

1987 Handbook

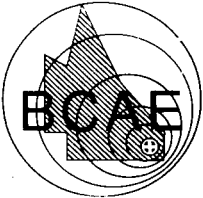
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Brisbane College of Advanced Education

1987 HANDBOOK

**BRISBANE COLLEGE OF
ADVANCED EDUCATION**

Brisbane College of Advanced Education
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CAMPUSES:

CARSELDINE CAMPUS

Beams Road, Carseldine, Brisbane
Postal Address: PO Box 284, Zillmere, Qld 4034

KEDRON PARK CAMPUS

Kedron Park Road, Lutwyche, Brisbane
Postal Address: PO Box 117, Kedron, Qld 4031

KELVIN GROVE CAMPUS

Victoria Park Road, Kelvin Grove, Brisbane
Postal Address: Victoria Park Road, Kelvin Grove, Qld 4059

MOUNT GRAVATT CAMPUS

Messines Ridge Road, Mount Gravatt, Brisbane
Postal Address: PO Box 82, Mount Gravatt, Qld 4122

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BRISBANE COLLEGE OF ADVANCED EDUCATION

130 Victoria Park Road

Kelvin Grove, Queensland 4059

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INTRODUCTION

Brisbane College of Advanced Education was formed in January 1982 by unification of the Kelvin Grove, Mount Gravatt and North Brisbane Colleges of Advanced Education and the Brisbane Kindergarten Teachers' College. However, the lineage extends back into Queensland's history this century to include: Kelvin Grove College of Teacher Education, Kelvin Grove Teachers' College, the (Queensland) Teachers' College, the (Queensland) Teachers' Training College, Mount Gravatt Teachers' College and Kedron Park Teachers' College.

The College continues to be the major centre for the education of teachers in Queensland, but it also offers well-established courses in business, the social sciences, applied science and the arts. Courses at associate diploma, diploma, bachelor's degree, graduate diploma and master's degree levels are available; most can be undertaken by full-time or part-time study and several are offered by external study. All have a substantially vocational orientation. In addition to its formal award courses, the College has a substantial commitment to the provision of continuing education courses in a wide variety of fields.

The College has four campuses: Carseldine, Kedron Park, Kelvin Grove and Mount Gravatt. Its eight academic Schools are located as follows:

Carseldine:	School of Teacher Education School of Health and Welfare Studies (Provisional)
Kedron Park:	School of Business
Kelvin Grove:	School of Teacher Education School of the Arts School of Early Childhood Studies
Mount Gravatt:	School of Teacher Education School of Leisure Studies (Provisional)

With an enrolment of some 10,000 students in 1987, Brisbane College of Advanced Education is already a comparatively large institution. It is, however, expected to continue for the foreseeable future the steady growth in student numbers experienced since establishment, and will play a significant part in the expansion of educational opportunity in its region.

1 Council and Committees

THE COUNCIL

Chairman:

D.K.B. Fraser, MB BS *Qld*, FRCP *Edin.*, FRACP

Deputy Chairman:

J.J.W. Siganto, BE *Qld*, FIE *Aust.*, MAIRAH, FASHRAE

Director:

P.B. Botsman, AM, BCom BEd *Melb.*, MA *Monash*, DipEdAdmin *NE*, PhD *Cornell*, FACE FRIPA, FRSA

Nominee of the Director-General of Education:

I.J. Matheson, BA BEd MEdAdmin *Qld*

Members Nominated by the Minister for Education:

I. Apel, MB BS DPM *Qld*, MRCPsych *Lond.*, FRANZCP

A. Bartholomai, MSc PhD *Qld*

R.A. Dore, BEcon BCom *Qld*, FCIS, AASA, AAUQ

J.E. Gibson

A.M. Grant-Taylor, OAM, PhC DiplIndChem *CTC*, FPS

W.K. Hayes, JP, LSMIS *Aust.*

K. Horwood, BA AEd *Qld*, MACE

A.K. Lavis, FCA, ACIS

J.E. Miles, BEng BEcon *Qld*, FIE *Aust.*, MIStructE

M.A. Muldoon

P.S. Wright, JP, AAIB (Snr), AIMM

Elected Staff Members:

H.R. Childers, BEcon (Hons) *Qld*

P.J. Isaacs, BD *Qld*, MA PhD *Exe.*, DipEd *Lond.*, MACE

L.H. Sheehan

J.L. Tyman, MA DPhil *Oxf.*, MA DipEd *McG.*

Elected Student Members:

S.T. McLennan

S.J. Richards

Council Nominated Members:

H. Gulash, BA *Ncle (NSW)*, GDEd *Flinders*

G.W. Hines, MA DipEd *Oxf.*, FAIM, MIPM

Secretary:

J.H. Porter, BCom *Qld*

COMMITTEES OF COUNCIL

CHAIRMEN'S COMMITTEE

Terms of Reference

The Chairmen's Committee will:

1. act on behalf of Council on matters of specific delegation. Any action taken under this section will be reported to Council;
2. in exceptional circumstances act on behalf of Council when action has to be taken between normally scheduled Council meetings, or when circumstances forbid a Council meeting being held. Any action taken under this section will be notified to Council for ratification at the earliest possible opportunity;
3. make recommendations to Council on special matters which may be referred to it by Council.

COUNCIL AND COMMITTEES

Composition

Chairman of Council
Deputy Chairman of Council
Chairman, Finance Committee
Chairman, Property Committee
Chairman, Personnel Committee
Chairman, Legislation Committee
Chairman, Student Affairs Committee
Chairman, Halls of Residence Committee
Director
Executive Principal

FINANCE COMMITTEE

Terms of Reference

A. General

Subject to the Education Act and consistent with the By-laws of the College, to make recommendations to Council on matters pertaining to finance.

B. Specific

Without limiting the generality of A.,

1. to act for and on behalf of Council between Council meetings on matters related to finance, and to report on, and where necessary, seek ratification of actions taken, at the next Council meeting;
2. to advise Council on annual budgets and submissions for non-capital funds for the College through the appropriate advanced education authorities;
3. to ensure close financial control and management of College finances within all budgets (General Fund, Capital Fund, Trust Fund, Special Activities Fund) adopted by Council, and to authorise variations within approved fiscal allocations subject to later ratification by Council;
4. to make recommendations to Council on the insurance provisions for the College's buildings, property and staff;
5. to make recommendations to Council on investment policy and then within established policy, approve the investment of funds under the control of the College.

Composition

Chairman of Council
Chairman, appointed by Council
Two other members of Council who are not members of staff of the College
One academic staff member of Council
One general staff member of Council
Director
Executive Principal

LEGISLATION COMMITTEE

Terms of Reference

A. General

Subject to the Education Act, and consistent with the By-laws of the College, to make recommendations to Council on all legal matters.

B. Specific

Without limiting the generality of A.,

1. to recommend to Council formulation of and amendments to By-laws of the College;
2. to examine and report to Council on legal agreements relating to student affairs, business enterprises, employment and general College affairs as directed from time to time by Council;
3. to report to Council on the legal aspects of rules and regulations drawn up under the By-laws;
4. to advise and report to Council on the effects on College operations of rules made under the By-laws of the College.

Composition

- Chairman of Council
- Chairman, appointed by Council
- Four other members of Council, including one staff member, and one student member
- Director
- Executive Principal

PERSONNEL COMMITTEE

Terms of Reference

A. General

Subject to the Education Act and consistent with the By-laws of the College, to advise and make recommendations to Council on all personnel matters within the College.

B. Specific

Without limiting the generality of A.,

1. to make recommendations to Council with respect to staff-related policies and procedures to apply within the College;
2. to monitor the implementation of established policies;
3. to make recommendations to Council concerning delegations of authority on staff-related matters;
4. to monitor the staffing establishment and profiles of the College and to recommend to Council concerning variations;
5. to advise Council with respect to the implications of relevant industrial awards and agreements;
6. to advise Council on any matters in relation to staff as Council may from time to time determine.

Composition

- Chairman of Council
- Chairman, appointed by Council
- Three other members of Council who are not members of staff of the College
- One academic staff member of Council
- One general staff member of Council
- Director
- Executive Principal

PROPERTY COMMITTEE

A. General

Subject to the Education Act, and consistent with the By-laws of the College, to make recommendations to Council on all matters affecting College property.

B. Specific

Without limiting the generality of A.,

1. to keep under active review submissions from all sections of the College community for
 - (a) accommodation, plant and equipment relating to buildings;
 - (b) general campus facilities, including roads, services, car parking and landscaping of grounds; andto examine and evaluate these submissions, so that space and facilities may be maximised in terms of the goals of the College;
2. to advise Council on the implementation and updating of plans for College development, to make recommendations on capital works programs and budgets as required and to undertake feasibility studies of capital projects that may be financed by the College.
3. to recommend to Council the employment of consultants and to monitor the design, documentation and supervision of major projects;

COUNCIL AND COMMITTEES

4. on behalf of the Council, and within the College's financial delegation policy guidelines, to review the capital expenditure programs, particularly regarding the timing of spending, cash flows and avoidance of over- or under-spending;
5. to review the condition of buildings and grounds and make recommendations to the Council regarding the carrying out of necessary maintenance, renovation, security, cleaning and beautification works;
6. to advise Finance Committee on valuation of buildings and other physical fabric for insurance purposes.

Composition

Chairman of Council
Chairman, appointed by Council
Four other members of Council including a staff member and a student member
Director
Executive Principal

STUDENT AFFAIRS COMMITTEE

Terms of Reference

A. General

Subject to the Education Act, and consistent with the By-laws of the College, to make recommendations to Council on all matters affecting student welfare.

B. Specific

Without limiting the generality of A.,

1. to be responsible for all aspects of liaison between the Council and the student body generally;
2. to be aware of the activities of the Brisbane College of Advanced Education Union and to provide such assistance as may be appropriate when requested by the Union;
3. to promote social/cultural activities across campuses in order to integrate the student body within a closely knit community;
4. to have general oversight of the functioning of community buildings and other facilities on campuses from a student's perspective and to make recommendations to Council for any changes required;
5. to report to Council on needs and issues in relation to student welfare and counselling services;
6. to respond to requests for meetings originating from students generally or particular groups of students where the matter is of sufficient urgency or importance.

Composition

Chairman of Council
Chairman, appointed by Council
Two other members of Council
Two student members of Council
One Student Counsellor
Director
Executive Principal

HALLS OF RESIDENCE COMMITTEE

Terms of Reference

A. General

Subject to the Education Act, and consistent with the By-laws of the College, to make recommendations to Council on all significant matters relating to the operation of the Halls of Residence.

B. Specific

Without limiting the generality of A.,

1. to make recommendations to Council on policy for
 - (a) the provision of high class accommodation and fare;
 - (b) the selection of students;

- (c) an environment to promote personal growth and responsibility among residents;
 - (d) conferences and special function;
 - (e) annual budgets, recurrent and capital, including the level for student fees and residential conference fees;
2. to monitor income and expenditure within the approved budgets;
 3. to approve maintenance and works programs for the Halls of Residence within the approved budget;
 4. to provide advice and assistance to the Dean of the Halls of Residence as appropriate.

Composition

Chairman, appointed by Council
One other member of Council who is not a member of staff of the College
Director
Campus Principal, Mount Gravatt
Bursar
Dean, Halls of Residence
One female student member
One male student member

ACADEMIC BOARD

The Academic Board is the principal academic committee within the College, whose major roles are to formulate policy and advise the College Council and Director on matters concerning the academic program of the College as a whole.

Functions

The Academic Board is responsible for:

1. developing academic policies and procedures which give expression to the College's statement of purpose, goals and objectives;
2. the planning, development, coordination and oversight of the academic program of the College, including the determination of general policies, procedures and rules concerned with course structures, unit schedules, awards and the maintenance of academic standards, student admission, assessment and progression, the academic calendar, planning and review of timetables;
3. advising the Director and Council on desirable course developments, particularly in relation to triennial planning;
4. the effective conduct of all course accreditation and reaccreditation procedures for both award and continuing education courses, with appropriate delegation of responsibilities to Boards of Studies;
5. keeping under review the quality and adequacy of academic services and facilities;
6. consideration of academic matters referred to it by the Council, the Director, Boards of Studies and where appropriate, by other committees, groups or individuals, and mediating on issues raised by Boards of Studies as required;
7. the general promotion of programs for the professional development of staff, the fostering of staff research and consultancy activities and the provision of other professional services to the community;
8. the appointment of such committees or working parties/task forces as the Board considers necessary for the effective discharge of its functions.

Composition

The Academic Board shall comprise:

Director
Executive Principal
Chairpersons of Boards of Studies (Heads of Schools) (8)
An academic staff member elected from and by the full-time academic staff of each School (8)

COUNCIL AND COMMITTEES

A student from each campus, selected by the Student Union Council (4)
Head, College Resource Centre
Academic Registrar
External members of the College Council, nominated by the Council (2).

2 Staff

PRINCIPAL OFFICERS OF THE COLLEGE

DIRECTOR:

P.B. Botsman, AM, BCom BEd *Melb.*, MA *Monash*, DipEdAdmin *NE*, PhD *Cornell*, FACE, FRIPA, FRSA

EXECUTIVE PRINCIPAL:

N.R. Parsons, BSc *Tas.*, MSc *Melb.*, PhD *Tas.*, FAIM

CAMPUS PRINCIPALS:

Carseldine

D.C. Young, BA BEd(Hons) *Qld*, PhD *Birm.*, MACE

Kedron Park

W.O. McCarthy, MAgrSc *NZ*, PhD *Iowa S.*, FAIM, FIBA

Kelvin Grove

G.J. Jones, BSc BEd(Hons) *Qld*, MA *San Diego*

Mount Gravatt

P.H. Meade, BSc BEd(Hons) *Qld*, MA(Hons) *LaT.*, PhD *NSW*, FACE

ACADEMIC REGISTRAR:

A.M. Brownhall, BA BEcon *Qld*.

BURSAR:

J.A. Nelson, BCom *Qld*, AAUQ, FASA, CPA

REGISTRAR:

J.H. Porter, BCom *Qld*

HEADS OF SCHOOLS:

School of the Arts — Kelvin Grove

J. Shaw, BA BEd *Qld*, CertAppA

School of Business — Kedron Park

W.O. McCarthy, MAgrSc *NZ*, PhD *Iowa S.*, FAIM, FIBA

School of Early Childhood Studies — Kelvin Grove

G.F. Ashby, MA DipEd *Otago*, FACE

School of Health and Welfare Studies (Provisional) — Carseldine

G.E. Embelton, BA BD MEdSt *Qld*, PhD *MichS.*, DipRE, MCD, MAPsS

School of Leisure Studies (Provisional) — Mount Gravatt

T.C. Arnold, MPE *Brit.Col.*, PhD *Qld*

School of Teacher Education — Carseldine

D.C. Young, BA BEd(Hons) *Qld*, PhD *Birm.*, MACE

School of Teacher Education — Kelvin Grove

G.J. Jones, BSc BEd(Hons) *Qld*, MA *San Diego*

School of Teacher Education — Mount Gravatt

P.H. Meade, BSc BEd(Hons) *Qld*, MA(Hons) *LaT.*, PhD *NSW*, FACE

SCHOOL OF THE ARTS — KELVIN GROVE CAMPUS

Head of School:

J. Shaw, BA BEd *Qld*, CertAppA

Principal Lecturer:

M.S. Collins, BA(HonsMus), PGradCertEd *Lond.*, MA *Durh.*, PhD *Leeds*

DEPARTMENT OF ART

Head:

J. Airo-Farulla, MA PhD *Wash.*

Senior Lecturers:

B.J. Dean, NDD ATD *Birm.*

M.H. Muhling, ATD DipDp *Qld*, MS *Rock.I.T.*, ACTCB

C.E. Portley, BA AED *Qld*

W.F. Robinson, DipT(Art), DipDp *Qld*, AMusA

Lecturers:

J.B. Aitkenhead, DA *Dund.*

G.C. Coomber

A.J. Dwyer, BEd *Qld*

C.F. Falvey, DipHSc *Kelvin Grove*

S. Frost, CertT *Mount Gravatt*, ADArt *Brisbane C of A.*, Dip *Film & TV School*

V.L. Garnons-Williams, BEd(Sec) *BrCol.*, GdArtSt *Syd. CAE*

B.F. Grulke

A.E. Lawrence, CertAppA DFA *Qld*

W.J. Palmer, CertAppA DFA *Qld*

A. Place, NDD *Leeds*, ARCA, AIDIA

DEPARTMENT OF DRAMA AND DANCE

Head:

P.D. Lavery, BA DipEd *Qld*, DipD *Brist.*, LittB *NE*

Lecturers:

S. Boughen, BA(Hons)Dance *Lond.*

P.J. Chapman, BA *Qld*, LTCL *Lond.*, LSDA

G.J. Collins

B. Haseman, DipT *Kelvin Grove*, BA *Qld*, AdvDipSpeech and Drama *Lond.*, ASDA, LSDA,

ATCL, LTCL, FTCL

D.M. Kruck, BEd *Qld*, FTCL *Lond.*, LSDA

D.K. McCrudden, DipStageProd *NIDA*

S.I. McFarlane, BA FTCL *Lond.*, ASDA

R.W. Osmotherly, DipT *Rusden*

J. Pippen, BA *Qld*, MA *Lanc.*, ATCL

M.L. Radvan, BA(Hons), DipEd *Syd.*, DipDirecting *NIDA*

M.M. Smith-Sietsma, DipABS, Solo Seal, ARAD

S. Streets

DEPARTMENT OF MUSIC

Head:

J.K. Ashton, BA BEd, DipM *Qld*, LTCL

Lecturers:

M.A. Debski, MA *Hunter*, BMus *Yale*

F.J. Erickson, BA *Qld*, DipM MEd *Syd.*, LMusA, LTCL

S.H. Forster, MM *Indiana*, MM *Miss.*

C. McCreath, BA AED *Qld*, DalcrozeSCert *Syd.*, AMusA, ATCL, AAIM

B.A. Vergara-Pink, MMus(Perf) *Melb.*, Hoch'fung *Freiburg*

G.Y.K. Yuen, DSCM *Syd.*, Vienna Academy Cert, *Vienna*, MRE MchM *Louisville*

SCHOOL OF BUSINESS — KEDRON PARK CAMPUS

Head of School and Campus Principal:

W.O. McCarthy, MAgSc *N.Z.*, PhD *Iowa S.*, FAIM, FIBA

DEPARTMENT OF ACCOUNTING AND LAW

Head:

S.C. Thompson, BCom(Hons) MFinMan *Qld*, FASA, CPA, FCIS

Senior Lecturers:

T.J. Black, BCom MFinMan *Qld*, FASA, CPA, ACANZ, ACIS

P.J. Byrnes, BCom(Hons) LLB(Hons) *Qld*, AASA, CPA, Barrister at Law

Lecturers:

J. Campbell, BCom (Hons) MFinMan *Qld*, AASA, CPA

M. Christensen, BBus *Bris.*, AASA

S.A. Frazer, BA LLB(Hons) *Qld*, ASDA

L.M. Gallagher, CertT, BCom *Qld*, AASA

M. Pearce, BCom *Qld*, AASA

Tutor:

C.N. Gaunt, BBus *Bris.*, AASA

DEPARTMENT OF COMPUTING

Head:

R.M. Leigh, BSc DipEd NSW, MSc PNG, PhD *James Cook*

Lecturers:

H.H. Bentley, TCert *St Lukes*, BSc(Hons) *Manc.*, MSc *Qld*, MACS

J.A. Farley, BAppSc(Computing) *QIT*, MACS

K.C. Herbert, BA *Qld*, GDContEd *Armidale*

C. Kynaston, BA(Hons) *Leic.*

E. McDade, TDipCom *Strathclyde*, BEdSt *Qld*, TCert *Jordanhill*

I. McEwan, BA *ANU*, L.S.W. *Vic.*

B.P. O'Connor, BEcon BCom *Qld*

L. Parsons, BA MEdSt *Qld*

N.W. Shepherd, BSc BEdSt DipCompSc *Qld*, MACS

Tutor:

S.A. Stephens, BEcon *Qld*, GDSecSt *Bris.*

DEPARTMENT OF INDUSTRIAL RELATIONS

Head:

H. Guille, BSc(Hons) *R'dg*

Lecturers:

L.A. Dacre, BA LLB *Cant.*

G.B. Kitay, BA(Hons) MA *Well.*, PhD *ANU*

D.A. Lambert, DipSS *Oxf.*, BSc *Wales*, MSc(Econ) *Lond.*

T.P. McCarthy, LLB *Auck.*

G. Strachan, BA(Hons) DipEd *Qld*, MAITD

P.J. Sutcliffe, BEcon(Hons) MEcon(Hons) *Syd.*, AAIM

M. Winter, BA *NSW*

DEPARTMENT OF MARKETING AND APPLIED ECONOMICS

Head:

P.A. Cassidy, QDA QAC., MAgSc PhD *Qld*

Lecturers:

