts II	—	Acting
<b>13340</b>	Drama and the Theatre Arts III	—	The Craft of the Theatre
<b>13440</b>	Drama and the Theatre Arts IV	—	Themes, Symbols and Archetypes in Drama
<b>13540</b>	Drama and the Theatre Arts V	—	Dramatic Form
<b>13640</b>	Drama and the Theatre Arts VI	—	Direction, Production and Acting

It should be noted that practical hours additional to the notional number of class hours will be required in all units. This is indicated in unit descriptions.

### **• 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 a major influence.

The units in the sequence are as follows:

<b>13141</b>	English I	—	Language and Literature
<b>13241</b>	English II	—	Form and Meaning
<b>13341</b>	English III	—	The Victorians and After
<b>13441</b>	English IV	—	Revolution and Romanticism
<b>13541</b>	English V	—	Elizabethans and Jacobeans: The Emergence of Modern Language and Literature
<b>13641</b>	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**

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

3 class contact hours  
6 week hours

**Semester: I**

**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**

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

3+1 class contact hours  
6 week hours

**Semester: I**

**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**

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

3 class contact hours  
6 week hours

**Semester: I**

**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.

<b>13204 DRAMA IN RECREATION II</b>	(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**

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

2 class contact hours  
4 week hours

**Semester: II**

**Pre-requisite:**

Nil.

**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**

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

3+1 class contact hours  
6 week hours

**Semester: II**

**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**

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

3 class contact hours  
6 week hours

**Semester: II**

**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  
4 week hours

**Semester: III or IV**

**Pre-requisite:**

English Teaching I or 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**

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

**Semester: III**

3+1 class contact hours  
8 week hours

**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**

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

**Semester: III**

3 class contact hours  
8 week hours

**Pre-requisites:**

English I or 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))

**Semester: V or VI**

2 class contact hours

4 week hours

**Pre-requisite:**

English Teaching I or II

**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.

## **13414 ENGLISH TEACHING V — TEACHING ENGLISH AS A SECOND LANGUAGE**

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

**Semester: V or VI**

2 class contact hours

**Pre-requisites:**

English Teaching I or II

4 week hours

**Objectives:**

To develop understanding of the language difficulties of the migrant child; to develop contrastive analysis skills across languages; to provide practical experience in Teaching English as a Second Language.

## **13440 DRAMA AND THE THEATRE ARTS IV THEMES, SYMBOLS AND ARCHETYPES IN DRAMA**

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

**Semester: IV**

3+1 class contact hours

9 week hours

**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))

3 class contact hours

9 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:**

**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.

**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:**

Object

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.

13540 DRAMA AND THE THEATRE ARTS V DRAMATIC FORM

(Diploma of Teaching/Bachelor of Education)

## (Primary Education))

Semester: V

3+1 class contact hours

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****ELIZABETHANS AND JACOBEANS: THE EMERGENCE OF MODERN LANGUAGE AND LITERATURE**(Diploma of Teaching/Bachelor of Education,  
(Primary Education))

3 class contact hours

**Semester: V**

10 week hours

**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.

**13542 SECONDARY ENGLISH METHOD I**

(Bachelor of Education (Physical Education))

5 class contact hours

10 week hours

**Pre-requisites:**

At least 4 units of English

**Objectives:**

To develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved; to examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; to give the students the competency to translate the syllabus into reality by developing imaginative, creative and sound class-room procedures.

**13543 DRAMA IN EDUCATION I**

(Bachelor of Education (Physical Education))

5 class contact hours

10 week hours

**Pre-requisites:**

English I and II or Drama and the Theatre Arts I and II

**Objectives:**

To give students knowledge of and experience in the use of drama in education by providing: the historical background of drama and theatre in education; a consideration of the role of drama in the classroom and community; understanding the nature of dramatic form; the elements of theatre in education; verbal and non-verbal communication in learning and teaching; skills in drama as a teaching method across the curriculum; practice in the modes of drama such as games, simulation, role-play, mime, movement, improvisation.

<b>13640</b>	<b>DRAMA AND THE THEATRE ARTS VI DIRECTION, PRODUCTION AND ACTING</b>	(Diploma of Teaching/Bachelor of Education (Primary Education))	3+1 class contact 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))

3 class contact 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.

**13642 SECONDARY ENGLISH METHOD II**

(Bachelor of Education(Physical Education))

5 class contact hours  
10 week hours

**Pre-requisites:**

Secondary English Method I

**Objectives:**

To further develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved; to further examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; to give the students further competency to translate the syllabus into reality by developing imaginative, creative and sound classroom procedures.

**13643 DRAMA IN EDUCATION II**

(Bachelor of Education (Physical Education))

**Pre-requisites:**

Drama in Education I

5 class contact hours

10 week hours

**Objectives:**

To extend students' knowledge of educational drama and theatre by: bringing a text to life through the use of varied dramatic techniques; producing a play, a film or videotape; planning and managing a drama experience; scripting an improvised drama.

**13701 LANGUAGE AND LEARNING DIFFICULTIES**

(Graduate Diploma, Learning Difficulties)

**Semester: I**

3 class contact hours

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.

**13709 READING PROCESS I**

(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

2 week hours

**Objectives:**

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 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.

<b>13712 LITERATURE AND READING I</b>	<b>(Graduate Diploma, Reading Education)</b>	2 class contact hours 4 week hours
<b>Objectives:</b>		
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 interact 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 worthwhile literary experience.		
<b>13713 READING PROCESS II</b>	<b>(Graduate Diploma, Reading Education)</b>	2 class contact hours 4 week hours
<b>Pre-requisite:</b>		
Reading Process 1.		
<b>Objectives:</b>		
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.		
<b>13714 EVALUATION IN READING II</b>	<b>(Graduate Diploma, Reading Education)</b>	1 class contact hour 2 week hours
<b>Pre-requisites:</b>		
Evaluation in Reading 1		
<b>Objectives:</b>		
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.		
<b>13715 LANGUAGE AND READING II</b>	<b>(Graduate Diploma, Reading Education)</b>	1 class contact hour 2 week hours
<b>Pre-requisite:</b>		
Language and Reading 1		
<b>Objectives:</b>		
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  
    4 week hours

**Pre-requisites:**

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  
    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**

**(Graduate Diploma, Learning Difficulties)**                    3 class contact hours

**Semester: II**    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.

## **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.

## **13901 READING AND LEARNING DIFFICULTIES IIA (PRIMARY)**

**(Graduate Diploma, Learning Difficulties)**                    2 class contact hours

**Semester:IV**    4 week hours

**Pre-requisite:**

Reading and Learning Difficulties I

**Objectives:**

To focus on the nature of reading and its application to children with learning difficulties in the primary school by enabling students to: identify the processes operating in fluent reading at the primary school level; identify the problems of the 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.

**13902 READING AND LEARNING DIFFICULTIES IIB  
(SECONDARY)**

**(Graduate Diploma, Learning Difficulties)**

**Semester: IV**

2 class contact hours

4 week hours

**Pre-requisite:**

Reading and Learning Difficulties I

**Objectives:**

To focus on the nature of reading and its application to children with learning difficulties in the secondary school by enabling students to:

Identify the processes operating in fluent reading with special reference to the child of secondary school age; identify the problems of the secondary reader with learning difficulties through appropriate evaluation techniques; compare and evaluate approaches, reading materials and specific learning strategies used with the reader who has special learning difficulties in the secondary school; apply approaches and strategies in practical situations.

## **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 & Drugs.
14611	Health Studies VI:	Health in the Community

It should be noted that practical hours additional to the notional number of class hours will be required in some units. Where this is applicable it is indicated in the unit description.

### **14103 HEALTH EDUCATION TEACHING I**

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

**Semester: I or II**

**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, emotional 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 methods
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.

## **14111 HEALTH STUDIES I**

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

**Semester: I**

3 class contact hours  
6 week hours

**Objectives:**

1. To involve students in the formulation of a personal concept of health and the need for responsibility for its maintenance;
2. to develop in students an understanding of problems and areas of personal health care;
3. to develop an awareness of the nature, scope and purpose of health education as an enterprise and field of study;
4. to develop a critical understanding of the significance of nutrition in attainment of health in a changing society;
5. to investigate in broad terms human nutrition and health from a biological, technological and sociological viewpoint.

## **14203 HEALTH EDUCATION TEACHING II**

(Bachelor of Education (Physical Education)) 3 class contact hours  
**Semester: I or II** 7 week hours

**Pre-requisites:**

At least four units of Health Studies

**Objectives:**

The student will

1. 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;
2. 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;
3. identify and utilize a variety of techniques and procedures to determine the health needs and interests of pupils;
4. 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;
5. 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;
6. be able to provide a variety of alternative solutions to health problems to enable students to make wise decisions;
7. utilize a variety of stimulating and motivating health teaching techniques that are derived from fundamental principles of learning;
8. 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 .

## **14209 HEALTH EDUCATION II**

(Bachelor of Education (Physical Education))

**Semester: I or II**

3 class contact hours

6 week hours

**Pre-requisites:**

At least four units of Health Studies

**Objectives:**

The student will

1. 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;
2. 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;
3. identify and utilize a variety of techniques and procedures to determine the health needs and interests of pupils and be able to organize the health instruction program for the year/grade being taught to meet those needs and interests in effective teaching units;
4. 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;
5. be able to provide a variety of alternative solutions to health problems to enable students to make wise decisions;
6. utilize a variety of stimulating and motivating health teaching techniques that are derived from fundamental principles of learning;
7. 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**

(Bachelor of Education (Physical Education))

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

**Semester: II**

3 class contact hours

6 week hours

**Pre-requisites:**

Health Studies I recommended

**Objectives:**

1. To investigate individual and societal attitudes towards accidents, accident causation and accident prevention in a variety of environments;
2. 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;
3. to foster an awareness of the nature, scope and purpose of human safety education as a means of maintaining health.

## **14311 HEALTH STUDIES III**

(Bachelor of Education, (Physical Education))

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

**Semester:** III

3 class contact hours

**Pre-requisite:**

8 week hours

Health Studies 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 defined environments.