M.J. Baxter, BSc DipEd *NE*, MA *ANU*, APA ANZMRA

J.R. Butler, BEcon MPolEcon *Qld*

J.N. Chapman, BA DipPsych *Qld*

C.W. Collyer, BEcon(Hons) MEconSt *Qld*

H. Higgs, BEcon(Hons) DipEd MEconSt *Qld*

STAFF

M.S. Quayle, BEcon MPolEcon *Qld*
J.J. Rathbourne, DipT *Kedron Park*, BA MA *Qld*, LSDA(Aust), ATCL(Lond.)
M.M. Seth-Smith, BA(Hons) *Kingston*, MSc(Econ) *Lond.*
E.C. Wood, BA(Hons) *Qld*. ATCL, FIPSA, AIMM, MAPsS

SCHOOL OF EARLY CHILDHOOD STUDIES — KELVIN GROVE CAMPUS

Head of School:

G.F. Ashby, MA DipEd *Otago*, FACE

DEPARTMENT OF CARE AND EDUCATION:

Head:

O. McMahon, Dip.KTC *BKTC*, Cert.Child Dev *Lond.*, MEd(SpecEd) *James Cook*, MACE

Senior Lecturer:

J.A. Bedford, CertT(Primary) *Kelvin Grove*, BEd MEdSt *Qld*, MACE

Lecturers:

G.I. Halliwell, CertT *Kelvin Grove*, DipT *BKTC*, BEdSt *Qld*, MSc *Ill.*

R. Irons, MEd *Indiana*, BA *Wisconsin*

B.J. Broughton, CertT *Kelvin Grove*, DipT *BKTC*, BEdSt *Qld*, CDTRT

D.E. Gahan, DipECE *BKTC*, BA *Qld*, MEd *Ill.*

L.G. Nicoll, CertT BA *Canb.*

B. Piscitelli, BA *Keuka*, MEd *Antioch*

K.M. Throssell, FroebelCert CertEd *Birm.*, BEdSt *Qld*

S.V. McLean, DipKTC *BKTC*, BEdSt *Qld*, MEd PhD *Arizona*

Senior Tutors:

M.I. Jenvey, DipKTC *Syd.*, CertECE *Macq.*

D.C. McArthur, CertT(Prim) *Kelvin Grove*, GDAbEd *Townsville*

N.J. Gilbert, CertEd, BEd(Hons) *Exe.*, MA *Flinders*

J. Davis, DipT *Townsville*, BSc *Griff.*

DEPARTMENT OF CHILD AND FAMILY DEVELOPMENT:

Head:

G.M. Lewis, BA PhD *Qld* MEd *Canb.*, CertT *NSW*, MACE

Senior Lecturer:

J. Kean, MA DipEd *Otago*, DipT *DTC*, DipEdPsych *Auck.*, LTCL *Lond.*, AAEECE, AARE

Lecturers:

M.B. Henry, BA *Syd.*, DipEd MEdSt *Qld*

J. McDonell, DipKTC *BKTC*, BSEd *Mills*, MS *NewYork*

D.C. Berthelsen, DipT *Kedron Park*, ArtSpecEd *Mount Gravatt*, BA(Hons) MA AppPsych *Qld*

K.A. Irving, BA(Hons) *Qld*

C. O'Brien, BHMS(Hons) MHMS *Qld*, DipPE *Syd.TC*, CertT *NSW*

Senior Tutors:

C. A'Beckett, DipKTTC *Melb.* GradDipEdSt *IECD*

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L.A. Pyott, BEd *Kelvin Grove*

F. Talty, BEdSt *Qld*

DEPARTMENT OF MATHEMATICS, SCIENCE AND COMPUTING

Head:

J.T.F. Briggs, BA BSc BEd PhD *Qld*, MA *San Diego*

Senior Lecturers:

H. Martin, MA *Ulster*, MSc PhD *Belf.*, GradCertEd *Lond*.

D.J. O'Brien, BSc DipCompSc *Qld*, LittB *NE*, MSc *Nott.*, MACS

J.M. Richmond, BA *Adel.*, MSc *Syr.*, PhD *Ohio S.*

Lecturers:

D.S.M. Cheung, BSc PhD *Tas*.

R.J. Cullen, BA BEd MSc *Qld*

G.M. Davey, BSc BEd *Qld*, LittB *NE*, MSc *Nott*.

B. Downes, BSc *James Cook*, BEdSt *Qld*

L. Hanbury, BA *NE*, MA *Hull*

J.C. Holliday, BSc BEd MEdSt *Qld*

R.K. Martin, BA BSc DipEd *Qld*, MSc *Griff*.

C.W. McKavanagh, BA BSc BEd MEdSt *Qld*

R.S. Nisbet, BSc BEd MEdSt *Qld*, LTCL, MACE

J.M. Pike, BA *NE*, QDA QAC, MSc *Aberd*.

R.F. Swindell, DipT *Cant.*, PhD *Idaho*

E.T. Williams, BCom *Melb.*, BA *Qld*, GradCertEd *Lond*.

DEPARTMENT OF PHYSICAL EDUCATION

Head:

K.C. Vassella, BA BEd DPE *Qld*, MA *San Diego*, FACHPER

Senior Lecturer:

O.J. Cavanagh, BEd DPE *Qld*, MACE

Lecturers:

D. Baker, DipT(EC) *BKTC*, BA *Qld*, GradDipHealthEd *Kelvin Grove*, GradDipMusicEd *Bris*.
 J.V. Black, BA BEd DPE *Qld*
 P.B. Schlinker, BEd DPE *Qld*, MEdAdmin *NE*
 A.J. Silvey, DPE *Kent*, MA *Utah*
 W.R. Stapleton, BEd DPE *Qld*

DEPARTMENT OF PSYCHOLOGY AND SPECIAL EDUCATION**Head:**

H.E. Thompson, BSc BEd(Hons) MEdSt *Qld*, ARACI, MACE

Principal Lecturer:

D.J. Power, BA MEd *Melb.*, PhD *Ill.*, TPTC *Geelong*, TTCTD, MAPsS, MAARE, MAASE
 MAATD

Senior Lecturers:

B.J. Bartlett, MA DipPsych *Qld*, PhD *Arizona*, AERA, IRA, ARA, QCA
 G.C. Elias, BEd MEdSt PhD *Qld*, TTCTD, AATD, MACE
 J.M. Reddington, BA *Wales.*, DipEdTher *Calif.*, DipPsych *Qld*, AAPsS
 P.R. Thomas, MA *Qld*, MAPsS

Lecturers:

B.D. Briese, MEdSt *Qld*, DipRE *Melb.Coll.Div.*, DipTheol *Bapt.Theo.Coll. Qld*, GDSE *Mount Gravatt*
 P.J. Broerse, BA(Hons) *Tas.*, PhD *Qld*
 F.K. Bryer, BA (Hons) PhD *Qld*, AAPsS
 M.F. Byrne, BA BEd MEdSt *Qld*, FTCL
 E.A. DeLacy, BA MAppPsych *Qld*, MAPsS
 A.D. Evans, BEd GradDipSpecEd *Mount Gravatt*
 P.C. Harker, BA(Hons) *NSW*, MA *Qld*
 M.B. Hyde, MEdSt *Qld*, CertAudiologySt *Wash.*, TTCTD, AATD
 D.W. Meadows, BEd MSc *Calg.*, TPTC *Toorak*, TSpTC *Melb.TC*
 H.J. Milne, MEdSt *Qld*, NZTTC *Auckland TC*, GDSE *Mount Gravatt*
 A.J. Mulroney, AEd *Qld*, DCTB, RCTB
 M.R. Power, BA DipEd BEd *Melb.*, MEd *Ill.*, PhD *Griff*.
 J.B. Wellings, BEd *Qld*

Tutors:

J.E. Clare, TPTC, TTCTD, LSDA *Qld*
 L.A. Holland
 A. Hough

DEPARTMENT OF SOCIAL STUDIES**Head:**

D.L. Mahony, LittB MA(Hons) *NE*

Principal Lecturer:

J.L. Tyman, MA DPhil *Oxf.*, MA DipEd *McG*.

Senior Lecturer:

E.A. Smith, BA BEd DPE *Qld*, MACE

Lecturers:

K.M. Kelly, BEd *Mount Gravatt*
 A.B. Neil, BA MEd *Melb.*
 L.J. Parry, BEd *Mount Gravatt*
 B.B. Poulter, BA *Brown*
 N.N. Russell, BA BEd *Qld*, MEd *N'cle(NSW)*

GENERAL STAFF

OFFICE OF THE DIRECTOR

Director: P.B. Botsman, AM BCom BEd *Melb.*, MA *Monash*, DipEdAdmin *NE*, PhD *Cornell*, FACE, FRIPA, FRSA

Coordinator of Planning and Development:

B.J. Shaw, BA BEd DPE *Qld*, MA *Lond.*, MACE

Statistics and Management Information Officer:

J. Stephenson, BA *Qld*

Personal Assistant to the Director:

E.D. Harding

Research Officer:

M. Robinson, BA *Qld*

Secretary:

H.M. Strauss

OFFICE OF THE EXECUTIVE PRINCIPAL

Executive Principal: N.R. Parsons, BSc(Hons) *Tas.*, MSc *Melb.*, PhD *Tas.*, FAIM

Personal Assistant to the Executive Principal:

J.H. Anderson

Administrative Assistant:

S.M. Vogt

FINANCE AND PROPERTY BRANCH

Bursar:

J.A. Nelson, BCom *Qld*, AAUQ, FASA, CPA

Secretary:

E.C.A. Whan

FINANCE:

Finance Manager:

D.A. Neville, AAUQ, AICM

Systems Development Officer:

L.J. Jarrett, AAUQ, AASA, ACIS

Special Projects Accountant:

A.W. Gerrard

Senior Finance Officer:

J.M. Lanfranchi

General Accounts:

Administration Officer — S.S. Cash

Clerks:

J. Cavanough

P. Griffiths

T.F. Steele

Payroll:

Administration Officer — J.L. Frome

Clerks:

K. Cooper

L.E. Davis

Revenue:

Administration Officer — P. Murnane, BSc *Qld*

Clerk — M. Widdowson

Administrative Assistants:

S. Glosny

I. Roman

P. Ward

Budgets and Investments:

Administration Officer — G.C. Lodder
 Clerk (Acting) — K. Hyson

PROPERTY:**Property Manager:**

R.W. Brownlie

Couriers:

H.J. Lowe

K.W. Oliver

Administration Officer — M.P. Magee

Clerks —

B.C. Brough

T.J. Fitzgerald

Purchasing:

Administration Officer — S. Rae

Clerk — K.W. Tytherleigh

Publications:

Publications Officer — M.A. Johnston, BA(Hons) *Syd.*, ADPW *Canb.*, ADVA *Bris.*

Graphic Artist — F.T. Di Tullio, DipArt *Bris.C.ofA.*

Typesetting:

Supervisor — J. Gerlic

Senior Operator — Vacant

Administrative Assistants:

B.L. Ryder

K. Ward

Printshop:

Supervisor — I.M. Fraser

Asst. Supervisor — I.V. Rufford

Printing Assistants:

M.A. Carrick

J.L. Elliott

J.A. Kerr

W.T. Male

M.P. Palframan

D.H.F. Pyers

R. Talbot

J.W. Wells

Maintenance:

Building Officer, Carseldine/Kedron Park — M.F. Zebrovius

Building Officer, Kelvin Grove — H. Quayle

Building Officer, Mt Gravatt — I. Filmer

Building Officer, Projects — J.B. Cordery

College Electrician — C. Fredericks

REGISTRAR'S BRANCH**Registrar**

J.H. Porter, BCom *Qld*

Secretary:

M.J. McPhail

GENERAL SERVICES:

General Assistants:

M.L. Davis

D. Wardell

ADMINISTRATIVE SERVICES:**Central Registry:**

Administration Officer — F.E. Elliott

Clerk — A. Garnett

Administrative Assistant — S. Ferrari

STAFF

Course Submissions and Assessments:

Administration Officer: M.R. MacColl, BBus *QIT*

Secretariat:

Executive Officer (Acting) — J.J. Munro

Administration Officer — S.M. Jones, BA LLB *Melb.*

Clerks:

R.A. Morgan, BA *Qld*

W.A. Smith, BA(Hons) *Syd.*, GradDipCourt & Parl. Reporting *Canb.*

Administrative Assistant — J.D. Brisby

Copyright, Parking and Records Repository:

Clerk — M.H. Field

PERSONNEL:

Manager, Personnel:

C.R. Wheeler, BA BEd DPE *Qld*, MEd Admin *NE*, MACE

Secretary:

F.C. Kent

Appointments and Recruitment Officer:

P.I. Meikle

Administration Officer (Personnel) — W.F. Smith

Staff Relations Officer:

P.A. Leavy, BA *W.Aust.*

Leave Clerk (Acting):

M.L. Rice, AssocDipBus *QIT*

Records Assistants:

M.A. Green

L.J. Moulds (Temp.)

Word Processor Operator — R.J. Williamson

STUDENT ADMINISTRATION BRANCH

Academic Registrar:

A.M. Brownhall, BA BEcon *Qld*

Secretary:

M.J. Cayzer

Administrative Assistant:

T.L. Daunt

Senior Student Administration Officer:

H.R. Childers, BEcon(Hons) *Qld*

Records and Statistics Officer:

K.J. Kaminski, BEc *Tas.*

Records Clerk:

M.S. Chantrill, BA *Griff.*

Admission Officer:

M.E. Miller, CertT *Toorak*

Administration Officer (Admissions):

M.G. Grassie, MA *StAnd.*, DipEd *Edin.*

Clerks:

J. Atkins

J.F. Payton, BA *Griff.*

Bachelor of Education Administrator:

L. Woods, BEd *Qld*, MEd *James Cook*

Course Publicity Officer:

J.C.J. Dickins, BA(Hons) *Griff.*

CARSELDINE CAMPUS:

Student Administration Officer:

R.A. Counter, BHMS *Qld*

Clerk:

L.S. Clay

Administrative Assistant:

C.A. Schreyer

KEDRON PARK CAMPUS:**Student Administration Officer:**J.J. Gallagher, ThL *ACT*, ARMA**Administrative Assistant:**

D. Jones

KELVIN GROVE CAMPUS:**Student Administration Officer:**

D.A. Hodgetts

Clerk:

G.R. Ireland

Administrative Assistants:

E.A. Nugent

Vacant

MOUNT GRAVATT CAMPUS:**Student Administration Officer:**

S.C. McLennan

Clerk:

L.A. Sampson

Administrative Assistant:

W.I. Fergusson

CARSELDINE CAMPUS**Campus Principal:**D.C. Young, BA BEd *Qld*, PhD *Birm.*MACE**Secretary:**

Vacant

Student Counsellor:A. Andrews, BA DipPsych *Qld***Campus Administration:**Campus Coordinator — G. Collis, BCom *Qld*

Clerk/Cashier — H. Anderson

Telephonist — J. Pendergast

Administrative Assistants:

J.H.G. Hales

I.R. Tait

Property:

Janitor — C.V. Kington

Caretaker — G.A. Gooding

Grounds Supervisor — D.N. McLeod

Academic Support —**School of Teacher Education:****Administrative Assistants —**

Y.P. Auer

L.A. Childs

I.J. Hilleard

D.L. Major

L.H. Sheehan

K. Williamson

Laboratory Assistants —

J. Cowley

R. Muller

STAFF

Academic Support —
School of Health and Welfare Studies (Provisional)
V. Hum
L. Woodward

KEDRON PARK CAMPUS

Campus Principal:
W.O. McCarthy, MAgSc NZ, PhD Iowa S., FAIM, FIBA
Secretary:
A.M. Cork
Graduate Assistant:
M. Burton, BA Qld, GradDipAdminSt Bris.
Student Counsellor:
P. Neumann, BSc DipPsych Qld, MAPsS
Campus Administration:
Campus Coordinator — T. Sweeper
Telephonist — J. Pentecost
Clerk — S. Howgego

Property:
Buildings and Grounds Supervisor — L. Hosking
Caretaker — A. Hargreaves
Leading Hand Cleaner — E. LaRue

Academic Support —
School of Business:
Office Manager — C. Hunter
Secretary Bar Practice Centre — B. Jespersen
Administrative Assistants —
E. Lozano
K. Rowlands
S. Worsnop

KELVIN GROVE CAMPUS

Campus Principal:
G.J. Jones, BSc BEd(Hons) Qld, MA San Diego
Secretary:
P.E. Gledhill
Student Counsellor:
B.C. Bishop, BA Adel., BD Syd., DipCounsPsych WAIT, MAPsS
Student Health Centre:
Sister in Charge : W. Jameson
Campus Administration:
Campus Coordinator — D.W. Spann, BA Qld
Administration Officer, General Services — H.J. Gibson, BA Qld
Clerk, General Services — C. McLennan
Clerk, Resources — L. Williams
Clerk/Campus Cashier — L. York
Administrative Assistant Copyright/Registry — B.M. Boyd
Administrative Assistant — Campus Courier — M. Boura
Telephonists:
T. Breurer
V.M. Dellit
Stores Attendant — R.J. Rosewarne

Property:

Buildings Officer — H. Quayle
Maintenance Carpenter — I. Jones
Trades Assistant — G. Dunn
Campus Workshop Manager — G.J. Cook
Technician, Workshop — P.M. Neale
Apprentice Fitters (Instruments):
S. Brown
D. Kallman
Cleaning Supervisor — W. White
Leading Hand Cleaners:
N.T. Bailey
R. Douglas
Grounds Supervisor — A.R. Hall
Leading Hand Groundsman — J. Rule
Caretaker — B. Cave

Academic Support —**School of Teacher Education:**

Administration Officer — S. Brayley, BA *Griff.*
Administrative Assistants —
D.M. Benjamin
M. Brook
P. Bubke
J. Casey
L.J. Holland
P.M. Hutchinson
E. Mauritz
N. Petersen
S. Quendt
B. Roles
E.S. Smith
L. Woollard
Laboratory Assistants —
J. DeVeer, BHSc *Otago*
B. Chalmers
C. Marsh
D.C. Westover
Sports Equipment Supervisor — L. Snell

Academic Support —**School of the Arts:**

Administration Officer — M. Burns, BCom *Qld*
Clerk — J. Standfield
Technician (Production Manager) — R.W. Buchanan
Administrative Assistants —
H.J. Dixon
J.E. Malone
D.A. Creighton
E. Schelbach
Laboratory Assistant — S.C. Snape

Academic Support —**School of Early Childhood Studies:**

Administration Officer — M. Reeder, BA *Man.*
Administrative Assistants:
M. Brazier
C. Cooper
S. Mitchell

MOUNT GRAVATT CAMPUS

Campus Principal:

P.H. Meade, BSc BEd *Qld*, MA(Hons) *LaT.*, PhD *NSW*, FACE

Secretary:

D.O. Dickinson

Academic Affairs Officer:

M. Sanker, DipT *Kelvin Grove*, BA *Qld*

Dean of Students:

E.A. Smith, BA BEd DipPE *Qld*, MACE

Student Counsellor:

K.C. Wright, BA DipPsych *Qld*, MAPsS

Campus Administration:

Campus Coordinator — Vacant

Administration Officer — S.P. Drinkwater

Clerks:

M. Blake

S.A. Bonney

Administrative Assistant — K.A. Gilchrist

Telephonist — A. Turnbull

Property:

Maintenance Officer — I. Filmer

Assistant to Maintenance Officer — J. Longbottom

Cleaning Supervisor — K. Saville

Grounds Supervisor — G.W. King

Caretaker — R. Toms

Academic Support —

School of Teacher Education:

Administrative Assistants:

L. Bruce

J.L. Fisk

K. Hayes

M. Hose

J. Langton

C.J. Pennisi

S. Schoessow

M.D. Turner

Laboratory Assistants:

J.A. Brooks

B. Chalmers

T. Eisen, BSc *Qld*

S.A. Moutrey

Academic Support —

School of Leisure Studies (Provisional):

Administrative Assistants:

K. Fillmore

D. Mannion

HALLS OF RESIDENCE

Dean:

J.R. Sutton, BSc BEd MA(EdAdmin) *Eastern Mich.*, MSc(RecAdmin) *Oregon*

Administration Officer:

H.J. Alexander

Administrative Assistant:

D. Olsen

Janitor:

S. Suttle

COMPUTING SERVICES

Manager, Computing Services:

G.V. Coote, BSc BEd DipCompSc *Qld*, MSc *Griff.*, MACS, MACM, AFAIM

Administration Coordinator:

M. McCarthy, AIPSA, MJPAQ

Secretary:

S. Dooley

CUSTOMER SERVICES SECTION

Manager, Customer Services — J.A. Young, DipT *Kelvin Grove*, BA MLitSt *Qld*, AACCS, MACM

Campus Computer Services Coordinators:

J. Bryans, BAppSc *QIT*

J. Mavor, BA *Qld*

D. Von Blanckensee, BAppSc *QIT*, AACCS, MACM

Computer Centre Assistants:

D. Argent

K. Ellem

G. Powell

Computer Publications Officer — L. Haberkern, BSc DipEd *Monash*, BEdSt *Qld*

Administration Assistant — J. Hooper

Data Entry Operator — V. Hicks

SYSTEMS DEVELOPMENT SECTION

Manager, Systems Development — R.L. Fletcher, BSc MScSt *Qld*, MACS, MACM

Senior Systems Analyst — W.D. Owen, BAppSc *QIT*, MACS, MACM, MIEEE

Systems Analysts/Programmers:

I. Boura, DipProg *PTG*

W. Fraser, BSc *Qld*, AssAcs

G. Maitland, BAppSc *QIT*, MScSt *Qld*

M.A. Waldie, BSc(Hons) *James Cook*, DipComSc *Qld*

Computer Software Librarian — G. Keys, BSc *Qld*, ADSurv *Darling Downs*, AACCS

Administrative Assistants:

G. Kemp

M. Morris

TECHNICAL SERVICES SECTION

Manager, Technical Services — R.A. Gorham, BE(Hons) DipCompSc *Qld*

Network Operations Supervisor — D. West, BBus *Bris.*

Technologist — G. McAllister, BE(Hons) DipComSc *Qld*

Operations Coordinator — D. Caruana, BBus *Bris.*

Technicians:

G. Oehme, BAppSc(Electronics) *Canb.*

A. Waddell, ElectronicSysApp *RAN*

Technical Assistant — M. Rich

Computer Operators:

J. Jackson

K. Piotrowski

S. Tsangaris

Administrative Assistant:

G. O'Brien

CONTINUING EDUCATION

Coordinator — R.A. Lundin, BEd *Br.Col.*, MEd *Qld*, PhD *Monash*, ALAA, MACE

Extensions Service Officer — J.P.C. Deshon, BEc *ANU*, BA *NE*

Administration Assistant — L. Cassidy

EXTERNAL STUDIES

CARSELDINE CAMPUS

Campus Liaison — P.S. Inglis, MEdSt Qld, MACE

KEDRON PARK CAMPUS

Campus Liaison — G.B. Kitay, BA(Hons) MA *Well.*, PhD ANU

KELVIN GROVE CAMPUS

Coordinator — B.R. Scriven, BSc MEd *Syd.*, DipEd *NE*, MEdAdmin *Qld*, MACE

Graduate Clerk — C.I. Swane, BA *Griff.*

Administrative Assistants:

L. Chang

M.P. Cooke

C. Forster

A. Hayes

B. Pavitt

S. Seyer, BA *Darling Downs*

M. Thompson

MOUNT GRAVATT CAMPUS

Campus Liaison — C.W. McKavanagh, BSc BEd MEdSt BA *Qld*

RESOURCE CENTRE

CENTRAL SECRETARIAT

Head, Resource Centre:

B.D. Cook, TC *N'cle(NSW)*, BA *NE*, MEd *Syd.*, MA *Macq.*, GradDipLib *Riverina*, PhD *Oregon*, ALAA, MACE, FAIM

Deputy Head:

G.M. Austen, BA(Hons) *Melb.*, GradDipLib *Canb.*, ALAA

Projects and Staff Development Librarian:

R. Cullen, BA *W'gong*, ALAA

Executive Officer:

V.J. Gadene

Secretary:

D.O. Montgomery

Collection Development Librarian:

M.R. Dawes, BA *NE*, ALAA

Clerk:

B.R. Vorster

AUDIOVISUAL SERVICES SECTION

Manager, A/V Services:

K.N. Neale, BA DipEd *Qld*, FTCL, AASA

Kelvin Grove Campus:

Technical Services — R.J. Healy, GradDipMedia

Head, Production Services — M.M. Lean, DipT *Rabaul*, DipT *Kelvin Grove*, GradDipMedia

K.A. Boyle, GradDipMedia

L. Chadwick, HMC MedLabTech *Eng.*

M. Condon

C. Davie, DipArt *Bris.C.ofA.*

T. Desborough, R&TVCert

K. Neller

P. Sunners, R&TVCert(CoITV)
 J. Vikstrom , R&TVCert
 V. Wilson, CertT. ADVA *Kelvin Grove*

Mount Gravatt Campus:

Technical Services — P.M. Dunn CertElectEng
 M.T. Evans
 R.L. Gorrie, ADElecEng.
 J. Pierce, LCGTCert.
 R.T. Sauer, BOCP
 B.C. Smales

Carseldine Campus:

Technical Services — C.G. Van Wyk, NRG(Phillips) *Am*.
 L.J. Frainey, CertPhoto.
 M.H. Kingston

Kedron Park Campus:

Technical Services — J.H. Van Der Maat, AdvER&TV

BIBLIOGRAPHICAL SERVICES SECTION

Acquisitions Librarian — E.G. Dolby, BA(Hons) *Wales*, DipNZLS, ALAA

Serials Librarians:

K. Grgic, BA DipEd *Adel.*, GradDipLibSt *SAIT*, ALAA

K.J. Berry

I.D. Cashin

M. Cassidy

G.C. Dawson

K. Fagan

F.E. McCracken

S.B. Price

K.M. Shuttleton

J.L. Sissons, LibTechCert

D. Storer, LibTechCert

B. Sullivan, BA *Qld*

Cataloguing Librarian — G.M. Drezek, BA *Qld*, GradDipLib *Canb.*

Cataloguing Deputy:

J.P. Richardson, BA *Colby*, MA *Maine*, MLS *Dalhousie*, PhD *NE*, ALAA

B.L. Bartley, Cert NZLA

V.L. Clarey, BA(Hons) *Qld*, ALAA

D.S. Clarke

A. Karas, LibTechCert

L. Lowcock, BA *Capricornia*

P. Lutton, ATCL (Piano), BALib *Riverina*, ALAA

A. Mackay

A. Mewburn

M.E. Morgan, LibTechCert

M. O'Connor

M.P. O'Donoghue

J. Peak, BALib *Canb.*

S. Schwartz, BA *Qld*, ALAA

USER SERVICES SECTION

CARSELDINE CAMPUS

Campus Librarian — R.A. Smith, BA *Qld*, GradDipMgt *Capricornia*, ALAA, AAIM

Senior Information Services Librarian — M.J. Dennis, BA *Qld*, ALAA

Information Services:

M.J. Burke, BA DipEd *NE*, GradDipLib *NSW*

J.L. Harper, BA *Qld*, GradDipTeach(Prim) *North Bris.*, ALAA

STAFF

J.E. Hottes, ALAA
H. Benson
P.A. Callan
A.K. Gibson
K.W. Hartley
M.B. McFarlane
C.G. Pollock
B.L. Wedge, LibTechCert

KEDRON PARK CAMPUS

Campus Librarian (Designate) — M.M. Robertson, BA *Qld*, DipLib *NSW*, ALAA
Senior Information Services Librarian — L.A. Heron, BA *Qld*, GradDipLibSc *QIT*, ALAA
Information Services:
P.A. Brown, NZLA
H.M. Demack, BA *Qld*, GradDipLibSt *QIT*, ALAA
S. Morris, BA *Qld*

KELVIN GROVE CAMPUS

Campus Librarian — D.F. Hugo, DipT *Kedron Park*, MA(Hons) *Qld*, GradDipLibSc *QIT*, ALAA
Senior Information Services Librarian — M. Walters, DipT *Townsville*, BA *Qld*, GradDipLibSc *QIT*, ALAA
J.A. Freeman, BA *Griff.*, GradDipInfoMan *NSW*
J. Saunders, BA *Nfld.*, GradDipTeach *Ottawa TC*, GradDipLibSc *QIT*
R.J. Ward, BA *NZ*, Dip *NZLS*
G. Harrison, BEd *Qld*, GradDipLibSc *Canb.*, ALAA
S. Jeffries, BA(Hons) *Qld*, GradDipLibSt *QIT*, ALAA
A.F. Wallace, BSc *Griff.*, GradDipLibSc *QIT*, ALAA
P.L. Howard, DipT *Kelvin Grove*
M. Brown
L. Crowley, BA *Qld*
D. Fuller
J.A. Hill
S.M. Holmes
J. Lenton, DFA *Bris. C.ofA.*
M. Maher
M. McParland
S.F. Tordoff
R.P. Wilson
S.D. Woods

MOUNT GRAVATT CAMPUS

Campus Librarian — M.R. Travis, BEd MLibSc *Minn.*, ALAA
Senior Information Services Librarian — P. McDonald, BA *Qld*, GradDipLibSc *QIT*
Information Services:
K.A. Cody, BSc *Griff.*, DipEd *Qld*, GradDipLibSc *QIT*
S. Daughtree, ALAA
P. Maclean, ALAA
L. Stone, BA *James Cook*, GradDipLibSc *QIT*
J.R. Ryan, LibTechCert
J. Davies, LibTechCert
R.C. Ellison
T.D. Kolua
K.L. Moore
K.A. Pountney

3 By-laws

BY-LAW NO. 1 — PRELIMINARY

- (1) These By-laws may be cited as the By-laws of the Brisbane College of Advanced Education.
- (2) **Definitions.** In these By-laws unless the context otherwise indicates or so requires, the following terms shall have the meanings respectively assigned to them, that is to say —
 - “Academic Year” means an academic year as set out in the calendar;
 - “Calendar” means the calendar of the college in respect of any academic year;
 - “Chairman” means the Chairman of the Council;
 - “College” means the Brisbane College of Advanced Education;
 - “Course” means a course of study in the college;
 - “Deputy Chairman” means the Deputy Chairman of the Council;
 - “Semester” means a semester of the college as set out in the calendar;
 - “The Council” means the Council of the college.
- (3) A person who has lodged an application for enrolment shall, until the application has been accepted, withdrawn or rejected, be bound by and observe the By-laws and Rules of the college as if he were an enrolled student.
- (4) **Right of Students where By-law or Rule amended.** If while a student is proceeding to an academic award any provisions of the By-law or Rules relating to that award are repealed or amended, the student shall be entitled to complete his course for and receive the award under the original provision upon such terms as to time for completing or otherwise as the Council deems reasonable in the circumstances of the case, provided always that if the Council is of opinion that it would impose no hardship upon a student to complete his course under the provisions of the By-law or Rule as so amended, he may be required so to do.
- (5) **Serving of Notices.** Any notice or other document which is authorised or required to be served on any person by any By-law or Rule may be served in any one of the following manners —
 - (a) by delivering it to that person personally;
 - (b) where that person is resident at the college, by forwarding it to him through the internal mail of the college; or
 - (c) by post — that is to say, in a pre-paid envelope addressed to that person at his address as contained in the records of the college, and shall be deemed to have been served at the time when it would have been delivered in the ordinary course of post.
- (6) **Promulgation of Rules.** A Rule made pursuant to any By-law shall be certified by the Registrar and placed in a register kept for that purpose. Such register shall be open to inspection or for the making of any copy or extract at the office of the Registrar at all reasonable times during office hours by any person affected by any such Rule. The Council may direct that a copy of any such Rule shall be posted for a specified time on appropriate Notice-Boards in the premises of the college.

BY-LAW NO. 2 — MANAGEMENT AND CONDUCT OF THE COLLEGE

- (1) **Operation.**
 - (a) The college shall operate on campuses at Carseldine, Kedron Park, Kelvin Grove and Mount Gravatt.

- (b) Subject to the Council, the college shall be administered by a Director, Executive Principal, Registrar, and such other officers as are appointed from time to time.
- (2) **Director.**
- (a) The Director shall be the principal officer of the college and shall, subject to the Council —
 - (i) be responsible for the academic, administrative, financial and other business of the college;
 - (ii) exercise a general supervision over all persons in the service of the college and over the welfare and discipline of the students of the college; and
 - (iii) exercise such powers as the Council may delegate to him.
 - (b) The Director shall be *ex officio* a member of every Board and Committee within the college. If he is unable to attend any meeting of a Board or Committee of which he is an *ex officio* member he may, as he sees fit, nominate a representative to attend such meeting in his stead.
- (3) **Executive Principal.**
- (a) The Executive Principal shall, next to the Director, be the senior officer of the college. He shall act in place of the Director in the absence of the Director except where the Director has nominated a representative pursuant to Clause 2(b) above and shall assist the Director as may be required from time to time.
 - (b) Subject to the Director, the Executive Principal shall be responsible for the supervision and co-ordination of the following college services: planning, library, computing, counselling, and health. He shall also be responsible for the supervision and co-ordination of college research and consulting activities and the offering of continuing education programs;
- (4) **Registrar.** In addition to his role as Secretary to Council, the Registrar shall be responsible for areas of general administration as determined from time to time by the Director. The Registrar shall —
- (i) conduct the correspondence of the college;
 - (ii) act as secretary of such committees as the Council may determine and keep the records of such committees;
 - (iii) carry out such other duties as may, from time to time, be decided by the Council.
- (5) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 3 — ELECTION OF ELECTIVE MEMBERS OF THE COUNCIL

- (1) **Introductory.**
- (a) The staff members of the college and the enrolled students of the college to be appointed members of the Council pursuant to the Education Act 1964-1984 shall be elected in accordance with this By-law.
 - (b) An election of elective members (other than in respect of a casual vacancy) shall be held at a time to be fixed by the Registrar and not less than one month prior to the expiry of the term of office of such members.
- (2) **Rolls.**
- (a) The Registrar shall keep separate rolls of —
 - (i) the members of the staff of the college; and
 - (ii) the enrolled students of the college.
 - (b) Each roll shall contain
 - (i) the full name and address of each person enrolled;

- (ii) the qualification for enrolment of each such person; and
 - (iii) the date upon which each person qualified for registration.
 - (c) For each election the roll of persons entitled to vote at that election shall be the roll as at 4pm on the day on which nominations for that election close, provided that up to the time fixed for the close of voting the Registrar may add to the roll the name of any person otherwise qualified to vote but whose name was inadvertently omitted from the roll.
 - (d) The Registrar shall from time to time make any correction to a roll which may be necessary to ensure its accuracy. Subject to any such correction the inclusion of a person's name on a roll shall be conclusive evidence of his right to vote at an election and the absence of a person's name shall be conclusive evidence that he has no right to vote at an election.
- (3) **Registrar to Conduct Election.**
- (a) The Registrar shall be the returning officer for every election, and may appoint such presiding officers and other persons to assist him as he shall deem necessary.
 - (b) The Registrar shall conduct every election in accordance with this By-law and the electoral system set out in the Schedule hereto.
 - (c) Subject to this By-law and the Rules, the Registrar shall have full power and authority to determine all procedural matters relating to an election.
- (4) **Notice of Election.** When an election is to be held, the Registrar shall publish on a notice board at each campus of the college and by such other means, if any, as he may deem desirable, a notice which shall —
- (a) state that an election of staff members or of enrolled students to be appointed to the Council, as the case may be, is to be held on a specified date;
 - (b) state the number of persons of either category to be elected;
 - (c) invite nominations of qualified persons for election and specify the form in which nominations shall be made;
 - (d) fix a date and time by which nominations must be delivered to the Registrar.
- (5) **Manner of Nomination.**
- (a) A nomination of a candidate shall be made by delivering the nomination paper in the prescribed form to the Registrar at his office by the appointed time.
 - (b) A nomination paper shall be signed by the candidate and by —
 - (i) in the case of an election of members by the staff, two persons qualified to vote at the election;
 - (ii) in the case of an election of members by the student body, six persons qualified to vote at the election.
 - (c) Only one candidate may be nominated on a nomination paper.
 - (d) After the time fixed for the closing of nominations, a nomination may not be withdrawn.
- (6) **Result if only Number to be Elected Nominated.** If the number of nominations received by the Registrar within the time so specified is equal to the number of persons who may be appointed, the Registrar shall declare the persons nominated to be elected.
- (7) **Result if Insufficient Nominations.** If the number of nominations in respect of either category is fewer than the number of persons who may be appointed, the Registrar shall declare the persons nominated to be elected in that category, and shall notify the Council that the body concerned has failed to nominate a sufficient number of persons.
- (8) **Result if More Nominated than to be Elected.** If the number of nominations received exceeds the number of persons who may be appointed in either category, an election shall be held.
- (9) **Voting Obligation.** Voting shall be by secret ballot.

- (10) **Secret Ballot.** Voting shall not be compulsory.
- (11) **Times for Voting.** The poll shall be conducted continuously from 9am to 9pm on the nominated day.
- (12) **Secrecy.** The Registrar or any scrutineer or other person concerned with the conduct of an election shall not in any way disclose nor aid in disclosing in what manner any voter voted.
- (13) **Scrutineers.** A candidate may appoint not more than two scrutineers.
- (14) **Election not to be invalidated by Informalities.** An election shall not be invalidated by reason of —
 - (a) failure to do any act at or by the required time;
 - (b) any defect in the appointments of a person who acts as scrutineer; or
 - (c) any defect of a merely formal nature.
- (15) **Right of Appeal.** A candidate shall have the right of appeal to the Chairman within seven days of the declaration of the poll should he feel that the conduct of the election was in any way contrary to this By-law. The Chairman shall have full power to make such inquiry as he deems necessary into the matter complained of and after such inquiry may confirm the election or annul the election and direct that a fresh election be held, or give such other direction as he considers necessary. The decision of the Chairman after hearing such appeal shall be final and conclusive.
- (16) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

SCHEDULE

- (1) **Times for Preliminary Matters.** The Registrar shall allow the intervals specified hereunder between the events severally set out —
 - (a) between the publication of notice of an election and the time specified for the receipt of nominations: not less than fourteen and not more than twenty-eight days; and
 - (b) between the time specified for the receipt of nominations and the nominated polling day: not less than fourteen days and not more than twenty-eight days.
- (2) **Form of Voting Paper.** Every voting paper shall contain the names of the candidates in random order determined by the Registrar by lot in the presence of at least two of the candidates or their representatives and shall be initialled by the Registrar or a presiding officer.
- (3) **Conduct of the Poll.** The Registrar shall conduct the poll at a central place on each campus on the nominated day. Ballot boxes shall be sealed immediately prior to being set out for the receipt of voting papers and shall remain sealed until counting commences. When a person presents himself at the poll the presiding officer shall verify that the person's name appears on the roll as an eligible elector. The presiding officer shall then issue one voting paper to the elector and initial the elector's name where appearing on the roll. Each voting paper shall be initialled by the presiding officer. An elector shall forthwith place the completed voting paper in the sealed ballot box. An elector who lodges more than one completed voting paper shall be guilty of an offence and liable to a penalty not exceeding \$100.
- (4) **Method of Marking Ballot Paper.** An elector shall mark his voting paper by placing a cross in the squares respectively opposite the names of the candidates for whom he votes. He shall not make any other mark or writing thereon.

- (5) **Postal Voting.** An elector who, in the opinion of a presiding officer presents good and sufficient reason why he will be precluded from attending at a polling place within the hours of polling on polling day, may apply in the prescribed form to the returning officer for a postal vote certificate. The application shall be signed by the applicant in the presence of a presiding officer or a justice of the peace or another elector.
- (6) **Counting of Votes.** Forthwith on the closure of the poll, the Registrar shall cause the votes to be counted. Candidates shall be elected by means of a relative majority system of voting ("first past the post").
- (7) **Informal Votes**
 - (a) A voting paper shall be rejected as being an informal vote if the voting paper—
 - (i) is not initialled by the Registrar or a presiding officer;
 - (ii) contains any means by which the name of the voter may be identified;
 - (iii) contains votes for more candidates than the number to be elected; or
 - (iv) has no vote indicated on it.
 - (b) A voting paper shall not be informal for any reason other than a reason specified in paragraph (a) hereof but shall be given effect to according to the voter's intention so far as his intention is clear.
 - (c) The Registrar's decision as to the validity or regularity of any voting paper shall be final.
- (8) **Declaration of Elected Candidates.** On completion of the counting of the votes, the Registrar shall declare the names of the candidates elected and the number of votes cast for each candidate.
- (9) **Equality of Votes.** In the event of an equality of votes the election shall be decided by lot conducted by the Registrar.
- (10) **Custody of Election Material.** After the end of the counting the Registrar shall fasten and seal in one packet all the ballot papers, together with any other papers and documents signed or marked by a voter and a marked copy of the roll signed by the Registrar and the scrutineers, and keep the packet safely for twelve months, after which time it may be destroyed.
- (11) **Recording the Result of Election.** The Registrar shall prepare a statement signed by himself and counter-signed by such of the scrutineers as may wish so to do containing the names of the candidates and the number in words as well as in figures of the votes received by each candidate and a declaration of the names of the candidates who have been elected, and place that statement and declaration in the packet referred to in Clause 10 of this Schedule.
- (12) **Registrar to Report.** The Registrar shall report the names of the persons elected to the Chairman of the Board of Advanced Education for transmission to the Minister and to the Chairman or, in his absence, some member of the Council nominated by him or by the Council for that purpose, and shall publicly notify such names by posting a copy of the statement prepared as aforesaid upon a notice board at each campus of the college.

BY-LAW NO. 4 — THE COMMON SEAL

- (1) **Custody of Common Seal.** The Common Seal shall be and remain in the custody of the Registrar and shall not be affixed to any document except pursuant to a resolution of the Council.
- (2) **Use of Common Seal.** The Common Seal shall be affixed by the Registrar or other person authorized by the Council to such documents as the Council may

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by resolution determine and subject to Section 62Z of the Education Act 1964-1984 every such document shall be signed by —

- (a) the Chairman or in his absence the Deputy Chairman; and
- (b) the Registrar or other person authorized by the Council.