## **14409 HEALTH EDUCATION IV**

(Bachelor of Education (Physical Education))

4 class contact hours

**Semester:** IV

8 week hours

**Pre-requisites:**

At least four units of Health Studies

**Objectives:**

The student will

1. understand the role of the teacher in each of the school health program components — services, environment and instruction;
2. promote methods and techniques which may help them act as a facilitator, resource teacher or co-ordinator of health education in the school;
3. 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;
4. 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;
5. 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;
6. be familiar with the variety of health appraisal procedures used in schools and utilize them to enrich the health instruction program;
7. 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;
8. be familiar with the standards for hygiene, sanitation, food services and safety needed in schools to provide a safe and healthful environment;
9. be familiar with the physical and emotional needs of teacher and students and adjust classroom activities to help students satisfy these needs whenever possible;
10. appreciate problems concerned with health of special and minority groups within the school system and plan programs to meet these needs;
11. be familiar with procedures and policies utilized in parent/community involvement in health education.

## **14411 HEALTH STUDIES IV**

(Bachelor of Education (Physical Education)

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

**Semester: IV**

3+1 class contact hours

9 weeks hours

**Pre-requisites:**

Health Studies I, II & III

**Objectives:**

1. To investigate the social health of the individual over the total life span identifying factors relevant to maintaining and promoting health at different developmental stages;
2. to understand the interaction of our physical, emotional and social health through each of the stages of life;
4. to investigate various life crises and their effect on the total health of man;
5. to appraise relevant and appropriate data concerning human social relationships;
6. to utilize skills, techniques and attitudinal approaches from previous units to analyze social health problems.

## **14511 HEALTH STUDIES V**

(Bachelor of Education (Physical Education)

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

3+1 class contact hours

10 week hours

**Semester: V**

**Pre-requisites:**

Health Studies I, II, III & IV

**Objectives:**

1. To investigate aspects of mental health and mental illness;
2. investigate stress, anxiety and human relationships;
3. understand and recognise relatedness of mental health and drug usage;
4. understand basic facts concerning drugs and their uses and abuses and issues arising;
5. recognise the skills necessary in working with students concerned with drug issues;
6. understand current policies governing drug use;
7. investigate drug related community resources and their functions.

## **14611 HEALTH STUDIES VI**

(Bachelor of Education, (Physical Education))

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

**Semester:** VI

3+1 class contact hours

10 week hours

**Pre-requisites:**

Health Studies I, II, III, IV & V

**Objectives:**

The student will

1. evaluate health information, services and products affecting health and safety;
2. assess major problems involved with maintenance of community health;
3. investigate community access to health services;
4. carry out an investigation of a community health problem.

## **14701 HEALTH EDUCATION**

### **HEALTH AND PERSONAL DEVELOPMENT IN THE SECONDARY SCHOOL**

(Graduate Diploma in Education)

1 class contact hour

2 week hours

**Semester:** I

**Objectives:**

1. 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;
2. to extend an understanding of those factors that can help the teacher to promote physical, social and mental health of his/her pupils;
3. to examine the contribution all teachers may make to the personal health and development of students in the secondary school.

# **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.

- Mathematics I — Statistics
  - Mathematics II — Algebra
  - Mathematics III — Calculus A
  - \* Mathematics IV — Computing A
  - \* Mathematics V — Computing B
  - \* Mathematics VI — Calculus B
  - \* Mathematics VII — Statistics B
- \* In these units an additional workshop hour is required**

## **15112 MATHEMATICS I — STATISTICS A**

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

<b>Semester:</b> 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))

<b>Semester:</b> 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))

<b>Semester:</b> II	3 class contact hours 6 week hours
---------------------	---------------------------------------

**Pre-requisites:**

Nil

### **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

#### **Pre-requisites:**

Nil

### **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

#### **Pre-requisites:**

### **Prerequisites:**

## **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))

### **Pre-requisites:**

Mathematics Teaching I

## **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.

## **15412 MATHEMATICS IV — COMPUTING A**

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

**Semester:** IV

3+1 class contact hours

9 week hours

**Pre-requisites:**

Mathematics I, II, III

**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-requisites:**

Mathematics Teaching I, II, III

**Objectives:**

To enable students to develop the competence to analyse the content and teaching methods of topics from early childhood programmes in mathematics.

To consider the development of early childhood programmes in mathematics and the influence of mathematics educators on both content and teaching methods.

## **15414 MATHEMATICS TEACHING IVB (PRIMARY)**

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

**Semester:** V

2 class contact hours

**Pre-requisites:**

Mathematics Teaching I, II, 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.

## **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**

3 + 1 class contact hours

10 week hours

**Pre-requisites:**

Mathematics IV

**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.

## **15520 MATHEMATICS TEACHING (CONVERSION)**

(Conversion Course, Bachelor of Education (Primary Education))

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 A 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.

**15602 MICROCOMPUTING (Elective)**

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

**Semester: VI**

3 class contact hours

6 week hours

**Pre-requisite:**

None — Students who have completed or intend to include Mathematics IV Computing A are not permitted to select this unit.

**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 programs in this language; demonstrate expertise in designing algorithms for the solution of appropriate problems and writing programs to accomplish the task; have the ability to evaluate and use effectively commercially available programs; 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.

**15612 MATHEMATICS VI — CALCULUS B**

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

**Semester: VI**

3+1 class contact hours

10 week hours

**Pre-requisites:**

Mathematics 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.

**15613 MATHEMATICS VI — STATISTICS B**

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

**Semester: VI**

3+1 class contact hours

10 week hours

**Pre-requisites:**

Mathematics V

This unit is an alternate to Mathematics VI — Calculus B.

**Objectives:**

To extend understanding of the concepts and techniques of the statistical procedures used in introductory educational research; to develop appreciation of the problems of the educational researcher and an awareness of the limitations of conclusions reached and to enable the student to read educational research literature critically.

**15703 SECONDARY MATHEMATICS IA**

(Bachelor of Education (Physical Education),

Graduate Diploma in Education)

4 class contact hours

**Semester: VII**

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.

**15704 SECONDARY MATHEMATICS IB**

(Graduate Diploma in Education)

Semester: I

4 class contact hours

8 week hours

**Co-requisite:**

Mathematics IA

**Objectives:**

Through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this unit is designed to encourage the student to develop his own consistent philosophy of teaching mathematics and to provide a framework on which he may base his teaching of mathematics in secondary school.

Particular emphasis will be placed on a detailed study of the content and methods of teaching current Senior Secondary School curricula in mathematics.

**15711 DIAGNOSIS AND REMEDIATION IN MATHEMATICS I  
(PRIMARY AND SECONDARY)**

(Graduate Diploma (Learning Difficulties) Educational Studies)

Semester: II

3 class contact hours

6 week hours

**Objectives:**

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.

**15803 SECONDARY MATHEMATICS IIA**

(Bachelor of Education (Physical Education),

Graduate Diploma in Education)

4 class contact hours

10 week hours

Semester: VIII

**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.

**15804 SECONDARY MATHEMATICS IIB**

(Graduate Diploma in Education)

4 class contact hours

Semester: II

8 week hours

**Co-requisite:**

Secondary Mathematics IIA

**Objectives:**

As for 15704

**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)**

(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 2 hrs/wk		Contact Hours
I	This progressive course in Musicianship will run for all six semesters.		* Piano I	Wind I	3 + 1
II			* Piano II	Wind II	3 + 1
III		Baroque		Choral I	3 + 1
IV		Classical		Choral II	3 + 1
V		Romantic		Guitar I	3 + 1
VI		20th Century		Guitar II	3 + 1

### In alternate years, Choral I & II will interchange with Guitar I & II

It is anticipated that students entering for this sequence will show 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.

\* All students taking the course should already have, or will be expected to acquire, a basic ability in piano, as this is the most useful and approachable harmonic instrument. To this end, all students will be given an entrance test on the piano, and those that need it will be given one or two semesters instruction on the instrument. These students will be required for 4 contact hours in semester I and/or II.

The practical strand will be taught using a variety of learning experiences. Some of the time will be devoted to the teaching of the chosen instrument, some will be spent on working in the ensemble situation, some will be spent on workshops, etc.

In alternate years, second and third year students will combine for two semesters of choral work.

It should be noted that practical hours additional to the notional number of class hours will be required in all units. This is indicated in unit descriptions.

## **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**

**Semester II**

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

2 class contact hours  
4 week hours

**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.

## **16121 MUSIC STUDIES I**

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

**Semester: I**

3 + 1 class contact hours  
6 week hours

**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 wind instrument; have, or have acquired, some skills associated with the study of the piano; have acquired skills in performing in ensemble situations.

## **16207 MUSIC TEACHING IIA**

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

**Semester: III**

3 class contact hours  
6 week hours

**Pre-requisite:**

Music Teaching I

**Objectives:**

Students will gain knowledge of the role of music as a continuing educational process and its role in the total culture of our society; have a sound knowledge of how musical skills are acquired and developed in order to plan a programme exhibiting logical development of subject matter; have a further understanding of the use of movement, music drama and speech as integrated activities with music education; have an understanding of content, repertoire and approaches suitable for music at the early childhood level.

## **16208 MUSIC TEACHING IIB**

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

**Semester:III**

3 class contact hours  
6 week hours

**Pre-requisite:**

Music Teaching I

**Objectives:**

Students will gain knowledge of the role of music as a continuing educational process and its role in the total culture of our society; have a sound knowledge of how musical skills are acquired and developed in order to plan a programme exhibiting logical development of subject matter; have a further understanding of the use of movement, music drama and speech as integrated activities with music education; have an understanding of content, repertoire and approaches suitable for music at the middle childhood level.

## **16221 MUSIC STUDIES II**

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

**Semester: II**

3 + 1 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

Students will demonstrate written and aural skills in use of diatonic tonality, elementary transposition and modulation, and use of compound time; have developed further skills associated with the study of at least one wind instrument; have, or have acquired, further skills associated with the study of the piano; have acquired further skills in performing in ensemble situations.