- (3) **Registrar.** A record of each affixation of the Common Seal shall be entered by the Registrar in a register kept for such purpose.
- (4) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 5 — MEETINGS OF COUNCIL

- (1) **Council to Meet.** Subject to the provisions of Regulation 70 of the Education Act 1964-1984, the Council shall meet as frequently as is necessary to ensure the efficient operation of the college.
- (2) **Chairman May Call Special Meetings.** The Chairman, or, in his absence, the Deputy Chairman, or, in the absence of both, the Director may call a special meeting for consideration of any urgent business.
- (3) **Request for Meetings.** Upon the written request of any seven members, the Registrar shall convene a special meeting of the Council to be held within fourteen days after the receipt of the request. The written request shall set forth the objects for which the meeting is required.
- (4) **Initiation of Business by Members of Council.** Except with the permission of the meeting, a member other than the Chairman or the Director shall not initiate any subject for discussion at an ordinary meeting except in pursuance of notice given at the previous ordinary meeting of the Council, or conveyed by letter to the Registrar fourteen clear days before the meeting, and the Registrar shall enter all such notices in a "Notice of Motion Book" to be kept by him for the purpose.
- (5) **Notice of and Business at Meetings.** Notice of a meeting and a copy of the business papers accompanied by supporting statements in sufficient detail shall be posted or delivered by the Registrar to each member of the Council at least five days prior to the meeting. Subject to the approval of the meeting, the Chairman may allow additional business to be circulated with less notice or to be tabled at the meeting.
- (6) **Lack of Quorum.** In the event of a quorum not being present within half an hour after the time appointed for a meeting, the Chairman, or, in his absence, the Deputy Chairman, or, in the absence of both the Chairman and the Deputy Chairman, the members present, or the majority of them, or any one member if only one is present, or the Registrar, if no member is present, may adjourn such meetings to any time not later than fourteen days from the date of such adjournment: Provided that nothing herein shall be construed to prevent the adjournment of any meeting to a later hour of the same day on which such meeting was appointed to be held.
- (7) **Minutes.** The minutes of any preceding meeting of the Council, whether ordinary or special, not previously approved as being a true record, shall be circulated to members of the Council prior to the meeting at which they are to be considered. Upon being approved as correct such minutes shall be signed by the Chairman as being a true record.
- (8) **Adjournment.** The Council may adjourn any meeting to a later date.

- (9) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 6 — COMMITTEES APPOINTED BY THE COUNCIL

- (1) **Council may Appoint Committees.**
- (a) The Council may from time to time —
 - (i) appoint committees either for general or specific purposes;
 - (ii) require a committee to advise the Council in respect of any matter or class of matters concerning the college.
 - (b) A committee appointed by the Council shall consist of not less than three (3) members. A quorum shall consist of a majority of the members of the committee.
 - (c) A committee may be appointed for the purpose of acting upon, inquiring into, or advising upon a matter or class of matters which in the opinion of the Council may arise at a future date.
- (2) **Duties and Powers of Committees.** Every committee shall —
- (a) take and keep under review matters within its scope with a view to their systematic development and reform, their proper and efficient administration, and the provision of proper and adequate facilities in regard thereto;
 - (b) consider and advise upon any matter within its scope which may be referred to it;
 - (c) consider recommendations (whether made to the Council or to any other college body) relating to any matter within its scope;
 - (d) carry out such other duties and exercise such other powers as the Council may from time to time decide.
- (3) **Membership of Committees.**
- (a) The Council may appoint to a committee such members of the Council or other persons as the Council may from time to time determine.
 - (b) The Chairman shall by virtue of his office be a member of each committee of the Council.
 - (c) A committee may co-opt such persons as it considers appropriate for the efficient conduct of its business.
- (4) **Chairman of a Committee.** The Council may from time to time appoint a member of a committee to be Chairman of that committee. In the absence of such appointment or in the event of the absence of the Chairman of a committee from a meeting of that committee, the committee shall elect one of its members to be Chairman.
- (5) **Conduct of Business.** Subject to the By-laws and the general control of the Council, every committee may make its own rules for the conduct of its business.
- (6) **Recommendations to Committees.** A person or body authorised to make recommendations to the Council involving any matter within the scope of a committee may instead make such recommendations to the Committee.
- (7) **Further Powers of Committees.** A committee may consider and advise upon any matter or class of matters within its scope which may be referred to it by the Council or any authority or officer of the college or by any other person or body who or which, in the opinion of the committee, has sufficient interest in the matter to make its action in referring it to the committee reasonable in the circumstances.
- (8) **Sub-Committees.** A committee may appoint sub-committees to consider and advise on any matter assigned, referred or delegated to the committee. A sub-committee shall report as directed by the Committee.

- (9) **Committee may Consult or Refer.** A committee may consult with or refer any matter for consideration and advice to such persons or bodies, whether members of the college or not, as it deems fit in the execution of its powers or the performance of its duties.
- (10) **Committee to Report to Council.** After each of its meetings every committee shall transmit to the Council a report on matters upon which it wishes to make recommendations to the Council or which concern matters to which it desires to draw the attention of the Council.
- (11) **Saving of Other Powers of Council.** Nothing in this by-law shall limit the powers conferred upon the Council by the Education Act 1964-1984 or any By-law or Rule, and in particular and without limiting the generality of the foregoing, every committee shall exercise its authority subject to the supreme control of the Council.
- (12) **Rules.** The Council may make rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 7 — EMPLOYEES

- (1) **Council may Appoint Employees.** The Council may —
 - (a) appoint, promote and dismiss employees;
 - (b) declare the employment of any employee to have been abandoned by such employee; and
 - (c) approve the grant of salary progression to any employee within the salary scale applicable to such employee.
- (2) **Discipline of Employees.**
 - (a) The Council may take disciplinary action against any employee who is guilty of a breach of discipline.
 - (b) In this By-law the expression “take disciplinary action against” means fine up to a maximum of \$100, reprimand, suspend, dismiss or reduce in status, and the expression “guilty of a breach of discipline” means guilty of neglect in the discharge of his duties or of misconduct which is detrimental to the college.
- (3) **Suspension of Employees.**
 - (a) Where, in his opinion, such action is necessary or desirable in the interests of the college, the Director may suspend an employee and may exclude him from admission to the precincts of the college or to any of its buildings provided however that the employee may attend the meeting of the Disciplinary Advisory Committee referred to in subsection (c).
 - (b) After suspending an employee in accordance with subsection (a) the Director shall forthwith submit a report on the circumstances thereof to the Council.
 - (c) The Council shall consider the report of the Director without delay and shall determine that the suspension shall be lifted or shall refer the matter for the urgent consideration of the Disciplinary Advisory Committee.
 - (d) An employee whilst under suspension shall not receive pay or any other entitlements of his office pending determination of his case by the Council.
 - (e) If the suspension of an employee is lifted by the Council and he thereupon resumes his duties, all salary and other entitlements of his office which would have been payable to him if he had not been suspended shall become immediately payable to him.
- (4) **Disciplinary Advisory Committee.**
 - (a) There shall be constituted from time to time as and when necessary a Disciplinary Advisory Committee consisting of the following members:

The Chairman or Deputy Chairman who shall be the Chairman,
 Two persons nominated by Council,
 Two persons nominated by the President of the relevant Staff Association, provided that in the event of the President of the Staff Association failing to nominate two persons within seven days of being requested, the Council may nominate two persons.

- (b) Three members of the Committee shall be a quorum.
 - (c) In the event of equality of votes the Chairman shall exercise a casting vote.
 - (d) The Functions of the Committee shall be to make inquiry into and report to the Council on the existence and sufficiency of any alleged ground for disciplinary action against any employee which may be referred to it by the Council.
 - (e) The Committee shall —
 - (i) furnish to the employee concerned particulars in writing of the alleged breach of discipline and give him a reasonable time to prepare his defence; and
 - (ii) when making inquiry into the matter —
 - A. consider such submissions, materials and evidence as are relevant;
 - B. give the employee concerned reasonable opportunity to be heard and to make such submissions and to present such materials and evidence as are relevant; and
 - C. furnish the Council and the employee concerned with a copy of its findings.
 - (f) An employee in respect of whom the Committee has made an adverse report shall be entitled to make written and verbal representations to the Council.
 - (g) The Director shall not be a member of the Disciplinary Advisory Committee.
- (5) **Action by Council.** The Council shall consider a report of the Disciplinary Advisory Committee and shall —
- (a) dismiss the matter;
 - (b) take such disciplinary action against the employee concerned as is recommended in the report; or
 - (c) take any other disciplinary action against the employee concerned as provided in this By-law.
- (6) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 8 — STUDENT DISCIPLINE

- (1) **Powers of Staff.** A member of the teaching staff or a librarian in charge of a library or a Warden of a Halls of Residence may, in respect of any misconduct by a student committed in a class or facility under his control, suspend a student from attendance at such a class or from use of such facility for such period, not exceeding twenty-four hours, as he may determine, and shall forthwith advise his immediate superior officer who in turn shall advise the Campus Principal concerning the action taken.
- (2) **Powers of the Campus Principal.** The Campus Principal, whether following receipt of advice as referred to in the preceding Section of this By-law or otherwise, may in respect of any misconduct fine a student an amount not exceeding \$25 or alternatively or in addition may take any one or more of the following courses of action:
- (a) reprimand and warn the student against repetition of the misconduct;
 - (b) suspend the student for a period not exceeding one week which shall include any period of suspension imposed under Section (1) of this By-law;
 - (c) suspend the student from examinations either prior to or during the currency thereof, provided that a student may not be so suspended during the

currency of an examination unless the Campus Principal is of opinion that such action is necessary to enable other candidates to concentrate or to preserve order and decorum in the examination centre;

- (d) forbid the student to use any specified facility of the college or to take part in any specified activity for a period not exceeding one semester;
- (e) order the student to make restitution for any damage to property involved;
- (f) recommend to the Director that a Discipline Committee be appointed to inquire into and take action under this By-law with respect to the matter, provided that in such case the student may request the Director in writing to deal with the matter himself and on receipt of such request the Director may if he thinks fit exercise all the powers of a Discipline Committee in respect of the matter.

(3) Review of Action by Director.

- (a) A student against whom action has been taken in accordance with the provisions of the preceding Sections of this By-law may appeal to the Director.
- (b) The appeal shall be by notice in writing addressed to the Director through the Campus Principal and given within fourteen days of the notification of the action appealed from and setting out the basis on which the appeal is made. The Director shall consider the appeal in such manner as he deems appropriate to the circumstances of the case and may confirm, vary, increase, reduce or annul the action taken or the fine imposed.

(4) Discipline Committee.

- (a) If the Director is of the opinion that an allegation against a student would, if proved, involve misconduct of such gravity that it should not be dealt with under a preceding section of this By-law, he may appoint a Discipline Committee to inquire into the matter. The Committee shall consist of —
 - (i) three members of the staff appointed by the Director; and
 - (ii) two students nominated by the President of the Brisbane College of Advanced Education Union, provided that in the event of the President of the Union failing to nominate two students within seven days of being requested, the Director may nominate two students.
- (b) The Chairman of the Committee shall be such member as the Director may determine.
- (c) The Registrar or his nominee shall be secretary to each Discipline Committee, provided always that if the Registrar shall be directly involved in any matter referred to the Committee, he shall appoint a member of his staff to act.
- (d) Three members of the Committee shall be a quorum.
- (e) In the event of equality of votes the Chairman shall exercise a casting vote.
- (f) The functions of the Committee shall be to make inquiry into and report to the Director on the alleged misconduct.
- (g) The Committee shall —
 - (i) furnish to the student concerned particulars in writing of the alleged misconduct and give him a reasonable time to prepare his defence; and
 - (ii) when making inquiry into the matter —
 - A. consider such submissions, materials and evidence as are relevant;
 - B. give the student concerned reasonable opportunity to be heard and to make such submissions and to present such materials and evidence as are relevant;
 - C. furnish the Director and the student concerned with a copy of its findings; and
 - D. make such recommendations to the Director as it sees fit in the circumstances.
- (h) No proceeding of the Committee shall be rendered invalid by reason of any informality in its proceedings or in the absence of any member from a meeting, providing that a quorum is otherwise present.

- (5) **Powers of the Director.** The Director shall consider a report of the Discipline Committee and shall —
- (a) dismiss the matter;
 - (b) fine the student such amount not exceeding \$100 as he may determine; or alternatively or in addition
 - (c) take any one or more of the following courses of action as he may deem appropriate to the circumstances of the case:
 - (i) suspend the student from attendance at classes or from the use of any facilities of the college;
 - (ii) suspend the student's right of entry into the college premises, Halls of Residence, or any part thereof;
 - (iii) order the student to make restitution for any damage to property involved;
 - (iv) expel the student from the college.
- (6) **Effect of Suspension of Student.** Unless the Council otherwise directs, any student who is suspended or excluded from attendance at the college shall not —
- (a) thereby become entitled to be repaid any fees paid by him or to be relieved of the payment of any fees already payable by him;
 - (b) attend at the college;
 - (c) attend at any premises where the college is offering any lecture, tutorial or training;
 - (d) use any of the facilities of the college;
 - (e) take any part in any student activity;
 - (f) be entitled to sit for any examination or re-enrol for any course or subject; or
 - (g) receive any award for which he may have qualified.
- (7) **Report of Committee.** A report of all procedures of a Discipline Committee and of any action taken thereon in sufficient detail to enable the Council to be informed of the matter shall be submitted to the Council, by the Director, as soon as practicable.
- (8) **Appeals.**
- (a) A student against whom action has been taken under the provisions of Section (5) of this By-law may appeal to the Council.
 - (b) The appeal shall be by notice in writing to the Secretary to Council given within fourteen days of the notification of the result of the proceedings appealed from and setting out in sufficient detail the facts and arguments upon which the student relies. The Council shall have full power to consider the appeal in such manner as it deems appropriate to the circumstances of the case, and may affirm, vary, increase, reduce or annul the action taken or the fine imposed.
- (9) **Appeal not to operate as a Stay of Proceedings.** An appeal against the decision of any person under this By-law shall not operate as a stay of proceedings unless the Director otherwise directs.
- (10) **Power to take Consequential Action.** Power to impose a fine or to take action granted under this by-law shall also include power to take all consequential action as may be reasonably required to give effect to and enforce the decision, including power to prescribe terms and conditions relating to any such action.
- (11) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 9 — BRISBANE COLLEGE OF ADVANCED EDUCATION UNION

- (1) **The Union.** The Brisbane College of Advanced Education Union (in this By-law called 'the Union') shall be the recognised means of communication between —
 - (a) the student body and the college authorities;
 - (b) the student body of the college and other colleges or other tertiary institutions;
 - (c) student societies within the college and outside persons or bodies.
- (2) **Constitution.** Subject to this By-law and any rules made hereunder, the Union shall have such powers and authorities and be subject to such obligations as are set out in the constitution of the Union as approved from time to time by the Council provided that the said constitution shall include provision for:
 - (a) presentation of budgets to the Council for approval at such times as are required by the Council, such budgets to indicate in detail the disbursements of all funds available to the Union and, on approval, shall be binding upon the Union.
 - (b) disbursement of Union membership fees solely on provision of student amenities and services explicitly approved from time to time by the Council.
 - (c) presentation of an Annual Report within three months of the expiration of the financial year to the membership of the Union and to the Council, such Report to include an audited statement of the financial affairs of the Union.
 - (d) affiliation of the Union with another organization only after a referendum affirming such affiliation has been carried by not less than fifty per cent of the students who voted in the referendum.
 - (e) involvement in any form of business undertaking only after the prior approval of the Council.
- (3) **Appeal against Disciplinary Action.** Any student or body against whom any disciplinary action has been taken by the Union may within thirty days of the taking of such action appeal to the Council against any such disciplinary action and the Council shall have full power to deal with such appeal and to make any determination it considers necessary in the matter.
- (4) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 10 — UNION FEES

- (1) **Union Fees Payable.** Each person whose application for enrolment as a student of the college is accepted shall pay fees (in this By-law called 'the Union Fees') for membership of the Brisbane College of Advanced Education Union (in this By-law called 'the Union'). The Union Fees shall be received on behalf of the Union by the Registrar or such officers of the college as the Council may from time to time direct.
- (2) **Union Fees.** The Union Fees shall be —

	Per Annum
Full-time Students	\$80.00
Part-time Students	\$40.00
External Students	\$15.00
all Other Members of the Union	\$10.00
- (3) **Refund of Fees.** Subject to such Rules as the Council may make from time to time the Union Fees paid by a student whose enrolment is cancelled or withdrawn at any time shall be refunded in whole or in part as the Union may determine.

- (4) **Exclusion.** The Council may cancel the enrolment of any student who has not paid by such date or dates as the Council may prescribe by Rule all Union Fees due and payable by such student.
- (5) **Rules.** The Council may make Rules for the carrying into effect of all or any of the provisions and objects of this By-law.

BY-LAW NO. 11 — REGULATION OF VEHICLES ON COLLEGE SITE

The Council of the Brisbane College of Advanced Education, pursuant to the *Education Act 1964-1984*, section 62C (xv), hereby introduces By-law No. 11 — Regulation of Vehicles on College Site:—

- (1) In this By-law the terms shall have the meanings respectively assigned to them, that is to say:
- (a) “Authorised person” — a person authorised by the Director to — affix on a vehicle in a conspicuous position or give to the owner or driver of a vehicle, a notice in writing described in clause 9 of this By-law;
- (b) control and direct vehicular traffic within the College area;
- “Bicycle” — any vehicle having two wheels and designed for propulsion wholly by human power;
- “Campus” — any campus controlled by the Council;
- “College area” — the premises of the College or the grounds attached or belonging thereto or any building or land vested in or under control of the Council;
- “College traffic sign” — any sign or notice of whatever material and whether fixed or moveable within the College area which relates the manner in which or the time at which vehicles may be driven, used or parked; the term includes a sign or notice erected on, attached to or painted on any building, roadway or footpath;
- “Employee” — any member of staff employed by the Council or by business undertakings within the college area;
- “Motor vehicle” — any vehicle propelled or designed for propulsion wholly or partly by gas, motor spirit, oil, electricity, steam, or any other mechanical power, the term includes a motor car, motor cycle, motor omnibus, motor truck, motor utility truck, service omnibus, trolley vehicle, tractor or traction engine, and a trailer attached to or drawn by a motor vehicle;
- “Parking” includes the standing of a vehicle whether occupied or not and whether the person for the time being in charge thereof is present or absent, such standing being at a time when such vehicle is not actually engaged in picking up or setting down passengers, or when such vehicle is not required to stand or wait in obedience to a College traffic sign or a police signal or an order or a direction authorised, issued, made, or given under this By-law, and the term “park” shall have a corresponding meaning;
- “Student” — any enrolled student of the College;
- “Vehicle” includes any articulated vehicle, barrow, cab, car, carriage, cart, dray, hand cart, helicopter, lorry, motor vehicle, multi-wheeled vehicle, omnibus, tractor or traction engine, trailer, trolley vehicle, truck, van, velocipede, wagon and any other means of transport or conveyance whatsoever designed for movement upon wheels, whether or of such vehicle is or is not for the time being capable of being operated or used in a normal manner, but does not include a tram or train;
- “Velocipede” — any motor cycle, bicycle, tricycle, or other vehicle of similar description;
- “Visitor” — a person entering the College area under any of the following circumstances —

- (a) as a bona fide visitor of the College; or
 - (b) as a relative or friend of an employee or student of the College bona fide visiting such employee or student at a time and at a place authorised or prescribed by the Council; or
 - (c) For any other lawful purpose, proof of which shall lie on the person who alleges it.
- (2)
- (a) The Director may issue parking permits for the purpose of authorising parking in the College area.
 - (b) A parking permit may be issued —
 - (i) for a temporary period stated in the parking permit;
 - (ii) to staff or students for a prescribed period.
 - (c) An application for a parking permit for a prescribed period shall be made to the Director in writing and shall be accompanied by details of the status, address, vehicle, registration number and campus of the person making the application;
 - (d) The Director shall keep a register of all parking permits issued pursuant to this clause.
 - (e) A parking permit shall be prominently displayed upon the vehicle for which it was issued.
- (3) The control and direction of vehicular traffic within the College area shall be vested in the Council which may delegate in writing all or any of its powers relating thereto to the Director.
- (4) A person shall not drive or use a vehicle within the College area in contravention of a direction or indication given by an authorised person or by any College traffic sign.
- (5) A person shall not park a vehicle within the College area except in accordance with a direction or indication given by an authorised person or by a College traffic sign or in accordance with a parking permit issued pursuant to clause 2 of this By-law.
- (6) A person shall not park a velocipede within the College area within any marked parking bay of an area appropriate for the parking of four-wheeled vehicles.
- (7) Any person found committing an offence against this By-law shall, if required to do so by the Director or an officer or employee of the Council authorised by the Director, state his true name and address.
- (8) Subject as hereinafter provided, where there is a breach of clause 4, 5 or 6 of this By-law, the person who, at the time of the commission of the breach, was the owner of the vehicle concerned in such breach shall be deemed to have taken part in committing the breach and to be guilty of the breach and may be proceeded against in respect of the breach in accordance with the provisions of section 62C of the *Education Act 1964-1984*.
- (9) Where there is a breach of clause 4, 5 or 6 of this By-law, an authorised person may affix in a conspicuous position on the vehicle concerned in such breach or give to the owner or driver thereof a notice in writing. Such notice shall —
- (a) be identified by a serial number;
 - (b) be addressed to the owner of such vehicle by name, or, if the name of the owner is not known to the authorised person, be addressed to the owner of such vehicle by reference to the registration number of such vehicle;
 - (c) describe the vehicle concerned in such breach;
 - (d) notify that it is alleged that a breach of this By-law has been committed;
 - (e) state in general terms the breach which it is alleged has been committed;
 - (f) inform the owner in general terms that if the owner does not desire to make a submission to the Council in accordance with the following provision hereof, and does not desire the matter to be dealt with by a Court, such owner may complete the form annexed to or endorsed on or written upon such notice and forward it to the Director (or officer nominated in that behalf and named therein) on or before the date and time specified in the notice with the minimum penalty (namely \$5.00) for such breach, in which event such owner shall not be liable to any further penalty or costs in the matter.
 - (g) inform the owner in general terms that if the owner desires to submit to the Council that it would be harsh or unjust to proceed against him, such owner

- may furnish to the Director (or officer nominated in that behalf and named therein) on or before the date and time specified in the notice a written statement of such submission signed by such owner and containing his address and that in the event of such submission being rejected and the owner not desiring the matter to be dealt with by a Court such owner may then complete the form to be enclosed with the letter notifying such owner of such rejection and forward it to the Director (or officer nominated in that behalf and named therein) on or before the date and time specified in such letter (which date shall not be earlier than 10 days from the date of such letter) together with the minimum penalty (namely \$5.00 for such breach, in which event such owner shall not be liable to any further penalty or costs in the matter;
- (h) inform the owner in general terms that the owner has the right to decline to proceed in the manner described in paragraphs (f) and (g) hereof and to insist on his right to a Court hearing —
- (i) if such owner desires to contest in Court the question whether the breach was in fact committed;
- (ii) if such owner desires to submit to the Court matters in mitigation of penalty;
- (iii) for any other reason such owner may regard as sufficient, and that in such event there is no necessity for such owner to reply or to take any further action in respect of the notice and that Court process will issue against such owner in due course;
- (i) inform the owner in general terms of the provisions of clauses 13 and 14 of this By-law.
- (10) Upon receipt by the Director of a report wherein it is alleged that a vehicle has been driven, used or parked in contravention of clauses 4, 5 and 6 of this By-law and a notice has not been affixed to the vehicle or given to the owner or driver thereof by an authorised person pursuant to clause 9 of this By-law, the Director may give (either personally or by ordinary pre-paid post) to the owner or driver of that vehicle a notice, in writing, to the like effect as the notice referred to in clause 9 of this By-law.
- (11) Where a notice in writing has been affixed on a vehicle or given to the owner or driver thereof pursuant to the provisions of clauses 9 or 10 of this By-law and no submission has been made pursuant to clause 9(g) of this By-law and a sum of money by way of penalty has not been paid to the Director or officer nominated in that behalf and named in such notice on or before the date and time specified for payment, the alleged breach may be prosecuted upon complaint of the Director against either the owner or any other person alleged to be guilty thereof. For the purposes of any such prosecution the appointment and signature of the Director shall be judicially noticed.
- (12) Where a notice in writing has been affixed to a vehicle or given to the owner or driver thereof pursuant to the provisions of clauses 9 or 10 of this By-law and a submission shall have been made pursuant to clause 9(g) of this By-law, such submission shall be considered by the Council and its decision shall be notified to the owner by letter addressed to such owner at the address shown in such submission. In the case of rejection of such submission and the sum of money by way of penalty not having been paid to the Director or officer nominated in that behalf on or before the date and time specified in such letter of payment, the alleged breach may be prosecuted upon the complaint of the Director against either the owner or any other person alleged to be guilty thereof. For the purposes of any such prosecution the appointment and signature of the Director shall be judicially noticed.
- (13) Notwithstanding the provisions of clause 8 of this By-law an owner of a vehicle shall not, by virtue of that clause, be deemed guilty of a breach not actually

committed by such owner if not later than 10 days after the day of service of a summons for that offence, such owner —

- (a) supplies to the Director a statement in writing, verified upon oath or by statutory declaration, stating facts which prove to the satisfaction of the Director that some other person actually committed the breach and stating the name of that other person and the address at which that person may be located; or
 - (b) supplies to the Director a statement in writing, verified upon oath or by statutory declaration, stating facts which prove to the satisfaction of the Director that such owner had sold such vehicle on a date before the date on which the breach was committed and stating the name of the person to whom the vehicle was sold and the address at which such person may be located, the date of the sale, and the name and address of the agent, if any, who made the sale on behalf of such owner, or
 - (c) supplies to the Director a statement in writing, verified upon oath or by statutory declaration, stating facts which prove to the satisfaction of the Director that at the time of the breach, the vehicle was stolen or otherwise being used without the consent of such owner.
- (14) In any proceedings in respect of a breach of clauses 4, 5 or 6 of this By-law and brought against a person named in a statement referred to in clause 13 of this By-law —
- (a) a copy of such statement shall be served with the summons;
 - (b) the endorsement of a copy of such statement with an oath of service shall be evidence of such service and in the absence of evidence in rebuttal, conclusive such evidence;
 - (c) the production by the prosecutor of such statement shall be evidence of the facts stated therein and, in the absence of evidence in rebuttal, shall be conclusive evidence of those facts.
- (15) The provisions of this By-law whereby an owner may be proceeded against and punished for a breach in relation to the driving, using or parking of a vehicle not actually committed by such owner or may pay a prescribed sum of money by way of penalty in respect of such a breach shall not prejudice or affect howsoever the liability of the person by whom the breach was actually committed to be proceeded against and punished therefor, save that where either of them has been punished for the breach by being convicted therefor or by paying pursuant to clause 9 of this By-law the prescribed sum of money by way of penalty then the other of them shall cease to be subject to any liability under this By-law in respect of the breach.
- (16) Any certificate or document —
- (a) purporting to be issued pursuant to the regulations under the *Main Roads Act 1920-1983*, or any corresponding legislation, ordinance or law of any State or Territory of the Commonwealth; or
 - (b) purporting to be under the hand of the Secretary of the Commissioner of Main Roads or any person thereunto authorised by the Commissioner of Main Roads, or purporting to be under the hand of a person or authority charged with the registration of motor vehicles under any legislation, ordinance or law of any State or Territory of the Commonwealth corresponding to the regulations under the *Main Roads Act 1920-1983*, or any person thereunto authorised by such person or authority,
- which states that on any date or during any period the motor vehicle specified in the certificate or document was registered in the name of the person specified therein shall be received in evidence and shall be evidence that the person specified in the certificate or document was the owner of the motor vehicle specified therein at the time or during the period specified therein and in the absence of evidence in rebuttal thereof shall be conclusive evidence of such ownership. Any certificate or document referred to in this Section shall be presumed to have been duly issued or given until the contrary is proved.

4

Rules and Related Procedures

PREFACE

The Rules in this Handbook supersede all previously-published rules and are the only rules effective for the 1987 academic year.

A student who suffers actual disadvantage as a result of the introduction of new or revised rules may request a review of his or her case in the manner prescribed in Rule 5.

The Rules as stated apply to students at and subsequent to **enrolment**. The College's rules and procedures in relation to **admission** appear in the *Admission Guide*, published separately.

1. ENROLMENT

1.1 Enrolment (Commencing Students)

FORM: Application for Enrolment — Commencing Students

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

1.1.1 Definition of Enrolment

A commencing student is considered to be enrolled upon completion of the following —

- (i) application for admission;
- (ii) acceptance of the offer of a quota place, in terms of the conditions prescribed;
- (iii) submission of a completed enrolment form and its acceptance by the College;
- (iv) payment of prescribed fees.

1.1.2 Failure to enrol subsequent to admission

Where a commencing student fails to enrol for the semester specified in the College's letter of offer, it will be assumed that the student's application for admission has been withdrawn.

1.1.3 Deferment of Enrolment

Applications for deferment of enrolment should be submitted according to directions given with the letter of offer, but will be accepted until the end of the second week of lectures in the semester specified.

Deferment of enrolment is available for no more than two semesters and is limited to one semester in the case of second semester admissions.

1.2 Re-enrolment (Continuing Students)

FORM: Application for Re-enrolment

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

1.2.1 Definition of re-enrolment

A continuing student is considered to be re-enrolled upon completion of the following:

- (i) submission of a completed re-enrolment form and its acceptance by the College;
- (ii) payment of prescribed fees, provided that the student is not subject to exclusion, termination of studies or suspension.

1.3 Re-admission

FORM: Application for Re-admission

SOURCE: Student Administration

SUBMIT TO: Admissions, Central Administration

Students who have terminated their studies or who have been excluded are required to apply for re-admission in order to become eligible to re-enrol.

1.4 Concurrent Enrolment

Concurrent enrolment in two courses is not permitted where either course involves full-time study. Where the two courses concerned involve part-time study in the internal or external modes concurrent enrolment may be undertaken provided the approval of both Course Coordinators is obtained.

Students who are enrolled or who are planning to enrol at another tertiary institution must declare this fact when applying for enrolment at this College.

1.5 Confirmation of Enrolment

FORM: Confirmation of Enrolment

SOURCE: Student Administration

SUBMIT TO: Student Administration, Campus Office

In order to verify the accuracy of student enrolment records the College provides students each semester with a statement of their current enrolment. Students are required to check the accuracy of the record and to return the statement whether or not corrections were necessary.

Failure to comply with this procedure may result in the imposition of a late fee and suspension of enrolment.

1.6 Changes of name and address

FORM: Change of Personal Details

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

Students are required to notify Student Administration promptly of any change in name, address or other personal details.

1.7 Variation of unit enrolment

FORM: Application for Enrolment Revision

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

1.7.1 Addition of a unit or units

Units may be added to an existing enrolment until the end of the second week of lectures in the units concerned or in the case of external students, until a date determined by the Academic Registrar; later addition of units requires approval of the relevant Course Coordinator(s) and payment of a fee for late enrolment (see 1.8.1).

1.7.2 Cancellation of enrolment in some or all units

Cancellation of units has the following consequences, depending on the date of cancellation. There are three cases:

- (i) **Cancellation in weeks 1-2:** In this case the unit or units are deleted from the student's record.
- (ii) **Cancellation in weeks 3-7:** In this case the student's work is not assessed and the symbol "W" is recorded against the unit or units concerned.
- (iii) **Cancellation after week 7:** In this case assessment of work completed will occur as described in (a), (b) and (c) below, unless

Course Coordinator approval is obtained for withdrawal without assessment (“W”):

- (a) If the student has completed no work or insufficient work to enable a grade to be given, the symbol “K” will be recorded.
- (b) If the work completed is of such restrictive quantity that it would result in a grade of 1,2, or U, the symbol “K” will be recorded. However, a request to have a grade recorded may be made by means of an application for review (see Rule 5).
- (c) In all other cases a grade will be given which will reflect the extent to which the unit’s objectives have been achieved in the work completed.

Students who wish to cancel their enrolment in *all* units must, in addition to taking into account the consequences of cancellation as stated above, also consider the longer-term options available and notify the College of their intentions. The options are Interruption of Studies (see 1.7.3) and Termination of Studies (see 1.7.4)

1.7.3. Interruption of Studies

Interruption of studies is available on application to students whose circumstances necessitate a period of leave from their studies.

For each course, there is a limit on the amount of leave which may be taken expressed in terms of whole semesters or semesters in which interruption is notified before the end of the second week of lectures (see Appendix 1). Provided the stated limit is not exceeded, the student retains the right to re-enrol in the course concerned. Where the limit is exceeded students will be deemed to have terminated their studies.

1.7.4 Termination of Studies

Students who require a period of leave longer than provided for in Appendix 1, or who wish to cease participation in a course, should notify the College of their intention to terminate their studies. Resumption of studies in that course is then subject to application for re-admission.

1.8 Penalties for non-compliance with rules and procedures

1.8.1 Financial penalties

Financial penalties may be imposed where students have not complied with instructions or procedures by stipulated dates, including instances of —

Late submission of enrolment or re-enrolment application	\$10.00
Late return of confirmation of enrolment form	\$10.00
Late collection of student identification card	\$10.00
Failure to comply with procedures for payment of prescribed fees	\$10.00

1.8.2 Application for Waiver

FORM: Application for Waiver of Financial Penalty
SOURCE: Student Administration, Campus Office
SUBMIT TO: Student Administration, Campus Office

The Academic Registrar may waive the financial penalty in cases where students are able to demonstrate that the circumstances which led to the imposition of the penalty arose through illness or other circumstances beyond their control.

1.8.3 Suspension

1.8.3.1 Offences resulting in suspension

Students may be suspended for:

Failure to pay prescribed fees

Failure to pay late fees

Failure to pay fines

Failure to return Resource Centre materials

Failure to conform with instructions or essential procedures.

1.8.3.2 Sanctions imposed as a consequence of suspension

(i) Withholding of results

(ii) Withholding of transcript of academic record

(iii) Withholding of award certificate

(iv) Loss of right to re-enrol.

In lieu of (i), (ii) and (iii) above a statement that the student has completed course requirements will be provided for purposes of seeking employment.

1.8.3.3 Implementation of Sanctions

Continuing students who offend in semester 1 will be subject to sanctions (i), (ii) and (iv) at the end of semester 2, if the matter remains unresolved at that time.

Continuing students who offend in semester 2 will be subject to sanctions (i), (ii) and (iv) at the end of the semester.

Graduating students who are under suspension will be subject to sanctions (i), (ii) and (iii) at the end of their final semester, whether it is semester 1 or semester 2.

Students who are subject to exclusion and also under suspension will be subject to sanctions (ii) and (iv) at the end of their final semester, whether it is semester 1 or semester 2.

Students who advise of their decision to terminate their studies but who are under suspension will be subject to sanctions (i), (ii) and (iv) at the end of their final semester, whether it is semester 1 or semester 2.

2. NON-AWARD STUDIES

Two forms of study are available which do not require admission to an award course.

2.1 Miscellaneous Studies

FORM: Application for Enrolment — Miscellaneous Studies

SOURCE: Student Administration

SUBMIT TO: Student Administration, Campus Office

Subject to approval by Course Coordinators and to the availability of places, miscellaneous studies may be undertaken by students who:

- (i) (a) are enrolled in a course offered by another tertiary institution and have approval from that institution to include units offered by the College in the course concerned;
- (b) have completed one half or more of a course at another tertiary institution, but who because of transfer or other valid reason cannot complete the course at that institution;
- (ii) require further study in order to gain recognition by a professional association or body;
- (iii) are required by the College to complete certain units in order to satisfy prerequisites for a particular course offered by the College;

- (iv) wish to undertake tertiary-level study for a reason other than those specified above but satisfactory to the College.

A student who wishes to undertake miscellaneous study should normally satisfy entry requirements and prerequisites for admission to the course from which the unit or units are drawn, and must complete all assessment requirements. A statement of results will be issued for each semester of study.

Enrolment as a miscellaneous student is contingent upon payment of prescribed fees (see rules 1.1.1 and 1.2.1) unless the student has paid to another tertiary institution corresponding fees for the same period of enrolment.

Applications should be supported by documentary evidence from a tertiary institution or professional body indicating the units to be undertaken and the award or membership to which they may be credited. If the application is of the type described in (iv) above, a full statement of the reasons for the application should be attached.

Decisions on applications will be conveyed in writing by the Academic Registrar and will specify the unit or units for which approval is given. Proposals to change the units approved must be submitted on the form Application for Enrolment Revision.

Students who complete units by miscellaneous study may, if subsequently admitted to a course offered by the College, apply for credit as provided in Rule 3, Transfer of Credit.

2.2 Continuing Education

FORM: Application to Enrol as a Visiting Student

SOURCE: Continuing Education, Kelvin Grove Campus or Student Administration, Campus Office

SUBMIT TO: Continuing Education, Kelvin Grove Campus or Student Administration, Campus Office

The College offers, in a variety of areas, studies which do not require admission to an award course or official enrolment in advanced education units. Students who undertake this form of study may be provided with a certificate of attendance or other recognition but will in no circumstances be eligible to apply for credit in an advanced education course.

3. TRANSFER OF CREDIT

FORM: Application for Credit

SOURCE: Student Administration

SUBMIT TO: Student Administration, Campus Office

3.1 Policy

Recognition in the form of credit will be given for study, demonstrable expertise and relevant experience, to an extent that is consistent with the maintenance of established academic standards. It is considered to be in the interests of students to facilitate their movement between institutions and between courses of various types and levels. The College is prepared to engage in formal arrangements with other institutions leading to the transfer of students and the granting of agreed credit; where no such arrangement exists, applications will be considered on their individual merits and in the spirit of this policy.

In making a determination on an application for credit, consideration will be given to the following:

3.1.1 Total Credit Available

Credit will normally be given for up to one half of the credit points required for an award, but a higher proportion may be given with the approval of the appropriate Board of Studies. The amount of credit awarded will be determined by the extent to which the applicant's previous studies have met similar or acceptable alternative objectives and requirements to those set for the course towards which credit is sought.

3.1.2 Recency of Previous Studies

Studies undertaken ten or more years previous to the date of application may not be accepted for credit purposes unless a special case is made or assessment is given to establish the currency of the applicant's knowledge.

3.2 Forms of Credit

Two alternatives are available:

3.2.1 Exemption

Exemption will be approved when prior studies, expertise or experience satisfy the objectives and requirements of the unit from which exemption is sought. Where course rules permit, exemption may also be given from an unspecified unit on the basis of prior completion of studies judged to be equally acceptable within the structure of the course.

3.2.2 Partial Exemption

Partial exemption will be awarded when prior studies, expertise or experience satisfy some but not all of the objectives and requirements of the unit from which exemption is sought. Where partial exemption is awarded it is necessary to enrol in the unit concerned and participate in sections of the work and assessment as directed. On satisfactory completion of these tasks either exemption or a grade will be awarded, depending upon the proportion of the unit's requirements actually undertaken.

3.3 Application Procedure

3.3.1 Timing of applications

Applicants for admission to a College course who also wish to apply for credit should do so when applying for admission. While all applications will be considered promptly, processing may not be completed before the close of enrolments unless adequate time is allowed.

Students already enrolled in a College course may submit an application for credit at any time, but should do so well before the commencement of any semester in which the award of credit might affect their unit enrolment.

3.3.2 Documentation

Applicants are responsible for providing an official transcript of results and copies of the outline or syllabus of units completed. Before doing so, applicants are encouraged to contact the appropriate Course Coordinator to determine which of their former units are likely to be relevant. Undocumented applications will not be considered.

3.3.3 Other Requirements

Applicants for credit may be required to attend for interview or to undergo an appropriate form of assessment.

3.3.4 Notification

Decisions on applications for credit will be conveyed in writing by the Academic Registrar.

4. ASSESSMENT

4.1 The College's assessment policy is based on the principles of criterion-referencing and is stated in section 5 of this Handbook.

4.2 Grading

4.2.1 Students' performance in units will be graded on a scale from one to seven as defined below, unless use of the two point (S, U) scale (see 4.2.2) has been approved:

7. High Distinction: Achievement of all objectives which indicate mastery of the essential requirements of the unit, and of the maximum expected number of objectives which indicate higher-level performance. Achievement of such objectives requires an extremely high level of knowledge of the subject matter, mastery of relevant skills, demonstration of an extremely high level of intellectual initiative and interpretative and analytical ability.
6. Distinction: Achievement of all objectives which indicate mastery of the essential requirements of the unit, and of many objectives which indicate a higher-level performance. Achievement of such objectives requires a very high level of knowledge of the subject matter, development of relevant skills to a very high level, and demonstration of a very high level of intellectual initiative and interpretative and analytical ability.
5. Credit: Achievement of all objectives which indicate mastery of the essential requirements of the unit and of some objectives which indicate higher-level performance. Achievement of such objectives requires a high level of knowledge of the subject matter, development of relevant skills to a high level, and demonstration of a high level of intellectual initiative interpretative and analytical ability.
4. Pass: Achievement of all objectives which indicate indicate mastery of the essential requirements of the unit. Achievement of such objectives requires an adequate knowledge of the subject matter, adequate development of relevant skills and demonstration of adequate interpretative and analytical ability.
3. Pass Conceded: Achievement of most objectives which indicate mastery of the essential requirements of the unit. Achievement of such objectives requires some knowledge of the subject matter, partial development of relevant skills and some evidence of interpretative and analytical ability.
2. Failure: Failure to achieve several objectives which relate to mastery of the essential requirements of the unit. Failure to achieve such objectives is reflected in lack of knowledge of the subject matter, inadequate development of relevant skills and insufficient evidence of interpretative and analytical ability.
1. Gross Failure: Failure to achieve most or all objectives which relate to mastery of the essential requirements of the unit. Failure to achieve such objectives is reflected in lack of knowledge of the subject matter, minimal development of relevant skills, and insignificant evidence of interpretative and analytical ability.