## **16321 MUSIC STUDIES III**

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

**Semester: III**

3 + 1 class contact hours  
8 week hours

**Pre-requisite:**

Music Studies I or II

**Objectives:**

Students will demonstrate basic skill in the use of diatonic primary chord construction and melody writing; display extended aural perception including minor tonality and cadences; have knowledge of basic musical forms; have an understanding of the historical and musical developments of the Baroque period; be able to perform in choral music from various periods of musical history; demonstrate a knowledge of the essentials of good voice production and technique.

## **16421 MUSIC STUDIES IV**

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

**Semester: IV**

3 + 1 class contact hours  
9 week hours

**Pre-requisite:**

Music Studies I, II and III

**Objectives:**

Students will demonstrate aural written skills in elementary harmonic construction; have an understanding of the historical and musical developments of the classical period; be able to perform in choral music from various periods of musical history; demonstrate a further knowledge of the essentials of good voice production and technique.

## **16521 MUSIC STUDIES V**

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

**Semester: V**

3 + 1 class contact hours  
10 week hours

**Pre-requisite:**

Music Studies IV

**Objectives:**

Students will display extended knowledge of diatonic harmonization and modulation to related keys; have an understanding of historical and musical developments of the Romantic period; demonstrate skills in the techniques of classical and folk guitar playing; have acquired skills in performing in ensemble situations.

## **16603 MUSICAL THEATRE**

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

**Semester: VI**

3 class contact hours  
8 week hours

**Pre-requisites:**

Some experience in musical theatre an advantage but not a necessity.

Entry to unit by audition.

**Objectives:**

Students will participate in a public performance of a musical production; demonstrate skill in the technical and musical aspects of a production.

## **16604 MUSIC AND SOCIETY**

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

**Semester: VI**

3 class contact hours  
8 week hours

**Objectives:**

Students will study the influence of social history on the development of Western Music; examine the relationship between selected aspects of society (e.g. political, religious, economic) and styles of music; develop a sensitivity to the musically significant aspects of selected works.

## **16621 MUSIC STUDIES VI**

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

**Semester: VI**

3 + 1 class contact hours

10 week hours

**Pre-requisite:**

Music Studies V

**Objectives:**

Students will have a knowledge of orchestration and arrangement for various ensembles; have an understanding of historical and musical developments of 20th century music; demonstrate further skills in the techniques of classical and folk guitar playing; have acquired skills in performing in ensemble situations.

## **16901 TEACHING MUSIC**

(Bachelor of Education (Primary Education))

**Semester: IX or X**

3 class contact hours

10 week hours

**Pre-requisite:**

Nil

**Objectives:**

Students will develop an understanding of the nature of the development of musical concepts and skills, and their relationship to the programming of work in the classroom and school; develop an understanding of the utilization and availability of equipment and resource material; attain skill and confidence in the organisation of choral and instrumental groups and musical productions.

# **Physical Education**

## **17104 WATER SAFETY**

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

2 class contact hours  
2 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 basic techniques for court and field games.

## **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)

4 class contact hours  
6 week hours

**Objectives:**

To understand the anatomical system 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.

## **17225 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 CREATION 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 track and field.

## **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.

**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); aquatics 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.

**17431 ADAPTED PHYSICAL EDUCATION**

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

**Pre-requisites:**

Education V/P

**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.

**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.

**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.

**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.

**17530 OUTDOOR PURSUITS I**

(Bachelor of Education (Physical Education))

2 class contact hours

2 week hours

**Objectives:**

To gain knowledge and experience in established camp settings; to be able to organise and administer camps for children.

**17531 OUTDOOR PURSUITS IIA**

(Bachelor of Education (Physical Education))

2 class contact hours

2 week hours

**Objectives:**

To learn the basic skills of canoeing; to participate in a canoeing trip.

**17532 OUTDOOR PURSUITS IIB**

(Bachelor of Education (Physical Education))

2 class contact hours

2 week hours

**Objectives:**

To learn the basic skills of skiing; to attend a ski camp.

**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.

## **17701 PHYSICAL EDUCATION Sport in the Secondary School**

(Graduate Diploma in Education)

2 class contact hours  
4 week hours

**Objectives:**

To help students to organise a secondary school sports group, teach varied skills and interesting practices, understand progression in activities, and develop a knowledge of selected sports presented in the schools programme.

## **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 and 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 VI A — Distribution of Organisms
- 18638 Science VI B — Environmental Impact Assessment.

Units on the teaching of Science are offered for both the Bachelor of Education and the Graduate Diploma in Education programmes.

It should be noted that laboratory hours additional to the notional number of class hours will be required in some units. Where this is applicable it is indicated in the description of the unit.

### **18137 SCIENCE I — HUMAN BIOLOGY**

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

3 class contact hours

**Pre-requisite:**

None

1 laboratory hour

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))

3 class contact hours

**Pre-requisite:**

None

1 laboratory hour

8 week hours

**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))

3 class contact hours  
1 laboratory hour  
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; appreciate the issues involved in planning, initiating, conducting and assessing a school science programme.

### **18237 SCIENCE II — PLANT BIOLOGY**

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

(Bachelor of Education (Physical Education))

**Semester: II**

3 class contact hours  
1 laboratory hour  
6 week hours

**Pre-requisite:**

None

**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.

**18337 SCIENCE III — FIELD ECOLOGY**

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

(Bachelor of Education (Physical Education))

**Semester: III**

3 class contact hours

1 laboratory hour

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.

**18437 SCIENCE IV — MAN'S INTERACTION WITH ENVIRONMENT**

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

(Bachelor of Education (Physical Education))

**Semester: IV**

3 class contact hours

1 laboratory hour

9 week hours

**Pre-requisite:**

Science 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.

**18537 SCIENCE VA — HUMAN ECOLOGY**

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

(Bachelor of Education (Physical Education))

**Semester: V**

3 class contact hours

2 laboratory hours

10 week hours

**Pre-requisites:**

Science I, II, III and 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))

(Bachelor of Education (Physical Education))

**Semester: V**

3 class contact hours

2 laboratory hours

10 week hours

**Pre-requisites:**

Science I, II, III and IV

This unit examines the dynamic nature of the atmosphere, hydrosphere, 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

1 laboratory hour

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.

## **18637 SCIENCE VIA — DISTRIBUTION OF ORGANISMS**

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

(Bachelor of Education (Physical Education))

**Semester: VI**

3 class contact hours

2 laboratory hours

10 week hours

**Pre-requisite:**

Science VA

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))

(Bachelor of Education (Physical Education))

**Pre-requisite:**

Science VB

3 class contact hours

2 laboratory hours

10 week hours

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.

## **18702 SCIENCE METHOD I**

(Graduate Diploma in Education)

**Part I**

6 class contact hours

10 week hours

**Pre-requisites:**

First degree level or its equivalent in at least one of the science subjects: biology, chemistry, geology, physics.

**Objectives:**

To provide experiences which will assist the student in developing the basic skills of science teaching; and foster positive attitudes towards teaching children science.

### **18703 SCIENCE METHOD IE**

(Bachelor of Education (Physical Education))

**Semester: VII**

5 class contact hours

10 week hours

**Pre-requisites:**

A four semester sequence in Science.

This is a one semester unit which will examine the teaching of science in schools. While the main emphasis of the unit will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

**Objectives:**

During this unit students should develop the ability to — justify the teaching of science in terms of the stated aims of teaching this subject in the secondary school; evaluate and apply different teaching methods suited to various aspects of the subject; develop an awareness of specialised problems related to the subject; describe and discuss curriculum developments in science; evaluate and select resource materials which could be used in developing programmes; formulate a teaching sequence for sections of a syllabus and plan suitable time allocations; integrate biology with other sciences and disciplines of the curriculum; devise evaluation instruments to test stated objectives.

### **18706 ADVANCED SCIENCE METHOD IA—BIOLOGY**

(Graduate Diploma in Education)

**Part I**

3 class contact hours

6 week hours

None.

This is a one semester unit which will examine the teaching of biology in schools. While the main emphasis of the unit will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

**Objectives:**

During this unit students should develop the ability to: justify the teaching of this subject in terms of the stated aims of teaching science in the senior years; evaluate and select resource materials which could be used in developing curricula; evaluate and apply different teaching methods suited in various aspects of the subject; formulate a teaching sequence for sections of the syllabus and plan suitable time allocations; work co-operatively in developing teaching aids and other resources that could be used in teaching; integrate biology with other sciences and disciplines of the curriculum.

### **18707 ADVANCED SCIENCE METHOD IB — GEOLOGY**

(Graduate Diploma in Education)

**Part I**

3 class contact hours

6 week hours

**Pre-requisites:**

None.

**Objectives:**

The course is designed to prepare students for teaching Geology to senior high school classes.

During this course the students should develop the ability to justify the teaching of Geology in a Senior Science course; become aware of, able to evaluate and to apply a variety of teaching methods suitable for different approaches to each of the various aspects of this subject; formulate a teaching sequence for any section of the syllabus and plan suitable time allocations; present content at a level appropriate to the aims of the Higher School Certificate Science Syllabus in suitable teaching sequence and in accordance with the ability level of pupils whom they will be teaching in senior school classes; prepare teaching aids relevant to senior school geology courses.

## **18708 ADVANCED SCIENCE METHOD IC — CHEMISTRY**

(Graduate Diploma in Education)

**Part II**

3 class contact hours  
6 week hours

**Pre-requisites:**

None.

**Objectives:**

This is a course to prepare students to teach Chemistry at the senior level in secondary schools. The design of the course is based upon the assumptions that at the end of this course students should have an appreciation of the aims of teaching senior chemistry; an understanding of various teaching methods suitable for senior chemistry and the psychological background of such methods; an appreciation of the major conceptual areas which might be studied in a senior chemistry course and how these concepts may be meaningfully developed in the school situation; the ability to organise and manage practical classes in senior chemistry; an overview of current resource materials and curricula appropriate to senior chemistry and the ability to develop their own resource materials.

## **18709 ADVANCED SCIENCE METHOD ID — PHYSICS**

(Graduate Diploma in Education)

**Part II**

3 class contact hours  
6 week hours

**Pre-requisites:**

None.

**Objectives:**

This unit aims 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.

## **18711 SCIENCE METHOD II**

(Bachelor of Education (Physical Education))

**Semester: VIII**

5 class contact hours  
10 week hours

**Pre-requisites:**

Science Method I or IE

**Objectives:**

To assist students in the application of their educational studies to the teaching of science.

To help students explore and develop their abilities in the design, organisation and evaluation of methods and materials in science teaching.

At the end of the course students should be able to:

Discuss philosophies of science education; demonstrate a knowledge of learning theories and discuss their relevance for science education; discuss the expository-teaching/discovery — learning spectrum, design learning experiences which illustrate these approaches and critically evaluate their effectiveness; evaluate the usefulness of educational resources outside the classroom; design learning experiences and evaluation techniques in the affective and psychomotor domains; devise learning experiences which lead to basic concepts appropriate to science teaching; demonstrate ability to construct and use a variety of teaching aids; provide problem solving experiences and opportunities for development of creative ability in science classes; recognise and plan for individual differences in classes; demonstrate ability in laboratory skills and knowledge of laboratory management; discuss the role of the teacher in the treatment of ethical and social issues in science education; present a seminar paper and/or organise and conduct a workshop session.

**18802 SCIENCE METHOD II**

(Graduate Diploma in Education)

**Part II**

6 class contact hours

10 week hours

**Pre-requisites:**

Science Method I.

**Objectives:**

To assist students in the application of their educational studies to the teaching of science. To help students explore and develop their abilities in the design, organisation and evaluation of methods and materials in science teaching.

**18901 ENVIRONMENTAL EDUCATION**

(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**

'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.	3
IV	19425	History IVD:	Australia in the Twentieth Century.	3
V	19525	History VD:	Pacific History.	3
VI	19625	History VID:	Papua New Guinea History.	3

### 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))

3 class contact hours  
6 week hours

**Semester : III**

**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)

3 class contact hours

**Semester: I**

6 week hours

**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.

## **19204 SOCIAL STUDIES TEACHING II**

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

**Semester: VI**

2 class contact hours

5 week hours

**Pre-requisite:**

Social Studies Teaching I

**Objectives:**

To relate the theory and practice of Social Studies to the development of children in the K-6 age group and to give students skills in planning, programming and developing competence in the evaluation of resources and preparation of units of study.

19225 HISTORY 110: THE EUROPEAN EXPERIENCE B

**HISTORY BD: THE EUROPEAN EXPERIENCE B**  
(Diploma of Teaching/Bachelor of Education (Primary Education)  
(Bachelor of Education, Physical Education) 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 IIP: AUSTRALIA TO 1900

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

(Diploma of Teaching) Bachelor of Education (Primary Education)  
**Bachelor of Education, Physical Education)** 3 class contact hours  
8 week hours

### 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.

**19425 HISTORY IVD: AUSTRALIA IN THE TWENTIETH CENTURY**

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

(Bachelor of Education. Physical Education) 3 class contact hours  
9 week hours

Semester: IV

### **Pre-requisite:**

## History ID, IID and IID

## **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.

## **19525 HISTORY VD: PACIFIC HISTORY**

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

**Semester:** V

3 class contact hours  
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.

## **19625 HISTORY VID: PAPUAN AND NEW GUINEA HISTORY**

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

**Semester:** VI

**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.

## **19601 URBAN STUDIES**

(Bachelor of Education (Primary Education))

**Semester: VI**

3 class contact hours

8 week hours

**Pre-requisite:**

Nil

**Objectives:**

To give students an increased awareness and understanding of the nature and problems of urban areas; to evaluate plans and the planning process and to develop skills in the observation, recording and interpreting of urban field data.

## **19901 TEACHING SOCIAL STUDIES: An Intercultural Approach.**

(Bachelor of Education (Primary Education))

**Semester: IX and X**

**Pre-requisite:**

Nil

**Objectives:**

To examine the possibilities and problems of intercultural studies as an approach to the teaching of Social Studies; to evaluate existing programmes and resources; to acquire skills in programming and in the development of resources appropriate to the development of intercultural awareness; and to examine the role of the Social Studies teacher in a plural society.

## **19542 HISTORY METHOD I**

(Bachelor of Education, Physical Education)

**Semester: VII**

5 class contact hours

10 week hours

**Pre-requisite:**

History I, II, III, IV.

**Objectives:**

This unit is designed for those students who have taken General Studies in History and who intend making history their second teaching subject in the secondary schools.

The course aims at developing competence in, and enthusiasm for the teaching of History through an understanding of the aims and organisation of the syllabus; an awareness of specialised problems related to the nature of History at the junior level of the secondary school; the development of the ability to organise a well sequenced programme of work suitable for students of differing interests and abilities; the development of a variety of strategies which make use of a wide range of teaching materials.

## **19642 HISTORY METHOD II**

(Bachelor of Education, Physical Education)

**Semester: VIII**

5 class contact hours

10 week hours

**Pre-requisite:**

History Method I

**Objectives:**

Although references will continue to be made to the teaching of junior

History (Part I of the course), the emphasis in this unit will be on the teaching of History in the senior school (Year 11 and 12).

In particular, the course aims at developing competence in, and enthusiasm for the teaching of History through

- (a) an understanding of the aims and organisation of the syllabus;
- (b) an awareness of specialised problems related to the nature of the subject at the senior level;
- (c) the development of the ability to organise a well sequenced programme of work suitable for students in the senior school;
- (d) the development of a variety of strategies which make use of a wide range of teaching materials.

# **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 Business programme.

## **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 an understanding of the function and context of 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 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 Incomes.

## **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 current value 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; current value 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 financial decision making in both business and public sector 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.

## **31302 CONTEMPORARY PROFESSIONAL ISSUES IN ACCOUNTING**

**Semester: I**

3 class contact hours  
10 week hours

**Pre-requisite:**

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 of 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 week hours

**Pre-requisites:**

Managerial Decision Making, Financial Institutions and Markets

**Objectives:**

This subject introduces students to the theoretical framework and the practical techniques associated with the analysis of investment in securities.

The unit will include: objectives of investment, individuals' utility functions, the general concept of risk and return. The efficient market hypothesis, efficiency in the weak, semi-strong, strong sense; some empirical evidence of efficiency. Technical and fundamental analysis in an efficient market. Portfolio theory; dominance, efficient frontier, naive and Markowitz diversification. Capital market theory; the capital asset pricing model. Financial statement analysis: time series analysis, the distribution of financial ratios. Some statistical and accounting issues of financial statement analyses. Evaluation of Securities — Fixed Interest, Ordinary Shares, Options and Futures Contracts. Fundamental stock analysis, Portfolio approach to investment decision; the role of investment analysis in an efficient market; passive and active portfolio strategies; risk assessment; the evaluation of the performance of mutual funds.

## **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; to examine the mechanisms of information disclosure and to evaluate the role of information in a competitive capital market; to evaluate the effect of the current regulations on economic activity in the capital markets; and to describe the existing set of regulations governing activity in the Australian Capital Market.

## **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 corporate finance; to examine the implication of the theory for corporate financial policy. 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; development of the capital asset pricing model; an overview of the empirical evidence of the capital asset pricing model; option pricing theory; agency theory; investment decision; capital structure; dividend policy.

### **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:** I

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 practise 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 practise students in certain techniques of organisational analysis; to practise 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 identify and understand the application of the rules governing extant company financial reporting; to analyse traditional financial statements using conventional tools of analysis; 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 essential concepts of financial 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 theoretical framework and the practical techniques associated with the analysis of investment in securities; 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.

**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 foundation of corporate finance; to examine the implications of the theory, for corporate financial policy; 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 set 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 set 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.

### **Computing Units**

The elective disciplinary sequence in Computing has been revised and is awaiting final approval.

In its new form the elective disciplinary sequence is available to all Bachelor of Business students who are enrolling in the degree programme for the first time in 1983. To complete the sequence, students must satisfactorily complete course requirements in each of the subjects:

- 37310 Computing I
- 37320 Computing II
- 37330 Computing III
- 37340 Computing IV
- 37350 Computing V

In addition students may also, with the approval of the Head of the School, enrol in 37402 Research Project.

All subjects in this sequence will be offered in both semester I and II of each academic year subject to student demand and staff availability.

**Students who enrolled in the Bachelor of Business course in 1982 or earlier**  
37302 Business Data Processing Systems has been replaced by 37310 Computing I. Students who were enrolled in the B.Bus course in 1982 or earlier and who have not satisfactorily completed 37302 Business Data Processing Systems should choose 37310 Computing I in its place.  
Some re-enrolling students may be eligible to complete the new disciplinary sequence.

## **37102 MANAGEMENT COMPUTING I**

*Available only to students who first enrolled in the B.Bus course before 1983.*

**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**

*Available only to students who first enrolled in the B.Bus course before 1983.*

**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 1/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 the 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 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.

### **37103 COMPUTING I — Business Data Processing Systems**

(Replaces 37302 Business Data Processing Systems)

Semester: I and II

3 class contact hours

8 week hours

**Pre-requisite:**

None

**Objectives:**

To provide an introduction to the design and use of computerised data processing systems in business and administrative environments.

Topics include: computer hardware, secondary storage, input and output devices; business data processing systems, characteristics and limitations of computer systems, data, and information; systems analysis and evaluation techniques; computing in the future, communications, database, electronic office; contemporary issues, privacy, data security, computer crime.

### **37203 COMPUTING II — Computer Programming and Systems Analysis**

Semester: I and II

3 class contact hours

8 week hours

**Pre-requisite:**

Computing I

**Objectives:**

To develop skills in computer programming, systems analysis, design and evaluation.

Topics include: fundamentals of computer programming and elements of the BASIC language; sequential file processing; comparative systems analysis and design methodology; software design and evaluation; system performance testing.

**37303 COMPUTING III —Computer Applications Design and Programming**

**Semester: I and II**

3 class contact hours

8 week hours

**Pre-requisite:**

Computing II

**Objectives:**

To develop further skills in computer programming and software design. Topics include: elements of COBOL; data structures; indexed files and direct access; subroutines and procedure-oriented processing; software engineering principles; a comparative study of computer programming languages.

**37403 COMPUTING IV — Database Management Systems**

**Semester: I and II**

3 class contact hours

10 week hours

**Pre-requisite:**

Computing III

**Objectives:**

To develop an understanding of database technology and its application for information systems design and use.