4.2.2 Where approval has been given by the appropriate Board of Studies, units may be graded on the following scale:

- S. Satisfactory: Achievement of all objectives which indicate mastery of the essential requirements of the unit. Achievement of such objectives requires an adequate knowledge of the subject matter, adequate development of relevant skills, and demonstration of adequate interpretative and analytic ability.
- U. Unsatisfactory: Failure to achieve some objectives which relate to mastery of the essential requirements of the unit. Failure to achieve such objectives is reflected in inadequate knowledge of the subject matter, inadequate development of relevant skills and insufficient evidence of interpretative and analytic ability.

4.2.3 The following grade of failure may be used where use of the grades 1, 2 and U is not appropriate:

- K. Ungraded failure: Awarded where insufficient work has been completed to merit a grade on either the 1-7 or U-S scales.

4.3 Administrative Codes

- A Assessment temporarily incomplete
- E Full exemption, awarded where prior studies in another course have been satisfactorily completed, or the required levels of experience or expertise demonstrated.
- T Studies extending over more than one semester where the longer period is part of the accredited course requirements.
- W Withdrawal without assessment, awarded where approval is given for cancellation of enrolment during weeks three to seven of a semester.

4.4 Supplementary Assessment

FORM: Application for Supplementary Assessment

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

4.4.1 Eligibility

Supplementary assessment in a maximum of two units may be available to a final-semester student if satisfactory completion of the unit(s) would enable the student to graduate from the course. Under special circumstances, including failure in a compulsory unit offered only in the second last semester of a course, the Chairperson of a Student Assessment Review Committee may approve supplementary assessment, in order to allow the student to graduate without extension of the course. Supplementary assessment should normally be completed before the commencement of the subsequent semester.

Such assessment may take the form of an assignment, examination or other assessment procedure as determined by the appropriate Head of School.

4.4.2 Application Procedure

Students eligible for supplementary assessment will normally be advised prior to or at the time of the release of results. However, any student who believes he or she may be eligible, whether or not notification has been given, should apply to the Academic Registrar within seven days of the release of results.

4.4.3 Notification

Students will receive written notification of the outcome of their application, including, where appropriate, the date, time, location and format of the supplementary assessment which would normally take place in January and August of each year.

4.5 Deferred Examinations

FORM: Application for Deferred Examination

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

4.5.1 Eligibility

Students who through illness or other circumstances beyond their control are unable to attend an examination at the prescribed time or complete an examination, may subsequently be eligible for a deferred examination.

4.5.2 Application Procedure

Applications for deferred examinations should normally be submitted prior to or within three days of the examination date, depending on the circumstances.

In cases where a student is unable to submit such an application, a telephone message explaining the circumstances should be relayed to the appropriate Student Administration Officer. A formal application should be submitted as soon as possible.

Full details of the circumstances leading to the application must be given, and a medical certificate or other appropriate documentary evidence must be attached.

4.5.3 Notification

Students will receive written notification of the outcome of their application including, where appropriate, the date, time, location and format of the deferred examination.

4.6 Cheating

4.6.1 In undertaking assessment requirements in a unit, students are expected to exhibit honesty and ethical behavior.

4.6.2 Cheating is defined as any fraudulent response whatsoever by students to any item of assessment including any instance where: students deliberately copy or attempt to copy the work of other students; students use or attempt to use information or materials that are prohibited from use in that form of assessment; students submit the work of another as their own; students consciously commit acts of plagiarism i.e. those actions which comprise taking and using as their own the thoughts or writings of another with the intent to deceive, which occurs when; paragraphs, sentences, a single sentence or significant parts of a sentence which are copied directly, are not enclosed in quotation marks and appropriately footnoted; direct quotations are not used, but text is paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text.

4.6.3 Students found cheating in any item of assessment will have that item cancelled, receive no marks for it, and will not be permitted to repeat it during that semester of enrolment.

4.6.4 Students found cheating on more than one occasion may be liable under College By-law 8 to penalties applicable to a breach of discipline.

4.7 Progression and Exclusion

Students' academic performance is evaluated at the conclusion of each semester. Students whose results for a semester include one or more failures may be permitted to proceed with their courses under conditions imposed in regard to repetition or substitution of the unit(s) failed; or if the degree of failure in that semester or over a number of semesters is sufficiently serious, may be excluded from the course concerned.

Rules on repetition of units and on progression generally are established and applied at the discretion of Board of Studies and vary from course to course. However, provisions regarding exclusion are common to all courses. One or more of the following grounds may be specified in an individual case:

- (i) failure on two occasions in the same unit;
- (ii) failure in more than a specified proportion of studies undertaken in a particular semester;
- (iii) accumulation of failures to levels specified for particular courses;
- (iv) failure to achieve a satisfactory level of performance in any mandatory studies taken as part of a particular course;
- (v) failure to complete a course within a specified maximum period of time.

Criteria for implementation of exclusion provisions are given in Appendix 2. Students will be advised in writing of any actions required or conditions imposed consequent upon failure, and in the case of exclusion, of the specific ground or grounds involved and the period of exclusion.

4.8 Graduation

Students are eligible to graduate upon completion of course requirements and certification of such completion by Boards of Studies.

In determining students' eligibility Boards of Studies will have regard to limits on the number of grades of '3' which may be credited towards awards. These limits are stated in Appendix 2.

5. REVIEW OF GRADES OR ACADEMIC RULINGS

FORM: Application for Review of Grade or Academic Ruling

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

5.1 Application

If a student has reason to believe that an error has been made or that an injustice exists after receipt of notification of an official final grade for a unit or of an academic ruling with respect to repetition of units or exclusion from a course, the student may apply for a review of such grade or ruling.

Applications must be submitted within fourteen days of the release of the grade or ruling. The application must be accompanied by appropriate information and documentation and must state clearly the specific grounds on which the request for the review is based.

It should be understood that the review could lead to no change or to either a less favourable or more favourable outcome for the student.

5.2 Procedure

A review will be conducted only after receipt of a formal application. The form of the review is the responsibility of the appropriate Head of School.

While students are encouraged to discuss their work with relevant members of staff during the semester, a review of a final result in any unit or an appeal against it can only occur according to the prescribed formal procedures for handling such matters. After grades have been finalised, students should not expect members of academic staff to respond to informal approaches or pressures.

5.3 Notification

Advice of the outcome of reviews will be conveyed in writing by the Academic Registrar.

6. APPEALS

6.1 Opportunity to Appeal

An appeal channel is open to a student who is convinced that an injustice remains following advice of the outcome of a formal review of a grade or ruling. An appeal will not be accepted unless such a review has taken place.

6.2 Procedure

6.2.1 An appeal must be submitted to the Academic Registrar in writing no later than fourteen days after notification of the review decision has been mailed to the student. It must be accompanied by appropriate information and documentation and must state clearly the specific grounds on which the appeal is based.

6.2.2 Upon receipt of the appeal, the Academic Registrar will notify the Chairperson of the Academic Board and the appropriate Head of School.

Depending upon the nature of the appeal, the Chairperson may intervene and consult as necessary with the object of finding a resolution.

Where the Chairperson intervenes in this way, any proposal for a resolution which has first been considered and found acceptable by the Head of School will be conveyed in writing to the appellant by the Academic Registrar. Where the appellant does not find the proposed resolution acceptable, he or she must advise the Academic Registrar of this in writing within fourteen days of the date on which the proposal was mailed. The appeal will then be transmitted to the Academic Appeals Committee for determination. Where no such advice is received within the time allowed, it will be assumed that the proposed resolution has been accepted by the appellant.

Should the Chairperson elect not to intervene the appeal will be transmitted to the Academic Appeals Committee for determination.

6.3 Membership of the Academic Appeals Committee

The Committee shall be composed of:

- (i) the Director who shall be Chairperson of the Committee;
- (ii) the Chairperson of the Academic Board;
- (iii) one member of the Academic Board other than an elected staff or student member;
- (iv) one elected staff member of the Academic Board;
- (v) one elected student member of the Academic Board.

A quorum of the Committee is three members. The Academic Registrar or nominee acts as Secretary to the Committee.

6.4 Committee Procedure

6.4.1 The Chairperson may request the Secretary to compile any further documentation which is considered necessary (eg. the student's official College record, a report from the appropriate Head of School). The Secretary will distribute copies of all documentation to Committee members.

6.4.2 When the Chairperson advises the Secretary that the appeal should proceed, the latter will contact the appellant who must indicate whether he or she wishes:

- (i) to appear personally to present a case before the Committee; or

- (ii) to be available at an appropriate time for interview should the Committee wish to seek further information; or
- (iii) to have the Committee proceed in his or her absence.

The Secretary will then arrange for a meeting to consider the appeal at the earliest practicable time.

6.4.3 At the meeting, only the appellant shall have the right to appear, if he or she has so elected. Interviews with other persons will be arranged only at the request of the Committee.

6.4.4 The Committee's ruling on the appeal will be determined by vote, as follows:

- (a) The Chairperson will have both an ordinary vote and a casting vote;
- (b) For a ruling to be valid, the number of votes cast in support of it must be greater than half the number of members present.

6.5 Notification

The Secretary will advise the appellant of the decision in writing and report the decision to the Academic Board.

6.6 Right of Appeal to Council

The right of appeal to the College Council against a decision of the Academic Board, and therefore of the Academic Appeals Committee acting on its behalf, is available to any student.

7. STATUS OF STUDENTS AWAITING THE OUTCOME OF A REVIEW OR APPEAL

The College will make determinations on reviews and academic appeals as soon as practicable, but will not necessarily resolve any particular case before the closed of enrolments for the next semester.

In this event the student remains bound, pending resolution of the case, by the ruling or by the consequences of the failure or failures which are the subject of the review or appeal, except in special circumstances as may be determined by the Chairperson of the relevant Student Assessment Review Committee.

APPENDIX 1

Implementation of Rule 1.7.3, Interruption of Studies

Course	No. of Semesters
Master of Education (Mathematics)	4
Master of Education (Reading)	4
Graduate Diploma in Administrative Studies	2
Graduate Diploma in Communication Teaching	4
Graduate Diploma in Computer Education	4
Graduate Diploma in Counselling	3
Graduate Diploma in Early Childhood Education	4PT
Graduate Diploma in Educational Administration	4
Graduate Diploma in Health Education	3
Graduate Diploma in Industrial Relations	2FT;3PT
Graduate Diploma in Music Education	4
Graduate Diploma in Outdoor Education	3
Graduate Diploma in Reading	4
Graduate Diploma in Religious Education	4
Graduate Diploma in Resource Teaching	4
Graduate Diploma in Second Language Teaching	4
Graduate Diploma in Special Education	4
Graduate Diploma in Teacher-Librarianship	4
Graduate Diploma in Teaching (Primary)	2
— Joint Program	2
Graduate Diploma in Teaching (Secondary)	2FT;4PT
— Joint Program	2
Bachelor of Applied Science (Home Economics)	4
Bachelor of Arts (Dance, Drama, Visual Arts)	4
Bachelor of Arts (Recreation Management)	4
Bachelor of Business	4
Bachelor of Education	2FT;4PT
— Extended Program	4
Diploma of Teaching (Early Childhood)	3
Diploma of Teaching (Primary)	3
Diploma of Teaching (Secondary)	3
— Manual Arts (Trades Entry)	3
Diploma of Teaching (TAFE)	3
Associate Diploma in the Arts	3FT;4PT
Associate Diploma in Child Care	3FT;4PT
Associate Diploma in Community Welfare	3FT;4PT
Associate Diploma in Computing	3FT;4PT
Associate Diploma in Industrial Relations	4
Associate Diploma in Recreation Studies	3FT;4PT
Associate Diploma in Residential Care	3FT;4PT
Associate Diploma in Secretarial Studies	3
Associate Diploma in Sports Studies	3FT;4PT

APPENDIX 2

Implementation of Rule 4.7, Progressive and Exclusion, and Rule 4.8, Graduation

1. GENERAL

- 1.1 Boards of Studies have established Student Assessment Review Committees whose function is to review the academic performance of all students who have received grades of 1,2,3,K or U in a unit during a semester. Determinations will be made in each case taking into account such factors as the student's ability, circumstances, prior performance, the structure and nature of the course, and the proportion of it completed.
- 1.2 In cases where normal progress may not be maintained, the Chairperson of the relevant Student Assessment Review Committee will authorise advice to the student concerned regarding the decisions reached and the actions required. In cases where a student is subject to exclusion, he or she will be advised of this in writing by the Academic Registrar.
- 1.3 Students who believe they have adequate grounds may seek review of progression and exclusion rulings under the provisions of Rule 5, Review of Grades or Academic Rulings.

2. PROGRESSION

- 2.1 Students whose progress had been reviewed, but who are not liable for exclusion will proceed according to one of the following:
 - (i) maintain normal progress;
 - (ii) maintain normal progress but in addition repeat one or more units in which a grade of 1,2,K or U has been awarded, or where a grade or grades of 3 have been awarded but further progress requires achievement of a grade of 4 or higher;
 - (iii) undertake a revised program to be determined by the appropriate Course Coordinator in consultation with the Chairperson of the Student Assessment Review Committee; or
 - (iv) undertake a program consisting entirely of repetition of units in which grades of 1,2,3,K or U have been awarded prior to proceeding with any new units.
- 2.2 In certain courses there are professional experience or skill-based units in which the achievement of a grade of 4 or higher (or S, as appropriate) is required. Students who do not achieve such a standard may be required to repeat the unit or undertake additional work at the discretion of Student Assessment Review Committees.

3. EXCLUSION

- 3.1 On the advice of Student Assessment Review Committees, Boards of Studies may exclude students from a course on one or more grounds listed below:
 - (i) failure on two occasions in the same unit;
 - (ii) failure in more than a specified proportion of studies undertaken in a particular semester;
 - (iii) accumulation of failures to levels specified for particular courses;
 - (iv) failure to achieve a satisfactory level of performance in mandatory studies taken as part of a particular course;
 - (v) failure to complete a course within a specified maximum period of time.

TABLE 1: Criteria for the Application of Rules 4.7 and 4.8

Course	Rule 4.7 Progression and Exclusion				Rule 4.8 Graduation
	Column 1	Column 2	Column 3		Column 4
	Exclusion Ground (ii) (% of Credit Points)	Exclusion Ground (ii) (No. or % of Credit Points)	Exclusion Ground (v) (No. of Sem's FT PT)		Limit on Grades of '3'
Master of Education (Mathematics)	-	30 CP	-	12	1
Master of Education (Reading)	50%	15% of CP	-	8	2
Graduate Diploma in Administrative Studies	50%	-	3	3	2
Graduate Diploma in Communication Teaching	-	30 CP	9	9	1
Graduate Diploma in Computer Education	-	30 CP	-	9	1
Graduate Diploma in Counselling	-	25% of CP	-	8	1
Graduate Diploma in Early Childhood Education	50%	25% of CP	-	8	1
Graduate Diploma in Educational Administration	-	30 CP	-	9	1
Graduate Diploma in Health Education	-	25% of CP	-	8	1
Graduate Diploma in Industrial Relations	50%	-	3	5	2
Graduate Diploma in Music Education	-	30 CP	-	9	1
Graduate Diploma in Outdoor Education	-	25% of CP	-	8	1
Graduate Diploma in Reading	-	30 CP	-	9	1
Graduate Diploma in Religious Education	-	30 CP	-	9	1
Graduate Diploma in Resource Teaching	-	3 Units	4	-	1
Graduate Diploma in Second Language Teaching	-	30 CP	-	9	1
Graduate Diploma in Special Education	-	30 CP	9	-	1
Graduate Diploma in Teacher-Librarianship	-	30 CP	9	9	-
Graduate Diploma in Teaching (Primary)	50%	-	4	-	1
— Joint Program	50%	-	6	-	1
Graduate Diploma in Teaching (Secondary)	50%	-	4	8	1
— Joint Program	50%	-	6	-	1
Bachelor of Applied Science (Home Economics)	50%	-	12	24	3
Bachelor of Arts (Dance, Drama, Visual Arts)	50%	-	12	24	3
Bachelor of Arts (Recreation Management)	-	25% of CP	9	-	3
Bachelor of Business	50%	-	9	18	3
Bachelor of Education	-	3 units	4	9	1
— Extended Course	-	-	-	14	3
Diploma of Teaching (Early Childhood)	50%	25% of CP	9	-	3
Diploma of Teaching (Primary)	50%	25% of CP	9	-	3
Diploma of Teaching (Secondary)	50%	25% of CP	9	-	3
— Manual Arts (Trade Entry)	50%	25% of CP	8	-	3
Diploma of Teaching (TAFE)	50%	25% of CP	9	-	3
Associate Diploma in the Arts	50%	-	8	12	1
Associate Diploma in Child Care	50%	25% of CP	6	12	2
Associate Diploma Community Welfare	-	25% of CP	6	12	4
Associate Diploma in Computing	50%	-	6	12	2
Associate Diploma in Industrial Relations	50%	-	-	12	2
Associate Diploma in Recreation Studies	-	25% of CP	6	12	3
Associate Diploma in Residential Care	-	25% of CP	6	12	3
Associate Diploma in Secretarial Studies	50%	-	6	-	2
Associate Diploma in Sports Studies	-	25% of CP	8	16	2

Notes: Columns 1-3
Column 1:
Column 4:

Numbers indicate thresholds at or above which exclusion ground may be invoked; '-' indicates not applicable. Exclusion ground (ii) is applied over 2 consecutive semesters in the case of School of Business courses. Students who exceed these limits are not eligible to graduate.

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General Information

PRINCIPAL DATES

SEMESTER COMMENCEMENT DATES

Dates are shown below for the commencement of lectures in first and second semesters. For detailed information on the schedule for a particular course (mid-semester breaks, fieldwork, examinations etc.) contact Student Administration on the campus on which the course is offered.

COURSE	SEMESTER 1, 1987			SEMESTER 2, 1987				
	2 Feb	9 Feb	16 Feb	6 Jul	13 Jul	20 Jul	27 Jul	17 Aug
Master of Education (Mathematics)	X				X			
Master of Education (Reading)		X				X		
Graduate Diploma in Administrative Studies			X		X			
Graduate Diploma in Communication Teaching	X				X			
Graduate Diploma in Computer Education		X					X	
Graduate Diploma in Counselling	X				X			
Graduate Diploma in Early Childhood Education		X						X
Graduate Diploma in Educational Administration		X				X		
Graduate Diploma in Health Education	X				X			
Graduate Diploma in Industrial Relations			X		X			
Graduate Diploma in Music Education	X				X			
Graduate Diploma in Outdoor Education	X							X
Graduate Diploma in Reading		X				X		
Graduate Diploma in Religious Education		X				X		
Graduate Diploma in Resource Teaching		X						X
Graduate Diploma in Second Language Teaching		X				X		
Graduate Diploma in Special Education	X				X			
Graduate Diploma in Teacher-Librarianship	X ¹				X			
Graduate Diploma in Teaching (Primary)	X				X			
— Joint Program	X				X			
Graduate Diploma in Teaching (Secondary)		X						X
— Joint Program		X						X
Bachelor of Applied Science (Home Economics).....		X						X
Bachelor of Arts — Dance		X		X ²				
— Drama		X		X ²				
— Visual Arts		X			X ²			
— (Recreation Management)	X				X			
Bachelor of Business			X		X			
Bachelor of Education		X				X		
Diploma of Teaching (Early Childhood)		X			X			
Diploma of Teaching (Primary)	X				X			
Diploma of Teaching (Secondary).....		X						X
— Manual Arts (Trades Entry)	X				X			
Diploma of Teaching (TAFE)	X				X			
Associate Diploma in the Arts — Dance		X		X				
— Film and Television		X			X			
— Studio Music Teaching		X			X			
— Theatre		X		X				
— Visual Arts		X			X			
Associate Diploma in Child Care		X			X			
Associate Diploma in Community Welfare	X ³				X ⁴			
Associate Diploma in Computing			X		X			
Associate Diploma in Industrial Relations			X		X			
Associate Diploma in Recreation Studies	X				X			
Associate Diploma in Residential Care	X					X		
Associate Diploma in Secretarial Studies			X		X			
Associate Diploma in Sports Studies	X				X			

¹ Students commence 27 January
² Second year students commence 17 August

³ Second year students commence 27 January
⁴ Second year students commence 27 July

PUBLIC HOLIDAYS

New Year's Day	Thursday 1 January
Australia Day	Monday 26 January
Good Friday	Friday 17 April
Easter Monday	Monday 20 April
ANZAC Day	Saturday 25 April
Labor Day	Monday 4 May
Queen's Birthday	Monday 8 June
RNA Exhibition Holiday	Wednesday 12 August (to be confirmed)
Christmas Day	Friday 25 December
Boxing Day	Saturday 26 December

ADMISSIONS

First Semester Entry: The College's main admission period extends from August each year to the following January. Application forms are first available in August and quota places are offered in December and January; lectures commence in early February. Depending upon the course, applications are processed either by the Queensland Tertiary Admissions Centre (QTAC) or by the College's Admissions Section.

QTAC processes applications for all College undergraduate courses with the exception of the Bachelor of Education and Diploma of Teaching (TAFE). The College processes applications for these courses and postgraduate courses.

Second Semester Entry: Occasionally a second intake is accepted in the period May to June with lectures commencing in July. Applications should be submitted to Admissions.

Details of procedures, admission criteria and other matters relevant to admission may be found in the *Admission Guide* which is available from Admissions.

ENROLMENT

Students are required to seek approval for the combination of units in which they wish to enrol. The process of obtaining approval varies somewhat and instructions provided with enrolment forms should be followed precisely.

POLICY STATEMENTS

ASSESSMENT POLICY

OBJECTIVES AND FUNCTIONS OF ASSESSMENT

Objectives

The objectives of the College's assessment policies are to safeguard academic and professional standards and allow the College to meet its responsibilities to the community at large, to provide consistency in assessment policies and procedures throughout the College and to facilitate discussion of assessment issues by staff and students at an informed level.

Functions

The assessment program is intended to serve the following functions —

- (i) Provision of an aid to learning by:
 - (a) prescribing tasks which may require students to apply knowledge acquired in a course, read widely, report upon practical situations, demonstrate certain skills; analyse a problem or present an intellectually sound argument;
 - (b) giving a sense of direction and motivation to students' work programs;
 - (c) providing regular feedback to students on their performance relative to pre-specified criteria so that specific weaknesses, errors and misunderstandings may be noted and overcome through remediation;
 - (d) creating constructive dialogue between lecturers and students;

- (e) contributing to students' self-knowledge;
 - (f) giving information on assessed work to encourage student to identify strengths, and to acknowledge effort and originality of thought.
- (ii) Provision of information for students to assist them in their selection of further studies and/or career paths.
 - (iii) Determination of the level of achievement in each unit.
 - (iv) Provision of information to assist in the continuing and periodic evaluation of course objectives, content, teaching methods and procedures.

PROCEDURES FOR ASSESSMENT

Assessment philosophy

Assessment should be based on the achievement of objectives in each unit; that is, it should conform with the principles of criterion-referenced assessment. The general criteria for awarding grades are set out in Rule 4.2, Grading.

A fuller explanation of the meaning of criterion referenced assessment and procedures to implement this in any college unit is available in the document **Guidelines for the Implementation of Assessment Policy**.

Variety of assessment

Consideration should be given to using a variety of assessment procedures in judging whether students have achieved pre-specified objectives. When alternatives are provided they should require commensurate ability in that students should demonstrate that they have met the same objectives at the same standards.

Amount of assessment

The time required to complete assessment items should be related to the number of credit points for the unit (a 10 credit point unit normally involves 3-4 contact hours plus 6-7 hours per week of other work, including preparation of assessment items). Care should be taken not to create an overload of work related to assessment, and to leave adequate time for other learning and for general personal development.

Progressive assessment

Assessment should normally be carried out progressively throughout a semester. Students are to be advised of the outcome of each item of assessment as early as possible, but normally no later than 3 weeks after the date of its submission.

Students should be given as much information as possible as to their achievement or non achievement of each objective tested rather than simply being provided with a quantitative measure.

It is important to avoid bunching of due dates for assessment items where more than one unit is involved, particularly towards the end of a semester. Course Coordinators should assist in this area.

ADVICE TO STUDENTS

Assessment requirements

Students need to be informed of the kinds of understandings and skills to be acquired and demonstrated, meanings of the various grades being used and the procedures used in determining these.

A written statement outlining assessment requirements for each unit is to be provided for all students taking the unit by the end of the first week of lectures in the unit. No subsequent change to the assessment program is permitted, except by mutual agreement

GENERAL INFORMATION

between the lecturer(s) responsible for the unit and the students taking it, and then only if approved by the relevant Head(s) of Department(s); normally, any such adjustments are to be finalised by the end of the second week of the semester. Any class attendance, field trip or other specific requirements for satisfactory completion of the unit must be specified within the assessment requirements.

Submission of assignments

School policies concerning late assignments are to be communicated to students. Extensions of time beyond the due date for receipt of an assignment should normally be given only when a lecturer has received a prior request from a student, which, in the opinion of the lecturer, warrants special consideration. A record of such requests and subsequent actions should be kept by the lecturer. Care should be taken to ensure that students are not advantaged above their fellow students by being granted extensions.

Arrangements for receipt of assignments are also to be made known to students. These arrangements should aim to provide security and confidentiality for each assignment.

SCHEDULING OF EXAMINATIONS

Responsibility for the coordination of examinations generally and the scheduling of end-of-semester examinations in particular, rests with the Student Administration Office on each campus working in cooperation with Heads of Schools.

In order to compile the information necessary to discharge these functions, Student Administration Officers will undertake a survey in the fourth week of each semester, asking academic staff to indicate —

- which units will include in their assessment program one or more examinations to be formally timetabled by Student Administration, and any special requirements (particular facilities or equipment, printing, stationery etc.)
- the time, date and place of any other examinations to be conducted by staff or their Department during the semester.

Using the information provided, Student Administration Officers will prepare a draft end-of-semester examination timetable in accordance, as far as possible, with the following guidelines —

- Examinations should be held between the hours of 8.00 a.m. and 9.00 p.m. on week days, and 8.00 a.m. and 12.00 noon on Saturdays. Examinations must not be held on Sundays or public holidays.
- On any day —
 - (i) students should not be required to undertake more than two examinations;
 - (ii) the total working time should not exceed six hours;
 - (iii) there should be a minimum break of two hours between examinations.
- Students should not normally be required to undertake examinations on more than three days in succession.
- Examinations should be held on the campus where teaching in the unit concerned is normally conducted. Where a unit is offered on two or more campuses, a combined examination may be held at a single location.
- In the case of units which are available in more than one mode (full-time, part-time, external) and the same paper is set, the examinations should normally take place simultaneously.

Student Administration Officers will arrange for the draft timetable (clearly marked as such) to be displayed on noticeboards not less than one month before the first examination. Students will have five working days in which to submit objections to Student

Administration in respect of the timetable. Objections will be dealt with by Student Administration Officers in consultation, where necessary, with the Head of School concerned.

At the conclusion of the period allowed for objections, and no later than two weeks before the first examination, Student Administration Officers will compile and display the final timetable in the same locations used for the draft timetable.

CONFIDENTIALITY OF STUDENT RECORDS

The College is required to have on record a variety of factual information about students both for internal use in connection with its academic program and for the compilation of statistical reports to meet the requirements of such external bodies as the Board of Advanced Education or Federal authorities.

The Academic Registrar is the official custodian of such records and is responsible to the Director for their proper maintenance and control.

Information required by outside bodies is normally of a statistical nature and does not identify individual students — e.g. admission and enrolment statistics, T.E. score distributions, age distributions, patterns of origin by school or residential district, full-time/part-time ratios, attrition rates etc. However, information held on individual students may include details of a personal nature which students may quite reasonably expect the College to maintain as confidential except for legitimate internal purposes — e.g. age, address, telephone number, marital status, medical information, references etc. The College has no need for and will not maintain records relating to the religious or political affiliations and activities of students except insofar as such information may be voluntarily included in correspondence from the student or in references supplied by persons at the student's request.

The College accepts that general principles of confidentiality and privacy should apply to the use or availability of its records on individual students. These imply that the College will not normally make available externally particular information on a student without specific authorisation by that student, unless it is legally required to do so. Exceptions to this policy will be restricted to situations in which the release of information is judged to be in the clear interest of the student — e.g. provision of a telephone number or address to a hospital when a relative has been involved in an accident.

The College will ensure that computer-based records will not be accessible or transferable to outside information systems.

Situations sometimes occur in which immigration authorities, creditors, insurance salesmen, drug control agencies etc. may seek to contact students through the College. It is not the business of the College to act as an intermediary to assist in establishing such contacts.

Information from records will be available internally to departments and individual staff members on the basis of a demonstrated need in connection with the academic program. Its release from the Student Administration Office must be authorised by the Academic Registrar acting within the spirit and intent of this policy, on the understanding that staff members using the information will also adhere to its intent.

In addition to being provided at regular intervals with information on academic performance, students shall be entitled to have access to their personal files which will contain forms, correspondence, results statements and any other items relating to each student. Access will be available only at a Student Administration Offices and the student will be under supervision while perusing the file. The file may not be removed from the Office. No student may have access to another student's personal file.

GENERAL INFORMATION

Under this policy, confidentiality of records is to be interpreted as extending to the grades and overall academic record of a student. Such information may be provided to individuals, employers or agencies outside the College only upon the written authorisation or request of the student, addressed to the Academic Registrar. Moreover, the College will follow a procedure whereby any grades posted in general view will identify students by their student number and not by name.

It is the responsibility of the Academic Registrar to provide a student with copies of his or her official College transcript on request for use at the student's discretion — e.g. in connection with job applications or applications for admission to another educational institution, or to forward such transcripts when authorised in writing by the student to do so. Should the Registrar of another institution to which a student is seeking admission formally request a copy of the student's academic record, its transmission will be assumed to be authorised by the student.

Staff members who are asked to provide references for students should refer to the fact that official transcripts are available only through Student Administration Offices, but inasmuch as they have been asked by the students to comment on general academic performance and other attributes they are clearly free to do so.

REPLACEMENT AND SUBSTITUTE AWARD CERTIFICATES

Definitions

A 'replacement' certificate is a replacement for a certificate originally by Brisbane College of Advanced Education.

A 'substitute' certificate is a substitute for a certificate issued originally by antecedents of Brisbane College of Advanced Education (including Brisbane Kindergarten Teachers' College, Kedron Park Teachers' College, Kelvin Grove Teachers' College, Kelvin Grove College of Teacher Education, Kelvin Grove College of Advanced Education, Mount Gravatt Teachers' College, Mount Gravatt College of Advanced Education, North Brisbane College of Advanced Education, (Queensland) Teachers' College and the (Queensland) Teachers' Training College.

Fees

Replacement certificates will be issued free of any charge where the original certificate was lost or damaged in transmission or was defective. A fee of \$30 will be charged in all other cases.

A fee of \$30 will be charged in respect of substitute certificates.

Conditions

Both replacement and substitute certificates will be issued subject to the following:

- (i) where the original certificate has been lost either in transmission or subsequently, a Statutory Declaration to that effect;
- (ii) where the original certificate was defective, or has been damaged, return of the certificate;
- (iii) payment of the fee stipulated above, where applicable.

Endorsements

Replacement certificates will carry no endorsement where the original certificate can be replicated in every respect. The College cannot guarantee to provide replicas in every instance.

However, where there has been any change in the proforma itself, the Common Seal, or the signatories, and no stock of the original is available, a replacement certificate will be endorsed as follows:

“This certificate is a replacement for certificate number () issued under the Common Seal of Brisbane College of Advanced Education on (date, month, year appearing on original certificate).”

Substitute certificates will carry the following endorsement in every case:

“This certificate is a substitute for certificate number () issued on (date, month, year appearing on original certificate) by (institution), which was incorporated within Brisbane College of Advanced Education on 1 January 1982.”

Form of Certificates

All replacement and substitute certificates will be produced on BCAE proforma, and, except where a replica is issued as a replacement, will be produced using the proforma current at the time of issue of the replacement or substitute, and incorporate the signatures of the incumbent Chairman of Council, Director and Registrar.

CLASS ATTENDANCE

Regular attendance at classes as well as meeting all other requirements which are prescribed for each unit, are the responsibility of the student.

No student shall be penalised for absence at College-endorsed activities.

Where a student is absent from a class at a College-endorsed activity, staff are expected, when requested, to assist such a student in making up work missed.

As a matter of courtesy, students who will be absent from classes because of College-endorsed activities, or for any other reasons, are advised to contact the lecturing staff involved.

Students should be aware that, where class attendance is a compulsory requirement of a unit, they may be required to provide evidence of their attendance.

Students who have accepted membership of College committees should inform their lecturers of these additional responsibilities. “College committees” refers to student membership on College Council (and any of its sub-committees and working parties) and the committee structure of Academic Board. Should attendance at lectures be affected by attendance at any of these committees, the student should endeavour to give prior warning to their lecturer(s). No student shall be penalised for absence from classes where such notice has been given, and staff are requested to assist such students to make up work missed.

Students should be aware that if breaks in class attendance due to temporary transfers interstate or outside of metropolitan area, or other changes in the student’s permanent working commitments are foreseen, notice should be given to lecturing staff as soon as possible. Relevant documentation from the student’s employer should be presented at this time. Where this advice has been given, staff are requested to assist a student in making up missed work.

ORGANISED SPORTING AND CULTURAL ACTIVITIES

The College believes that students should participate in sporting and other cultural activities in addition to their formal studies, and particularly commends those activities organised by and for the College of an inter-collegiate nature.

However, where BCAE is the organising authority or venue, it is expected that such activities will be conducted in non-lecture time, such as weekends or vacation periods.

Where participation in such activities is at other colleges, students should be aware of the College policy on attendance, which is outlined in ‘Class Attendance’ above.

GENERAL INFORMATION

The organisers of such sporting and cultural activities should seek endorsement in advance of such programs from the Executive Principal, where they are of a College nature, or Campus Principal, where they are of a campus nature, so that the College community can be advised of BCAE participation through *BCAE News*, *Nexus*, or other media.

ACCESS BY EXTERNAL INTEREST GROUPS TO CAMPUSES

The College Administration will not normally sponsor or authorise the presence on campus of external interest groups for political, promotional or commercial purposes unrelated to College programs and needs, particularly during Orientation periods. It is considered that sponsorship and organisation of such activities directed primarily to students is more properly within the discretion of the Union subject to any Council policy respecting use of College property. In this context Council believes it appropriate that Orientation periods be reserved for internal College purposes.

DISABILITY AND HEALTH PROBLEMS

Students with disabilities or health problems who may require special assistance or support services during their studies should contact the Counsellor on their campus or relevant Course Coordinator. Early contact will assist in the arrangement of necessary services.

Students who lack facility in spoken or written English should seek similar assistance.

STUDENTS SUFFERING FROM TEMPORARY INCAPACITY

From time to time students may be affected by temporary incapacity, of a certificated kind, which prevents or inhibits them from completing certain unit requirements. These may be the performance of certain skills, the writing of assignments or test papers or the carrying out of certain physical or laboratory tasks related to their course.

In such cases students should be given alternative assessment requirements or if this is not practicable, have parts of unit requirements which they are certificated as being temporarily incapable of completing, deferred to some appropriate time.

Students should approach the lecturer concerned in the first instance. However, they also have the right to approach the Head of School as well as the Head of Department concerned for such consideration.

EDUCATIONAL SERVICES

RESOURCE CENTRE

General. The Resource Centre offers students and staff of the College a wide range of library and audiovisual services. Besides providing access to collections of learning resource materials and loans of materials and equipment, the Resource Centre takes an active role in providing information, educational activities and media design and production to support teaching and research programs.

The Resource Centre operates on four campuses and at several service sites:

Carseldine	Telephone 263 6222	— ext 246 (Loans)
		— ext 255 (Information)
		— ext 297 (Audiovisual Services)

Kedron Park	Telephone 357 7077	— ext 258 (Loans) — ext 231 (Information) — ext 278 (Audiovisual Services)
Kelvin Grove	Telephone direct lines	352 8359 (Loans) 352 8374 (Information) 352 8383 (Audiovisual Services)
Mount Gravatt	Telephone direct lines	343 0692 (Loans and Information) 343 0777 (Audiovisual Services)

The Resource Centre on each campus supports the teaching and research programs of the academic schools based at that campus and resources are distributed according to the courses taught there. Hence the strength of the Resource Centre at the Carseldine Campus is primary and preschool teacher education, welfare and expressive arts; Kedron Park — business studies; Kelvin Grove — secondary teacher education, creative and performing arts, and early childhood studies; Mount Gravatt — primary, preschool, special education, manual arts, TAFE teacher education and recreation studies. At present the Resource Centre collections hold about 600,000 volumes of print and audiovisual materials.

Opening Hours. Notices displaying Resource Centre hours are prominent on the campuses and advertised in the Resource Centre Sticker which is available during orientation week from the Circulation and Information Desks.

Membership. All staff and full-time and part-time students are automatically 'members' of the Resource Centre and may borrow materials on any campus. All users must produce their College identification card whenever and wherever they borrow.

Staff and students may also be eligible to register for reciprocal borrowing privileges from a number of other tertiary institutions. Enquiries may be made at Circulations Desks.

Students who are undertaking continuing education programs may need to register as Associate Borrowers. For information on borrower status ask at the Circulations Desk.

Audiovisual Services. Classroom services, equipment loans and production services are offered by the Resource Centre through its Audiovisual Services unit.

Audiovisual Services on each campus provide facilities for the production of material in a variety of formats for lectures, seminars, evaluative studies and field work. Production services include slide-copying, black-and-white and colour photography, microfilming, audio and video recording and production, laminating and graphics. Staff are available for the professional planning and production of programs.

Classroom services are available for student and staff teaching needs but should be booked well in advance.

Equipment loans of cassette recorders, projectors, cameras, portapak and a wide range of other specialist hardware and associated accessories are available from the Audiovisual Services staff. Where necessary, training in the use of the Resource Centre's equipment may be arranged with the staff.

Information Services. The Resource Centre provides a range of information services to users. Resource Centre staff are always on duty at the Information Desks to answer queries and assist users in finding and using the collections and resources. If the resources required by a user are not held on their home campus, they may request an Intercampus loan. Similarly, a user may request an Interlibrary loan if the resources are not held anywhere within the Resource Centre. There are also online searches of databases which are available for appropriate reference needs. However, there may be a charge for this service.

GENERAL INFORMATION

Consultation with teaching staff on the development of resources and services is promoted through the departmental liaison service.

User Education. The Resource Centre is committed to teaching students efficient information-seeking skills. The development of such skills is seen as important both for students' success in their College studies and for their general professional development.

All new students have the opportunity to participate in orientation sessions. The aim of these sessions is to familiarise students with the facilities and services available, explain how the catalogues are organised and how to locate and borrow items from the collection.

Instruction on more sophisticated subject-oriented information search strategies is offered to class groups and individual students. Teaching staff interested in these programs should contact their liaison librarian and students should enquire at the Information Desk or ask their lecturers.

A range of information and instructional publications and audiovisual programs is available to users. These include the Resource Centre Sticker, guides on collections, services and catalogues, literature and research guides and bibliographies. These are displayed at the Information Desk, catalogues and at convenient points in the collections.

Circulation Services. Information on Resource Centre Circulation Services is contained in the Resource Centre Sticker and the *Guide to Resource Centre Services*. Some procedural details may differ from campus to campus and these are displayed in notices and guides at each campus.

The following Rules and Schedules promulgated by the College Council apply throughout the Resource Centre:

Any resource borrower who returns resource materials later than the stipulated loan period will be deemed guilty of a breach of discipline/misconduct and will be subject to penalties (including fines) according to the schedules established from time to time by the Resource Centre for each resource item retained in excess of the stipulated period.

Any resource borrower who retains resource material in excess of the stipulated loan period as set out in the resource schedule for a period deemed unreasonable by the Campus Principal will be subject to disciplinary action as stated in the provisions of By-Law No. 7/By-Law No. 8. In the case of unreturned resource materials, this action would normally be to charge restitution costs for the material concerned.

In the event that a student has not discharged his/her financial liability to the institution at the completion of a semester, he/she shall not receive a certification of the award to which he/she is entitled, under which circumstances he/she is not entitled to seek re-enrolment in a succeeding semester, or to graduate.

Schedules to Cover Regulations for the Borrowing of Items from the Resource Centre:

1. Student 'Resource item' loans
Loan periods: two weeks
Fines: 20c per day to a maximum of \$5 for one item
2. Staff 'Resource item' loans
Loan periods: four weeks
Fines: 20c per day to a maximum of \$5 for one item

3. Student and Staff 'short term' loans
Loan periods: as specified at time of borrowing
Fines: as displayed at the place of borrowing
4. If for a period of more than two weeks, liability by way of fine or restitution remains outstanding, then borrowing privileges will be forfeited.

Cataloguing System. The Resource Centre uses the Dewey Decimal classification system for the organisation of its collection materials. All new materials are listed in the multicampus online computer catalogue.

Copying Facilities. The Resource Centre on each campus has photocopiers and microform reader-printers for self-service copying of materials in accordance with the provisions of the Copyright Act.

COMPUTING SERVICES

Introduction. Computing Services is responsible for the provision of computing facilities and services. A variety of equipment, software, data communications and human resources is provided to meet computing needs which arise from the teaching and research activities of the College, and from support areas including administration branches and the Resource Centre. The College is equipped to meet the bulk of its computing needs internally. External computing services are used where necessary.

Computing Services incorporates three sections whose main functions are described below.

Customer Services Section. The Customer Services Section undertakes facilities-management of public access computing laboratories and provides first line support services to students and staff. The work of the Section includes delivery of training programs and publication of a newsletter and technical bulletins.

Systems Development Section. The Systems Development Section undertakes the acquisition, development and maintenance of computer software. It provides related services including feasibility studies, software evaluation, systems analysis, systems design and programming. The Section provides a common facility for the in-house development of computer software and coordinates support for personal computer applications. Responsibility for the prioritisation of administrative systems development projects rests with the Systems Review Committee.

Technical Services Section. The Technical Services Section undertakes computer operations in the Computer Centres and provides technical support including the selection, installation and maintenance of computer hardware and data communications equipment. The Section has a limited capacity for the development of specialised computer hardware to meet specific needs.