Topics include: database and file processing environments; data modelling — CODASYL standards; building DBMS; evaluation and selection of DBMS for specific applications; decision support systems.

**37503 COMPUTING V — Computer Applications Developments and Implementation**

**Semester: I and II**

3 class contact hours

10 week hours

**Pre-requisite:**

Computing IV

**Objectives:**

To give students the experience of designing and implementing a substantial application system.

Topics include: application software design principles; software development and project management; program acceptance testing; systems design project.

## **37401 MANAGEMENT APPLICATIONS OF COMPUTERS**

*Available only to student who first enrolled in the B.Bus course before 1983.*

**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; an 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. Database 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 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  
10 week hours**Pre-requisites:**

Advanced Quantitative Methods or Management Applications of Computers, or permission of Head of Department

**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 problem 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.

## **37705 COMPUTING PRINCIPLES**

**Semester: I or II**

2 class contact hours

7 week hours

**Pre-requisite:**

None

**Objectives:**

To establish a foundation of knowledge and skills in computing relevant to the needs of data managers.

Content: An historical analysis of systems and applications software leading to fourth generation computers and language; the development of aids to programmes such as text editors, code generators, international standards for coding and documentation. Data Structures and file organisation; sequential, indexed-sequential and direct access methods of data storage will be examined using a set of existing instructional software to compare their attendant attributes in terms of storage technique and speed of information retrieval. Computational theory; concepts of boolean logic, iteration, recursion and selection are studied in order to provide a theoretical framework for understanding how computer programs are designed; program modularity and structured programming techniques. Practical computing; the structure and use of COBOL language illustrates how in practice a widely accepted programming language relates to theoretical concepts of file organisation and processing; computational theory is demonstrated by practical examples.

## **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.

**37810 SYSTEMS ANALYSIS AND DESIGN**

**Semester:** I or II

2 class contact hours

7 week hours

**Pre-requisite:**

Computing Principles

**Objectives:**

To develop an analytic perspective of the methods which can be employed in the analysis, design, and implementation of computer-based information systems.

Content: The major part of this course involves a comparison of systems analysis and design methods. The two principal approaches taken here are the 'classical approach', as represented by the Standard System Design Cycle (SSDS) model, and the 'contemporary approach', as represented by the 'Structured Analysis' of writers such as Yourden and De Marco, and the 'Information Systems work and analysis of Changes' (ISAC) methods of Lundeberg, et al. A study of system failures and their causes; system life-expectancy factors; 'System success' criteria, and guidelines for effective EDP planning, budgeting and forecasting for resource management. Contracts and tenders; the Data Managers' legal and organisational obligations when formulating EDP contracts and tenders; procedures and pitfalls. System selection criteria — hardware availability and support; lease or buy alternatives; return on investment in computer systems.

**37820 INFORMATION SYSTEMS AND THE POLICY PROCESS**

**Semester:** II

2 class contact hours

7 week hours

**Pre-requisite:**

Systems Analysis and Design

**Objectives:**

This unit builds on the technical content of the previous unit, Systems Analysis and Design, and the behavioural content of the unit, Organisation and Management. It seeks to make students aware of the wide range of factors which affect information processes within an organisation, and the way that what is purported to be objective information can be partial and partisan. The unit seeks to provide students with skills to evaluate existing organisational arrangements and practices in the field of data gathering, collating and processing, and the way that these practices may constitute a mobilisation of bias. The unit also seeks to provide students with skills (analytic, evaluative and technical) which can be used in the design or redesign of their organisation's information systems and its relationship to the policy process.

**37821 INFORMATION SYSTEMS MODELLING AND SOFTWARE ENGINEERING****Semester: I or II**2 class contact hours  
7 week hours**Pre-requisites:**

Computing Principles

**Objectives:**

To identify guidelines for the conceptual design of information systems and the realisation of these models in terms of data capture, processing and report generation through the techniques of software engineering. Content: The characteristics of centralised compared with distributed information systems and the attendant implication for data management; data communications and information networks; the influence of the micro-computer alternative for network design. The conceptual design of information systems; identifying variables and the information transfer process; the impact of Artificial Intelligence on conceptual design; formal language grammars for representing rules for system processes and use. Concepts of software engineering such as program-user interfaces, conversational computing, program reliability, concurrency and the problems of multi-user compared with single-user systems, security controls, data capture standards, program independence, algorithm design. Contemporary issues in alternative information systems implementation such as word processing networks, teleconferencing, facsimile transfer, electronic mail. EDP auditing — internal and external controls.

**37830 DATA MANAGEMENT AND DATABASE TECHNOLOGY****Semester: I or II**2 class contact hours  
7 week hours**Pre-requisite:**

Information Systems Modelling and Software Engineering

**Objectives:**

To familiarise students with the alternatives available for managing data within database systems and to provide guidelines for the evaluation of these alternatives. To give practical experience in the design of a database within a database management system on both large scale and micro computers.

**Content:** Comparing the use of file processing with database processing systems; logical and physical constraints. Data modelling and design alternatives for data relationships; in particular, the study of hierarchical and relational structures; international standards for database design. The components of D.B.M.S. — data definition and manipulation languages, data dictionaries, query languages. Database personnel and their functions. Database evaluation and investment criteria. Data management considerations for data redundancy, security, roll-back and recovery.

### **37831 DATA MANAGEMENT AND ORGANISATIONAL MODELLING**

**Semester:** I or II

2 class contact hours  
7 week hours

**Pre-requisites:**

Data Management and Database Technology

**Objectives:**

To investigate alternative computer models which use available data to provide management with information necessary to formulate decision policy. The course also examines the relationship between Data Management and the use of Management Science techniques.

**Content:** Probabilistic and deterministic systems; a study of the nature of the different solutions provided by output from these models. Software packages which provide vehicles for implementing probabilistic and deterministic models; simulation languages and financial modelling packages such as G.P.S.S., SIMULA, I.F.P.S., PROSPER, and FITS. Report generating languages as examples of software tools which can modify output from information systems to suit any specific organisational model. Establishing criteria for selecting or designing software packages to satisfy specific user needs.

### **37840 MANAGING THE DATA RESOURCE**

**Semester:** I or II

2 class contact hours  
7 week hours

**Pre-requisite:**

Data Management and Organisational Modelling

**Objectives:**

The previous units in the course have established theoretical principles for effective Data Management. This unit takes a selection of contemporary issues which arise in the course, either specifically or inferentially, and examines them in the light of current opinion, literature and practice in Data Management.

**Content:** It is recognised that the content of this unit will change as the emphasis on contemporary issues in data management is affected by developments in research and experience. The following topics are seen as typical examples of centrally important issues in this field: project specification goals and success criteria; personnel selection and project team formation; time and materials costing techniques; systems monitoring and supervision; systems testing; user documentation and training; implementation procedures and maintainence; auditing the EDP

function; project cost-effectiveness. Identifying user requirements as an on-going process; monitoring systems efficiency and effectiveness. Concept of 'information centres' — the data manager's role in user education and changing information needs of the organisation. Economics of information processing — costing principles.  
Students will be expected to prepare opinions on a selection of these topics for discussion each week.

# **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:** I

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 these generate. 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; to 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; to develop an understanding of the principles of socialist economics and the workings of socialist economic systems in practice; to 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; to develop their familiarity with the

sources of economic literature and statistics by undertaking a literature search; to 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 Graduate Diploma in Educational, Public, re-creational and Social Administration. More specifically the unit's aims are: To introduce economic concepts; to practise 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.

## **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 specialisation may be taken as elective units by students in other specialisations.

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.

**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 A or 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 Graduate Diploma in Finance and Financial Administration. More specifically, the course aims are: to introduce economic concepts; to practise 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.

## **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 administrators in the exercise of their role and the remedies available to persons and, in appropriate circumstances, to administrators.

## **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 adjudicative 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.

## **34501 ADVANCED COMPANY LAW**

3 class contact hours  
8 week hours

**Pre-requisite:**

Either 34301 Company Law, or permission of Head of Department.

**Objectives:**

Advanced Company Law provides a detailed examination of aspects of corporate activities likely to be of particular practical importance, such as the rights and liabilities of corporate officers and shareholders; takeovers and other corporate reorganisations; receiverships and liquidations; and basic aspects of securities market regulation, including the Futures Exchange.

## **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.

## **34601 ADVANCED REVENUE LAW**

3 class contact hours  
10 week hours

**Pre-requisite:**

Either 34401 Revenue Law, or permission of Head of Department.

**Objectives:**

Advanced Revenue Law undertakes a detailed and practical analysis of aspects of taxation likely to be of particular interest to practitioners, such as the purchase and sale of businesses; taxation of companies, trusts and superannuation funds; and advanced aspects of tax planning. Aspects of other taxes (sales tax, stamp duties, payroll tax, etc.) may also be covered.

## **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 and 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 and at least one Level 2 politics course and 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) programme the sequence is as follows:

35102	Political Behaviour
36201	Organisation Behaviour
36301	Industrial Sociology
36404	Bureaucracy
36601	Organisation Adaption 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 institutions (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 patterns 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 consequences 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; to trace the development of local government in Australia to help in understanding its present position in Australian government and society; to gain an understanding of local politics as a process; to consider the role of planning in local and regional government and its relation to the local political process; to 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.

## **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 ideas of information as a political resource. Information and the Professions: the institutionalisation of specialised knowledge in professions fosters the development of power/powerless relations between professional and client seeking meaningful information. Information and Organisations: 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 organisational 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, (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; to bring students to an awareness of the historical processes of the development of political thought and its inter-relationship with social development;

to examine methodologies of theoretical development, especially of normative theory; to 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; to 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 understanding of processes of social change in post World War II Australian society, with particular emphasis on the relation between changes in economics, social and political structures.

To develop the ability to analyse coherently and consistently these processes of social change.

To critically appraise different theories of social change.

To develop the ability to apply conceptual frameworks in order to provide explanations of social phenomena and processes.

### **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 systems 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 organisation at the local level, placing particular emphasis on the role of administrators within the local social system.

**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 consequences 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 organisations and systems; to examine problems involved in the delivery of social services.

**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 interdependancies 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-prerequisite:**

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 organisational structures; to introduce the current debate about the nature and composition of public organisations (e.g. accountability, a representative public service etc.) and the structure of government organisations (e.g. organisational design, decentralisation, access, etc.); to examine the extent to which there have been changes in the nature, composition and structure of public organisations.

**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 practise 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.

## **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 organisational 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 organisational activity; to examine the pattern of structural linkages, inside organisations 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 organisational activity, and in particular, to survey attempts at assessing the impact of organisational 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. (P/G)

**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.

## **36201 ORGANISATION BEHAVIOUR**

**Semesters:** I and II

3 class contact hours  
6 week hours

**Pre-requisite:**

None.

**Objectives:**

To develop an understanding of the organisational, 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 organisation as a source of conflict between organisational role requirements and individual role requirements and individual satisfactions; to consider and evaluate various models used in the analysis of organisational 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 & Organisation Behaviour

**Objectives:**

To examine the organisation 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:** 1

3 class contact hours  
10 week hours

**Pre-requisites:**

Economy and Society II: Commercial Law

**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; Quantitative Methods II

**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 organisation; to examine the effect of increasing bureaucracy on the social, occupational and organisational structures of modern society; to examine modifications of, and suggested alternatives to, the bureaucratic model as desirable organisational patterns.

### **36406 EMPLOYEE RELATIONS I**

**Semester: I or II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Economy and Society II

**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 practise 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; and Community Politics or Organisation Behaviour

**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 service 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 organisations 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 contact 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 related to the identification, understanding, and solution of problems associated with the marketing management process. Students will become acquainted with the 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, and develop skills in both the application of research techniques 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 practical evaluation of the justification for undertaking research. To develop students to a point whereby they can efficiently and rationally evaluate the results of marketing, 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 ORGANISATION 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 organisations and the behaviour of man in organisational 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 organisations and to measure these concepts against the record of events, thereby to provide new insights into the nature of organisations and organisations in action; to explore, describe and classify organisational 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 organisational adaptation and change; to examine in detail major empirical studies of planned and unplanned organisation adaptation and change, in business and in organisations generally.

## **36602 ORGANISATION DESIGN**

**Semester:** II

3 class contact hours  
10 week hours

**Pre-requisite:**

Organisation Adaptation and Change

**Objectives:**

Organisation Design is a co-termination unit in the Administrative Studies Major in the Bachelor of Business Degree. Its overall aim is to provide students with the opportunity to apply skills acquired in earlier units of the sequence, and to equip them with those disciplinary, analytical and vocational skills peculiar to organisation design problems. Its specific objectives are:

To recapitulate upon the disciplinary skills and knowledge contributed by organisation theory to the diagnosis and analysis of organisational behaviour; to introduce the student to the theory and practice of organisation design by way of a comparative analysis of historical design approaches; to explore various conceptual frameworks for understanding an organisation's current strengths and weaknesses and to help determine what design changes will move a particular organisation 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 organisation design; to equip students with those synthetic skills and techniques required for the systematic design and planning of organisational structures, practices and operating mechanisms; to practise students in prescriptive design skills within a vocational context (i.e. designs for specific purposes).

### **36603 MANAGEMENT THEORY**

Semester: II

3 class contact hours

10 week hours

**Pre-requisite:**

Organisation 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:**

This is an advanced-level course which builds on students' previous studies of economics, politics and administration, and focusses on the policy processes in the public sector. It aims:

To develop in students an understanding of the dimensions of public policy issues; to give some insights into how 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 policy is formulated and implemented; to give an understanding of the analytic tools and models relevant to public policy problems, and to provide an opportunity for the students to practise the use of these tools.

## **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 basic understanding of consumer behaviour. 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, an 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 I

**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**

**7 week hours**

**Pre-requisite:**

Organisation and Management

**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 ORGANISATION AND MANAGEMENT**

**Semester:** II

2 class contact hours

7 week hours

**Pre-requisite:**

Social Dynamics

**Objectives:**

To describe current knowledge and modes of thinking about organisations and management; to further practise students in organisation 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 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 ORGANISATION STRUCTURE AND CHANGE (P/G)**

**Semester:** I

2 class contact hours

7 week hours

**Pre-requisites:**

Individual and Organisation

**Objectives:**

To examine major theories of organisation structure, in the context of differing environmental and organisational situations; to describe and classify empirical data about organisational reactions to internal and external pressures; to examine strategies and techniques used in planning adaptation and change in organisations; to examine in some detail major empirical studies of planned and unplanned organisational change; to develop an appreciation of the structural implications of strategic management action and most importantly, how management manipulates and changes organisational structures to achieve its specific objectives.

## **36802 ORGANISATION DESIGN (P/G)**

**Semester: II**

**2 class contact hours**

**7 week hours**

**Pre-requisites:**

Organisation Structure and Change .

**Objectives:**

To familiarise students with theories and techniques of organisation design and design models; to analyse historical change in design theories; to practise students in organisation design generally; to practise students in applying design theories and models to existent or simulated situations in their area of specialisation.

The pre-requisite unit Organisation Structure and Change examined how organisations are structured and may be changed to achieve specific objectives of management. Organisation Design explores alternative ways of achieving restructuring of organisations in particular stages of development operating in particular markets or publics, or facing various environmental contingencies. The relationship between organisation design as the accumulation of incremental management decisions and/or as a 'learning model' directed towards the achievement of a self-designing organisation, is explored in the course.

# **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

**Objectives:**

To study the nature of information and its generation; examine the categories of information resources available and their distinguishing characteristics, concentrating on print and electronic information resources, particularly those which provide brief concise information; establish criteria for the evaluation of information resources; identify strategies for the effective use of a range of resources to satisfy enquiries; delineate concepts involved in effective collection in libraries; examine issues affecting use of information resources, including copyright and censorship.

## **41104 INFORMATION METHODS IB**

**Semester:** I

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 and II

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To study the nature of information and its generation; examine the types of printed information resources available, emphasizing those which provide brief, concise information; list criteria for the evaluation of information resources and apply these to a selected sample of information resources; examine the effective use of information resources; familiarize students with the principles involved in effective collection development in libraries; examine issues affecting the use of information resources, including copyright and censorship.

**41107 INFORMATION USERS IA****Semester: I**

3 class contact hours  
6 week hours

**Pre-requisites:**

Psychology IA

**Objectives:**

To study the characteristics of information and library users; establish their information needs through a study of information surveys and user studies; to provide the student with experience of an individual person's information needs.

**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.

**41112 INFORMATION RESOURCES IIB****Semester: I and II**

2 class contact hours  
5 week hours

**Objectives:**

To examine types of audiovisual information resources available and their characteristics; evaluate audiovisual information resources according to established criteria; identify, operate, and evaluate relevant equipment for the use of each type of audiovisual information resource; examine the formulation of a collection development plan for audiovisual information resources and the relevant equipment; identify the major problems of copyright legislation relating to audiovisual information resources; identify potential areas of future development in audiovisual information resources.

**41114 INFORMATION USERS IB****Semester: I and II**

4 class contact hours  
8 week hours

**Pre-requisites:**

None

**Objectives:**

To determine the characteristics of information and library users; establish their information needs through a study of information surveys and user studies provide the student with experience of an individual person's information needs. To identify and evaluate existing patterns and systems of meeting information needs for users, and services which have evolved to meet them.

**41201 ISSUES IN LIBRARIANSHIP IB****Semester:** II2 class contact hours  
6 week hours**Pre-requisites:**

Information Users IB;

**Pre or Co-requisite:**

Information Users IIB

For Objectives see 41508 Issues in Librarianship IA

**41204 INFORMATION METHODS IIB****Semester:** II6 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: II**

3 class contact hours  
6 week hours

#### **Pre-requisites:**

Information Agencies IA

#### **Objectives:**

To identify and evaluate existing patterns and systems of meeting information needs for users; identify and evaluate existing services which have been evolved to meet information needs for users; to examine the role of the librarian in the provision of services.

## **41208 INFORMATION METHODS IIA**

**Semester: I**

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 I, 2.

## **41213 INFORMATION RESOURCES IIA**

**Semester: I and II**

3 class contact hours  
8 week hours

#### **Pre-requisite:**

Information Resources IA

#### **Objectives:**

To examine types of audiovisual information resources available and their characteristics; evaluate audiovisual information resources according to established criteria; identify, operate, and evaluate relevant equipment for the use of each type of audiovisual information resource; examine the formulation of a collection development plan for audiovisual information resources and the relevant equipment; identify the major problems of copyright legislation relating to audiovisual information resources; identify potential areas of future development in audiovisual information resources.

## **41214 INFORMATION USERS IIB**

**Semester: I and II**

2 class contact hours

**Pre-requisite:**

4 week hours

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.

## **41215 INFORMATION RESOURCES IIIB**

**Semester: II**

2 class contact hours

5 week hours

**Pre-requisite:**

Information Resources IB

**Objectives:**

To identify and contrast the essential characteristics of the humanities, the social sciences and the pure and applied sciences; examine generation, communication and use of information within those four areas; identify the types of information resources available in the disciplines of literature, fine arts, history, education, law, chemistry, biological sciences, engineering and medicine; examine effective use of a representative sample of these resources, particularly in relation to enquiries, and through the application of appropriate criteria; identify problems in collection building in the subject areas studied.

## **41216 INFORMATION RESOURCES IIIC**

**Semester: I and II**

2 class contact hours

5 week hours

**Pre-requisite:**

Information Resources IB

**Objectives:**

To enable students to examine in detail ONE of the following specialized areas of information resources:-

- Business
- Child/Young Adult
- Government
- Local History
- Social Welfare

These electives are not always available in each semester. For each area examine the nature of the subject or topic and the generation and communication of information within that subject or topic; identify the range and characteristics of information resources, both print and nonprint within the subject or topic; develop criteria for the evaluation and selection of information resources appropriate to the subject or topic; develop strategies for the effective use of information resources within the subject or topic; identify issues in collection building in the subject or topic.

## **41307 INFORMATION USERS IIIA**

**Semester:** I

2 class contact hours  
8 week hours

**Pre-requisite:**

Information Users IA; Psychology IIIA

**Pre or Co-requisite:**

Psychology IVA

**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:** II

3 class contact hours  
8 week hours

**Pre-requisite:**

Information Methods IIA

**Objectives:**

To examine the library as a complex system and as an organisation; describe, evaluate and apply methods of organising libraries and information services in relation to other organisations; 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:** I

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Resources IIA

**Objectives:**

To identify and contrast the essential characteristics of the humanities, the social sciences, and the pure and applied sciences; examine the generation, communication and use of information within those areas; identify the types of information resources available in each of the disciplines of literature, the fine arts, chemistry, medicine, biological sciences, law and history; examine the selection, effective means of use, and evaluation of a selected sample of information resources in these disciplines; identify problems in collection building in each of these disciplines.

## **41404 INFORMATION RESOURCES IVA**

**Semester: I and II**

2 class contact hours  
8 week hours

**Pre-requisite:**

Information Resources IIIA

**Objectives:**

To enable students to examine in detail ONE of the following areas of information resources related to a group of users:

Adult

Children

Young Adult

These electives are not always available in each semester; for each area, examine the range of resources available by genre or special topic and identify their characteristics; evaluate resources appropriate for each group of user; examine means of effective use of these resources by each group of user; identify issues in selection and collection building for each group of user.

## **41405 INFORMATION RESOURCES IVB**

**Semester: I**

2 class contact hours  
8 week hours

**Pre-requisite:**

Information Resources IIIA

**Objectives:**

To enable students to examine in detail ONE of the following formats of information resources:

Government

Visual

These electives are not always available in each semester; for each format, describe the generation and production of information; examine the range of information resources available and identify their characteristics; evaluate the information resources available; examine means of effective use; identify problems in collection building.

## **41406 INFORMATION RESOURCES IVC**

**Semester: I and II**

2 class contact hours  
8 week hours

**Pre-requisite:**

Information Resources IIIA

**Objectives:**

To enable students to examine in detail information resources related to ONE of the following topics:

Business

Local History

Social Welfare

These electives are not always available in each semester; for each topic, identify the characteristics and nature of the topic; examine the generation of information resources related to the topic; identify the range and characteristics of information resources available for each topic; examine means of effective use of these information resources; identify problems in collection building in relation to each topic.

## **41407 INFORMATION USERS IVA**

**Semester:** II

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.

## **41408 INFORMATION METHODS IVA**

**Semester:** I

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 database systems of direct concern to libraries and library networks; examine and evaluate the MARC system as an example of a national machine readable cataloguing database; 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:** II

2 class contact hours  
8 week hours

**Pre-requisites:**

Information Users IIIA; Information Methods IA

**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.

# **Recreation and Community Studies**

The Department of Leisure Studies offers a series of specialised units in Recreation, Participant and Programming Skills 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.

## **Vocational Studies**

Introduction to Leisure and Recreation	51103
Recreation Leadership	51104
Recreation Programming	51203
Recreation for Population Sub-Groups	51303
Organising and Managing for Recreation	51204
Work and Leisure	51304

## **Participant and Programming Skills**

Aquatics	17128
Dance in Recreation I & II	17127, 17227
Drama in Recreation I & II	13104, 13204
Electronics for Recreation	51112
Leisure Craft I & II	10130, 10230
Martial Arts	51111
Music in Recreation	16106
Outdoor Recreation I & II	51113, 51213
Physical Recreation I & II	17125, 17225

## **Fieldwork**

Fieldwork I	51105
II	51205
III	51305

## **Preparatory Studies**

Communication I	11111
An Introduction to Educational and Developmental Psychology	12105
Organisation Behaviour	36201
Sociology of Community	35203
Society and Culture	35101

## **Electives**

## **51103 INTRODUCTION TO LEISURE AND RECREATION**

**Semester: I**

3 class contact hours  
6 week hours

**Objectives:**

To introduce students to the concepts of recreation and leisure from: an historical viewpoint, a sociological viewpoint; to examine the place and role of leisure and recreation in modern society; to determine the range of potential community recreation involvement and the factors affecting this range; to identify the range of organised recreation activity currently provided in N.S.W. in general, and the Sydney Metropolitan area specifically; to provide guidelines for the identification and analysis of informed leisure situations and recreation involvement.

## **51104 RECREATION LEADERSHIP**

**Semester: I and II**

3 class contact hours  
6 week hours

**Objectives:**

To examine the theories and functions of leadership; to explore the dynamics of groups, and the function of leadership in relation to groups; to define the role of the recreation activity leader in the provision of recreation opportunity; to illustrate appropriate leadership skills and techniques in the context of a variety of recreation activities and situations; to provide opportunity for the practical application of techniques of leadership and group management in both simulated and real situations.

## **51203 RECREATION PROGRAMMING**

**Semester: I and II**

3 class contact hours  
6 week hours

**Objectives:**

To define and explore the concept of recreation programming; to examine the need and place of recreation delivery systems; to examine methods of assessing community need and designing programmes to meet that need; to identify the knowledge and skills required to plan, implement and evaluate recreation programmes in a variety of settings, and provide students with an opportunity to develop these skills.

## **51204 ORGANISING AND MANAGING FOR RECREATION**

**Semester: II**

3 class contact hours  
6 week hours

**Objectives:**

To familiarise students with the organisational dimensions of some of the contexts in which they are likely to operate; to enable students to create their own organisational structures for the delivery of recreation programmes; to equip students with a range of skills required to efficiently manage small organisations.

### **51303 RECREATION FOR POPULATION SUB-GROUPS**

**Semester: I**

3 class contact hours

6 week hours

**Objectives:**

To introduce students to the philosophical focus of recreation for population sub-groups; to examine the history and development of recreation services for these groups; to identify the basic etiological aspects of the various groups of recipients of specialised recreation services; to determine the recreational needs of these groups and the concomitant programming and adaptive skills required; to examine the various settings in which specialist services are delivered; to identify existing service delivery agencies within the community; to develop an appreciation of current trends and issues.

### **51304 WORK AND LEISURE**

**Semester: II**

3 class contact hours

6 week hours

**Objectives:**

To examine the concepts of work and leisure in industrial societies; to trace the historical development of Australian patterns of work and leisure; to analyse sub-cultural variables relevant to participation in, and commitment to, particular leisure pursuits; to examine the relationship between particular forms of work, leisure and other aspects of social structure; to relate changes in the nature of employment to the development of new requirements in leisure.

## **PARTICIPANT AND PROGRAMMING SKILLS**

### **51111 MARTIAL ARTS AND EASTERN CIVILISATION SPORTS**

**Semester: I**

3 class contact hours

6 week hours

**Objectives:**

To study the development of martial arts and sports in eastern civilisations; to gain an appreciation and understanding of the philosophies and values attached to these arts and sports; to develop skills in a variety of different forms of these arts and sports; to develop the self through expression in these arts and sports; to examine the scope and organisation of these arts and sports in the community; to develop the skills required to incorporate these arts and sports into community recreation programmes.

### **51112 ELECTRONICS FOR RECREATION**

**Semester: II**

3 class contact hours

6 week hours

**Objectives:**

To indicate the impact of electronics on all aspects of life, but in particular the rapidly growing influence of electronics on leisure and recreation; to outline the potential of some of this electronic equipment for use in recreation programmes, including its advantages and limitations; to develop skills in programming for use of electronic equipment in recreation.

**51113 OUTDOOR RECREATION I****Semester: I or II**3 class contact hours  
6 week hours**Objectives:**

To develop in students an understanding of the way outdoor activities and environmental education programmes can interact and be pursued simultaneously; to help students develop an understanding of basic ecological principles and assist them to appreciate the way outdoor recreation impacts upon the ecology of natural environments; to equip students with techniques for communicating ecological awareness in an outdoor environment; by direct experience, to give students the skills and knowledge of resources necessary to organise orienteering, bushwalking and camping programmes; to equip students with the knowledge and skills necessary to plan and safely lead minor cross country expeditions in the environs of Sydney.

**FIELDWORK****51105 FIELDWORK I****Semester: II (Full-time)****Semester: III & IV (Part-time)**

90 semester hours

**Objectives:**

To apply models and procedures developed in An Introduction to Leisure and Recreation, and Recreation Leadership; to gain practical leadership experience in at least two recreational settings in the handling of small groups; to augment lectures, tutorials, participant and programming skills through their practical application.

**51205 FIELDWORK II****Semester: III (Full-time)****Semester: V & VI (Part-time)**

120 semester hours

**Pre-requisites:**

Fieldwork I

**Objectives:**

To augment skills developed in Fieldwork I and Recreation Programming; to gain experience at various levels of delivery viz. operative and service delivery, with a greater emphasis on programming.

**51305 FIELDWORK III****Semester: IV (Full-time)****Semester: VII & VIII (Part-time)**

120 semester hours

**Pre-requisites:**

Fieldwork II

**Objectives:**

To augment skills developed in Organising and Managing for Recreation and Field work II; to apply and develop skills required in the organisation and administration of recreation programmes and services.



# 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.
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.

**College within a Department of the Government.**

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 of 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.

**Incorporation as college of advanced education.**

- (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.

- (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 corporate 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  
transfer 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**
- Fees** 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.
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.**
- By-Laws**
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.
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 therefore;
- (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. (Land 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 (Land 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.

	<b>Schedule 1.</b>
<b>Interpretation.</b>	<p>1. In this Schedule —</p> <p>“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;</p> <p>“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.</p>
<b>Application of Act to certain colleges.</b>	<p>2. This Act applies to and in respect of an established college (other than an established corporate college) as if —</p> <p>(a) this Act had been in force on the day on which the notification by which the college was constituted was published; and</p> <p>(b) that notification had been an order under section 4.</p>
<b>Reconstitution of certain corporate colleges.</b>	<p>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).</p>
<b>Continuation of reconstituted colleges.</b>	<p>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.</p>
<b>Application of Act to established corporate colleges.</b>	<p>5. Subject to this Schedule, this Act applies to and in respect of an established corporate college as if —</p> <p>(a) this Act had been in force on the day on which the notification by which the college was constituted was published; and</p> <p>(b) that notification had been a notification under section 5 (1).</p>
<b>Council of established corporate college.</b>	<p>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.</p> <p>(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 —</p> <p>(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</p> <p>(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.</p> <p>(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 —</p> <p>(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;</p> <p>(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;</p> <p>(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</p>

- (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 & 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**
9. In this Chapter—  
"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 Division 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.
10. For the purposes of section 7 (2) (a) (ii) of the Act, the prescribed offices are the offices of—

**Division 1—  
Preliminary**

**Division 2—  
Official  
Members.**

- (a) Praelector; and
- (b) Praefectus.

**Division 3—  
Academic and  
Non-academic  
Staff Members.**

- 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) 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 Officer 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 Officer 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 paragraph (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 ~~or~~ disclosing in what manner a voter has voted in an election under this Division.
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.
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.

#### **Division 6— Additional Members.**

#### **Division 7— General.**

- (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) instruction 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 make 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 semester;
  - (e) suspend that student from attendance at a particular class or classes for a period not exceeding one semester;
  - (f) suspend that student from the use of any facility of the College for a period not exceeding one semester; 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 appellant;
  - (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— Preliminary.**

91. In this Chapter, "Appeal Committee" means, in the case of an appeal by—
- (a) a servant—the Staff Appeal Committee; and
  - (b) a student—the Student Appeal Committee.
92. An Appeal Committee shall be appointed in accordance with the provisions of 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.

**Division 3—  
Appeals by  
Servants.**

- (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).
- (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—

**Division 4—  
Appeals by  
Students.**

- (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) (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.

## **CHAPTER XIV Fees**

121. Subject to the provisions of the Act, the Council may make rules for or with respect to—

(a) the amount of any fees or charges to be paid by students for the use of the facilities of the College; and

(b) the time at which such fees shall be due and payable.

122. The Principal may—

(a) exclude from any examination;

(b) exclude from any class or the use of any facilities of the College;

(c) withhold the result of any examination, test or other assessment of; or

(d) take any action, being a combination of any 2 or all of the actions specified in paragraphs (a) to (c), both inclusive, against,

any student who has not paid any fees due by him to the College.

## **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)



## Index

Academic Board .....	29
Academic Year 1983 .....	7
Academic Staff .....	20
Administrative, Social and Political Studies, Unit Outlines .....	304
Administrative Staff, Senior .....	28
Advisory Committees —	
● Board of Studies in Recreation and Community Studies .....	37
- Leisure Studies .....	37
● School of Financial & Administrative Studies .....	34
- Social Administration .....	34
- Public Administration .....	34
● School of Library and Information Studies .....	35
- Continuing Education in Library and Information Studies .....	35
● School of Practical Legal Training	
- Board of Governors of the College of Law .....	38
● School of Teacher Education .....	36
Affiliation By-Law .....	373
Art/Craft, Unit Outlines .....	184
Associate Diploma of Recreation .....	165
Associate Diploma in Securities Management .....	98
Bachelor of Business .....	75
Diploma of Teaching/Bachelor of Education (Primary Education) ..	147
Bachelor of Education (Physical Education) .....	151
Bachelor of Arts (Library Science) .....	130
Board of Studies —	
● School of Financial & Administrative Studies .....	31
● School of Library and Information Studies .....	31
● School of Practical Legal Training .....	32
● School of Teacher Education .....	33
● Recreation and Community Studies .....	32
Centres for Research and Development —	
● Centre for Community Information Services .....	70
● Centre for Community Environmental Studies .....	70
● Centre for Information Resources Studies .....	70
● Centre for Library Systems .....	70
● Centre for Management Studies .....	71
● Centre for Reading Education, CENFOREAD .....	71
● Centre for Research and Innovation in Library Education .....	71
● Centre for Research in Teacher Education, CRITERION .....	71
● Centre for Securities Industry Studies .....	71
● Centre for Social Welfare Studies .....	72
● Centre for Talented Children .....	72
● Child Study Centre .....	72
College By-Law .....	350
College Shield and Colours .....	67
Colleges of Advanced Education Act .....	337
Committees of Academic Board .....	29
Committees of Council .....	18
Committees of the Principal's Office .....	30
Communication Studies Unit Outlines .....	188
Conversion Course, Bachelor of Education (Primary) .....	150

Council, members of .....	17
Course Information —	
• School of Financial & Administrative Studies .....	73
• School of Library and Information Studies .....	127
• School of Practical Legal Training .....	141
• School of Teacher Education .....	145
• Board of Studies in Recreation and Community Studies .....	163
Economic Studies, Unit Outlines .....	293
Education Studies, Unit Outlines .....	196
English, Unit Outlines .....	216
Financial and Quantitative Studies, Unit Outlines .....	272
Handicapped Students .....	72
Handicapped Students Committee .....	30
Health Education, Unit Outlines .....	230
Historical Background .....	3
Legal Studies, Unit Outlines .....	298
Library and Information Studies, School of .....	127
Information Studies, Unit Outlines .....	322
Mathematics, Unit Outlines .....	236
Music, Unit Outlines .....	244
Parking and Traffic Regulations .....	59
Physical Education, Unit Outlines .....	249
Plan of College Campus .....	379
Postgraduate Courses —	
• Graduate Diploma in Children's Literature .....	161
• Graduate Diploma in Educational Studies (Reading Education) ..	157
• Graduate Diploma in Educational Studies (Special Education) ..	158
• Graduate Diploma in Educational Studies (Learning Difficulties) ..	159
• Graduate Diploma in Library Science .....	137
• Graduate Diploma in Teacher Librarianship .....	138
• Graduate Diploma in Administration .....	102
• Graduate Diploma in Finance .....	113
• Graduate Diploma in Communication Management .....	118
Practical Experience, Unit Outlines .....	174
Practical Legal Training, School of .....	141
Principal Officers of the College .....	19
Principal Dates 1983 .....	11
Recreation and Community Studies, Unit Outlines .....	330
Resources Centre .....	69
Scholarships, Teacher Education Advisory Office .....	67
Schools —	
• Financial & Administrative Studies .....	73
• Library and Information Studies .....	127
• Practical Legal Training .....	141
• Teacher Education .....	145
Science, Unit Outlines .....	257
Semester Unit Outlines .....	171
"Show Cause" Policy, School of Library and Information Studies ..	135
Social Science, Unit Outlines .....	266
Sports Association .....	64
Staff —	
• Academic .....	20
• Senior Administrative .....	28
• Counselling and Health .....	27

● Resources Centre .....	27
- Library .....	27
- Production Services .....	27
Student Affairs .....	61
Student Appeals, School of Financial & Administrative Studies .....	82
Student Facilities .....	64
Student Regulations .....	39
● Admission Requirements .....	42
● Admission to Postgraduate Courses .....	43
● Advanced Standing .....	44
● Assessment Procedures .....	48
● Attendance Requirements .....	46
● Change of Address .....	48
● Change in Course Programmes .....	46
● Correspondence .....	48
● Course Requirements .....	46
● Discontinuance of Studies .....	46
● Examination Procedures .....	49
● Exclusion from Courses .....	47
● Fees .....	45
● General Conduct .....	48
● General Rules for Masters Degrees by Thesis .....	52
● Illness or Misadventure at Examination Time .....	49
● Leave of Absence .....	46
● Maximum Time to Complete a Course .....	47
● Miscellaneous Students .....	44
● Petition to Challenge .....	44
● Petition to undertake course by individual seminar or Practical Studies .....	45
● Status of Students .....	45
● Students Appeals Procedures .....	50
● Student Identity Card .....	45
Teachers Education Scholarships Advisory Office .....	67
Teacher Education, School of .....	145
Tertiary Education Assistance Scheme .....	67
Traffic and Parking Regulations .....	59
Undergraduate Courses —	
● Associate Diploma in Recreation .....	165
● Associate Diploma in Securities Management .....	99
● Bachelor of Business .....	75
● Bachelor of Arts (Library Science) .....	130
● Bachelor of Education (Physical Education) .....	151
● Diploma of Teaching/Bachelor of Education (Primary Education)	147

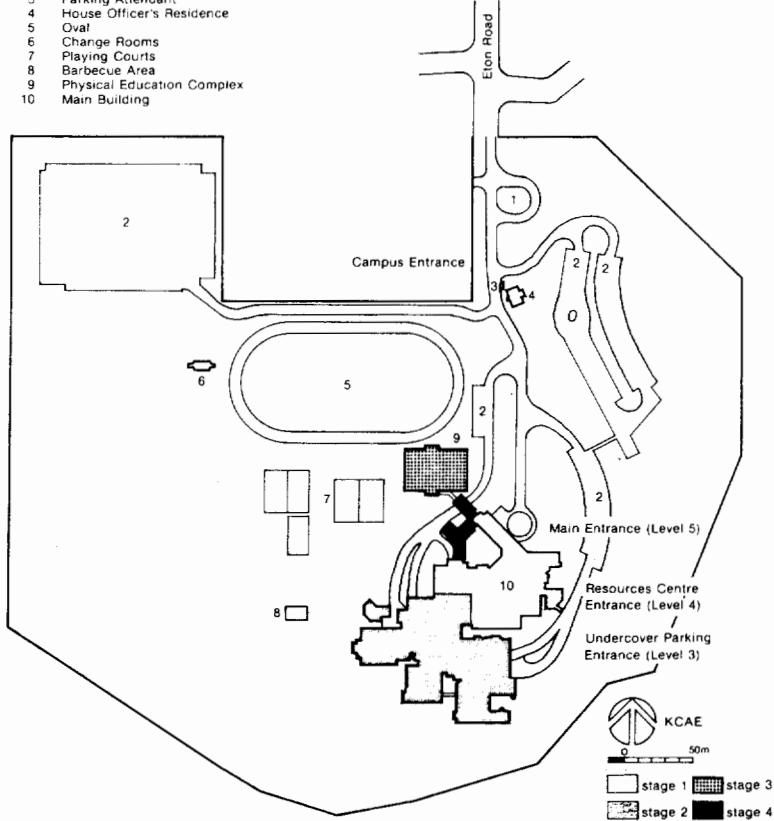


# Campus Plan

## 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**