Computing Facilities. The main computing facilities of the College are a network of time-sharing minicomputers and some 200 personal (micro) computers. The network hosts are one AWA Sequel and four HP3000 systems. The computer network currently supports in excess of 300 data terminals. An INFOTRON Contender :500 automatic data switch has been installed. This unit allows terminals connected to it to selectively communicate with the main administration, academic and library hosts. A number can be connected to the time-sharing network and used as data-terminals/intelligent workstations. A DEC LSI 11 computer system is used for research purposes in Special Education.

Access to local, national and overseas computer-based information services is provided via telecommunications links.

SOURCES OF ASSISTANCE FOR STUDENTS

COUNSELLING

A full-time professional counselling service is available for the personal and professional development of students and staff. Consultations are completely confidential, non-judgmental and free of charge. Individuals may seek counselling for a number of issues some of which include:

- interpersonal relationships
- confidence building
- anxiety and stress management
- personal growth
- study skills
- time management
- academic program planning
- career planning.

Group programs on various issues may also be offered to complement individual counselling.

Part-time and external students may arrange evening appointments.

CARSELDINE CAMPUS
Annie Andrews
Level 1
Community Building
Telephone: 263 6222 (ext) 222

KEDRON PARK CAMPUS
Paul Neumann
Ground Floor
'D' Block
Telephone: 357 7077 (ext) 290

KELVIN GROVE CAMPUS
Brian Bishop
Top Floor
Community Building
Telephone: 352 8127
After Hours: 30 3498

MOUNT GRAVATT CAMPUS
Ken Wright
Student Amenities Building adjacent to Student Union Office.
Telephone: 343 0657
Messages: switch 343 0611 or Student Union 343 0810

FINANCIAL ASSISTANCE

The main form of financial assistance to students is that offered by the Commonwealth Department of Education through AUSTUDY. AUSTUDY is the new allowance scheme introduced in 1987 for students engaged in full-time secondary or tertiary study. It replaces SAS, ASEAS and TEAS. AUSTUDY is available on a non-competitive basis to full-time students subject to a means test and to certain conditions relating to previous tertiary studies. Application forms are available at Student Administration on each campus. Enquiries about the scheme may be made at Counselling Services, or by contacting:

The Commonwealth Department of Education
167 Eagle Street
Brisbane Q 4000

Other forms of assistance include:

- **Teaching Bursaries**

Teaching Bursaries are offered by the State Education Department to students in pre-service teacher education courses. These are available on an order-of-merit basis to students meeting certain criteria, either after successful completion of the first year of study of a Diploma of Teaching, or after acceptance for a Graduate Diploma in Teaching course. A limited number only may be available for 1987. Enquiries about bursaries may be made at Counselling Services, or by contacting:

The Bursary Section
Department of Education
P.O. Box 33
North Quay,
Brisbane Q 4000

- **Aboriginal Study Assistance Scheme**

Assistance under this scheme is available on a full-time or part-time basis to Aboriginals and Torres Strait Islanders. The scheme is administered by the Commonwealth Department of Education. Enquiries should be made to:

The Commonwealth Department of Education
167 Eagle Street
Brisbane Q 4000
Telephone: (07) 229 9133

- **Special Assistance for Students Scheme.**

The College operates a special assistance scheme for needy students under the following guidelines:

Funds provided under the legislation are to be used for the provision of loans or grants to Australian students or students with permanent residency status attending BCAE.

Full- and part-time students fully enrolled in an approved tertiary course of study at BCAE and suffering financial hardship are the only persons eligible to receive special financial assistance under the Special Assistance Guidelines adopted by the College.

Loans will be made available to BCAE students who demonstrate a genuine financial hardship, particularly those who require assistance for accommodation or for other circumstances where a student's continued study is in jeopardy.

The maximum loan or grant to a student of BCAE in any one year would usually not exceed \$1500.00. Further, assistance provided by the College as special grants should not exceed 10% of the total assistance to be made available in any year. The 10% maximum should not be regarded as a quota for grants.

Funds allocated as loans will attract interest of 7.5% per annum from the day that the agreement is signed. Interest over the period is reduced by 2.5% per annum if the loan is repaid by the due date. Should an extended date be approved for repayment, both the principal and accrued interest will attract interest from the original due date at the rate applicable to a similar personal loan by Westpac Banking Corporation.

Loans are repayable in *one* of the following ways:

- (i) by a specific agreed date, or
- (ii) by a date six months after completing the course, or
- (iii) by a date six months after entering full-time employment while remaining a part-time student, or
- (iv) by a date six months after ceasing to pursue a course, or

GENERAL INFORMATION

- (v) if temporary assistance is given prior to receipt of monies from some other source, e.g. AUSTUDY, the date of receipt of that money.

The campus Counsellor will be able to provide students with the 'Special Assistance Application' forms on which all applications have to be made. In the event of a student's seeking a further loan, an additional application must be submitted.

Students must apply for the loan or grant through the Counsellor on the campus with which the course is associated. Students may not apply for a loan or grant through more than one campus.

Confidentiality and discretion will be respected and maintained at all times by all members involved directly or indirectly with the issue of funds under the legislation.

A review committee will be established which may approve non-repayable grants to students in exceptional circumstances. The Review Committee may vary the rate of interest for individual loans in exceptional circumstances. Such applications will be referred to the Committee by the Counsellor. Membership details and terms of reference of this Committee appear below.

Academic progression will normally be taken into account by the Counsellor in consideration of any application.

In providing assistance, BCAE will pay particular attention to the requirements of students from country or isolated areas, students who are required to live away from home to pursue their studies or students from groups which the College believes to be severely disadvantaged.

Details of the Special Assistance for Students Review Committee are as follows:

Membership:

Coordinator of Planning and Development (Chairperson)

Bursar or Nominee

Counsellor

President, BCAE Union or Nominee

A second student representative being an executive member of the BCAE Union

Executive Officer (non-voting)

THE UNION

The primary function of the Union is to assist students in every way possible while they are attending the College.

OFFICES

On each campus there is a Union Office staffed by a full-time employee. That staff member is there to help with enquiries or problems students may be having. Although that person may not have an immediate answer to a particular request, he or she should be able to direct students to where they can get an answer, or the staff member can make enquiries on a student's behalf. Office hours on each campus are designed to give as much opportunity as possible for all students to utilise the services provided in the office. Part-time students are catered for by the offices remaining open late one night a week on Kelvin Grove and Mount Gravatt campuses, and two nights a week at the Kedron Park campus.

EQUIPMENT

Each Union Office contains certain basic equipment to meet the needs of students, including —

- Photocopiers at each campus
- Fordigraph machines at Carseldine, Kelvin Grove and Mount Gravatt campuses
- Thermal copiers at Carseldine, Kelvin Grove and Mount Gravatt campuses

- Manual typewriters at Carseldine, Kelvin Grove and Mount Gravatt campuses
- Stationery for above machines at each campus.

Also available is a variety of sporting and public address equipment. While these may not be available on a student's home campus, they may be available through another campus Office. Lists of all equipment are kept in each Union Office. For major equipment lending, there is a levy so students must ensure they get full details when they enquire.

OTHER SERVICES

Second-hand Books. A wide range of second-hand books is offered for sale in all Union Offices. This service is offered so that students may lighten their financial burden by disposing of unwanted texts. The books are left in the office and when sold the money is forwarded to the owner.

Public Telephones. All public telephones (Gold STD and red phones) on the campuses are supplied by the Union.

Games Rooms. All campuses have Games Room facilities ranging from pinball machines, table tennis and pool tables to a sauna (KG), darts and gym equipment.

Photodeveloping. A wide range of film developing and processing services is offered through each campus Union Office at very competitive rates. Union Offices also stock most popular films, which are available at reasonable prices.

Discount-books. There is an across-campus discount-book. This is an attempt to list as many businesses as possible which provide discounts to students, and is updated each year.

Part-time Employment Service. This service puts students in contact with prospective employers, mainly for tutoring, babysitting, waitressing and for casual work in various other fields.

Student Plan Accident Insurance. All full-time students of the College are covered by Student Plan Accident Insurance. This insurance policy was designed to overcome the lack of protection that a student faces. Student Plan covers students 24 hours a day, 365 days a year against most kinds of accidents in whatever area they may occur — business, pleasure or sport. It covers accidents anywhere and everywhere. It provides full worldwide protection. All claims are processed through the Union Secretariat, 29 School Street, Kelvin Grove.

Legal Service. Legal representatives from the Caxton Street Legal Service are available to all BCAE students for consultations. These are usually held once each week at the Kelvin Grove Campus. Appointments can be made with the administrative assistant in the Kelvin Grove Campus office. In cases of emergency, special arrangements can be made outside normal consultation times.

Accommodation. On all campuses an up-to-date accommodation noticeboard is provided to assist students to find suitable accommodation. Listings of private board, hostels, flats and houses are maintained and displayed on noticeboards in the Union Office, and individual assistance is available from the Union staff on each campus.

Saleable Items. Items such as postage stamps, sweatshirts, T-shirts and cassette tapes are sold through each campus Union Office.

AUSTUDY. Staff at the Union Office are able to direct students to someone who can help with AUSTUDY enquiries.

Queensland Teachers Credit Union. Each campus Union office is and agency for the Queensland Teachers Credit Union.

GENERAL INFORMATION

General. Services are not a static thing, so students should watch noticeboards, *NOTA*, *DeCae* and notices in the Union Offices for news. Students can participate and assist in a variety of ways including —

- **Campus Student Meetings:** These take place on all campuses and are designed to allow all students on a campus to have a say. Watch for notices of meeting times.
- **Campus Union Offices:** There is one on every campus. There is a staff member and usually a vice-president or organiser there to discuss problems or ideas.
- ***DeCae*, Union Publication:** All contributions are welcome. If you have a specific comment to make, telephone or write to the President who will reply as quickly as possible.

For information contact either
Union President or
Union Manager
Secretariat Office
29 School Street
Kelvin Grove Q 4059
Telephone — 356 8888

CONSTITUTION OF THE UNION

PART 1 — PRELIMINARY

1. The name of the body shall be the Brisbane College of Advanced Education Union, established under the provisions of Section 62 (c), subsection (xviii) of the Education Act (1964-84) and By-Law No. 9 of the Council of the Brisbane College of Advanced Education.
2. This Constitution is divided into parts as follows:—

Part I	Preliminary
II	Aims and Objectives
III	Powers and Obligations
IV	Membership
V	Membership Charges
VI	Governance
VII	Union Executive and Officers of the Union
VIII	Campus Presidents, Organisers and Union Council Representatives
IX	Committees
X	Elections
XI	Finance and Accounts
XII	Alterations
XIII	Regulations
XIV	Referenda
XV	Trustees (deleted 30 October, 1985)
XVI	Dissolution
3. In this Constitution unless the contrary intention appears:—

‘Student’	means a person enrolled in an approved course or unit/s at the Brisbane College of Advanced Education.
‘Union’	means the Brisbane College of Advanced Education Union.
‘Campus’	means a location as defined by the College Council.
‘College’	means the Brisbane College of Advanced Education.
‘College Council’	means the Council legally constituted under the Education Act and responsible for the overall governance of the Brisbane College of Advanced Education.
‘Union Council’	means the student representative Council consisting of elected representative students, responsible for the overall governance of the Brisbane College of Advanced Education Union.
‘Representative’	means a Union Council Representative.
‘Executive Officer’	means a member elected to the Executive and who is responsible for a designated area across all Campuses.
‘Executive Member’	means a member of the Union Executive as defined in PART VII — Section 2(a) and (b) of this Constitution.
‘Financial Year’	means the period 1 July in one year until 30 June the following year.

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'Calendar Year' means the period 1 January until 31 December.

PART II — AIMS AND OBJECTIVES

1. The aims of the Union shall be:—
 - (a) to promote the interests of the students of the College both within and outside the College;
 - (b) to represent the views of the students of the College to persons and groups within and outside the College.
2. The objectives of the Union shall be:—
 - (a) to examine, recommend and negotiate improvements, wherever possible, on matters concerning the welfare of students of the College;
 - (b) to provide a forum for the discussion of matters of interest to students;
 - (c) to encourage students to participate in educational, cultural, social, political and recreational activities;
 - (d) to nominate student members, as required, to serve on any Boards, and/or Committees of the College which have provision for student membership;
 - (e) to provide such other services to individual students and groups of students as its members determine;
 - (f) generally to do all things which will benefit its members and further the aims and objectives herein set forth;
 - (g) to join with the College in providing such sporting and welfare amenities and services to students as its members determine.

PART III — POWERS AND OBLIGATIONS

1. Subject to this Constitution and Regulations pursuant to this Constitution, the Union shall have management and control of its affairs, concerns, properties and finances and may act, in all matters concerning the Union, in such manner as appears to be best calculated to promote the interests and purposes of the Union. In particular, the Union shall be empowered:-
 - (a) to borrow money on overdraft or by way of loan from any bank or any other persons upon, at and subject to, such security, interests and other terms and conditions as the Union may deem appropriate;
 - (b) to apply any grants made by the College, and other monies in the nature of grants which are made available to it, in accordance with the provisions of this Constitution for any specific purposes for which such grants might be made;
 - (c) subject to the provisions of PART III Section 1 (a) and (b) of this Constitution, to use and expend its income, however derived in the purchase of equipment, goods, chattels and stock for any thing, purpose or use whatsoever subject to this Constitution;
 - (d) to employ persons or hire agents in its service, and to remunerate any person in cash or otherwise, for services rendered or to be rendered;
 - (e) to publish a student newspaper/s and generally to produce student publications in any media form;
 - (f) to take property on lease or hire;
 - (g) to sell, lease or make any other disposition of property owned by the Union;
 - (h) to invest and deal with monies of the Union which are not immediately required;

- (i) to do all things which are incidental to the above powers and to the attainment of the aims and objectives of the Union and to the exercise of the authorities and responsibilities of the Union.
2. All powers dealt with in PART III, Section 1 of this Constitution shall be subject to the following obligations to the College Council:-
- (a) presentation of budgets to the College Council at such times as are requested by the College Council. Such budgets are to indicate, in detail, the disbursements of all funds available to the Union;
 - (b) disbursement of Union membership fees solely on provision of student amenities and services as approved by the College Council;
 - (c) presentation of an Annual Report, within three months of the expiration of the financial year to all members of the Union and to the College Council — such report to include an audited statement of the financial affairs of the Union;
 - (d) affiliation of the Union with another organisation only after a referendum affirming such affiliation has been carried by not less than fifty percent of the students who voted in the referendum;
 - (e) involvement in any form of business undertaking only after the prior approval of the College Council.

PART IV — ORDINARY MEMBERSHIP

(a) ORDINARY MEMBERSHIP

Any student of the College, or any Executive Officer granted academic leave, whose current Union fees have been paid shall be a member of the Union. Ordinary members shall be entitled to:—

- (i) propose an alteration to this Constitution in accordance with PART XII of this Constitution,
- (ii) attend, take part in and vote in any general and/or extraordinary meetings of the Union, and Campus Student Meetings for their respective Campus, or to attend any meeting of the Union Council without any right to vote thereat,
- (iii) upon payment of any necessary fees, attend and take part in any activity sponsored by the Union, and
- (iv) contest any elections and/or vote in elections for Executive Officer positions, Representative positions or any other elections which the Union is required to conduct to elect members to positions within the Union.

(b) ASSOCIATE MEMBERSHIP

Any meeting of Union Council shall have the power to confer Associate Membership on any person in accordance with the Regulations pursuant to this Constitution. Any Associate Membership conferred shall expire as and from the date determined by Union Council. Union Council shall have the power to impose a fee for Associate Membership and may vary such fee from time to time. An Associate Member shall have the same rights and privileges as ordinary members of the Union other than the right to vote at any meeting of the Union and other than the right to occupy any Office of the Union or to vote in any election for such Offices.

PART V — MEMBERSHIP CHARGES

1. (a) Each student of the College shall pay, on enrolment, a charge for membership of the Union;
- (b) The Union membership charge may be fixed, increased or reduced by resolution at a meeting of Union Council, subject to the approval of the College Council, provided that notice thereof shall be published at least

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fourteen days before the meeting at which such resolution shall be considered and further providing such motion shall be passed only if not less than two-thirds of voting members present at Union Council vote in favour of such resolution;

- (c) Notwithstanding the provisions of Sections 1 (a) and (b) above, Union Council may, in its discretion, exempt from membership any student who submits to the Union, in writing, particular grounds for exemption from membership of the Union;
- (d) Should any application for exemption from membership of the Union, as referred to in Section 1 (c) above, be rejected by Union Council, the student shall have the right to appeal to the College Council, providing that such appeal is made on the same grounds as those which were submitted to Union Council and providing that such appeal is made within the same semester;
- (e) Should an exemption from membership be granted the amount of the Union fee payable shall be paid into the College Trust Fund to be used on student services and amenities within the College;
- (f) The Union fee paid by any member of the Union whose membership ceases before the final date laid down by the College for withdrawal without penalty, shall be refunded in full;
- (g) Any member of the Union who is granted academic leave, by the College, from a course to take up an Executive Officer's position with the Union will be liable to pay, directly to the Union, the equivalent of the part-time student fee.

PART VI — GOVERNANCE

1. UNION COUNCIL

- (a) The Union Council shall be the governing body of the Union and shall consist of:-
 - (i) Union Council representatives as defined in PART VIII, Sections 3 (a) and (b) of this Constitution, and
 - (ii) Executive Members of the Union as defined in PART VII, Section 2, of this Constitution.
- (b) Meetings of Union Council shall be convened at least six times each year, at such times and places as, in the opinion of the Executive Officers of the Union, are most reasonable and convenient;
- (c) A Chairperson for Union Council shall be elected by not later than the second meeting of Union Council in each year. The Chairperson shall normally preside at all meetings of Union Council. The President of the Union shall assume the Chair at meetings of Union Council until a Chairperson has been elected;
- (d) A Deputy Chairperson for Union Council shall be elected by those members referred to in Part IV Section 1 (a)(i) and (ii) and by not later than the second meeting of Union Council in each year. The Deputy Chairperson shall normally preside in the event of the Chairperson being absent from the meeting, or the Chairperson declining to take the Chair at or during any meeting;
- (e) At any meeting of Union Council at which the Chairperson is not present, or declines to take the Chair, the Deputy Chairperson shall normally preside over the meeting. Should the Deputy Chairperson not be present, or decline to take the Chair, a member of the Union, elected by those members present shall preside;
- (f) A quorum at meetings of Union Council shall be the nearest whole number above one-half of the eligible voting members as defined in PART VI - Section 1(a) of this Constitution. If a quorum is not present either within thirty minutes

after the appointed time for commencement of a Union Council meeting or during a meeting after a quorum count has been called the person chairing that meeting shall adjourn the meeting. The Executive of the Union shall determine the date, venue and time for the next meeting of Union Council if any meeting lapses for the want of a quorum.

- (g) All decisions of the Union at a Union Council meeting shall be made by the vote of a simple majority of voting members present unless otherwise specified in this Constitution. In the event of voting being tied the Chairperson shall have the option of a casting vote. When a vote has been taken, the Chairperson shall announce whether or not the motion has been carried;
- (h) Proxies will be allowed at a meeting of Union Council in accordance with the Regulations pursuant to this Constitution;
- (i) For each meeting of Union Council, not less than seven days notice shall be given to Representatives and Executive Members, provided that additional business may be received at any time up to the commencement of the meeting.
- (j) Any member of the Union Council, as defined in Part VI Section 1(a) of this Constitution, who intends to be absent from more than one meeting of the Union Council should seek formal 'leave of absence' from a meeting of the Union Council, or from the Union Executive if the Union Council shall not meet prior to such absence.

2. EXTRAORDINARY UNION COUNCIL MEETINGS

- (a) An extraordinary meeting of Union Council may be called at any time on the requisition of one of the following:-
 - (i) a Campus Student Meeting,
 - (ii) the Executive of the Union,
 - (iii) any seven members of Union Council,
 - (iv) any thirty members of the Union.
- (b) The requisition must be in writing and handed to the Secretary, or Acting Secretary, who shall call the meeting at a suitable place in the College within seven days of the receipt of the requisition;
- (c) The provisions of PART VI - Sections 1(e) and (h) shall apply to extraordinary Union Council meetings;

3. ANNUAL GENERAL MEETING OF THE UNION

- (a) The Annual General Meeting of the Union shall be convened in the month of September or October. It shall be convened for the following purposes:-
 - (i) to report on the business of the Union for that year,
 - (ii) to consider the audited statement of the Union's finances, and to appoint auditors of the Union for the following year, and
- (b) The quorum for the Annual General Meeting shall be fifty members of the Union, including Executive Members and Representatives;
- (c) Only members present at the meeting shall be entitled to vote;
- (d) The Union Council Chairperson or Deputy Chairperson shall normally preside at the Annual General Meeting. Should they not be present, or decline to take the Chair, a member of the Union elected by those members present shall preside;
- (e) The business of the Annual General Meeting of the Union shall be restricted to those matters referred to in the notice of meeting;

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- (f) For each Annual General Meeting not less than two weeks notice shall be given in the form of a Notice of Meeting from the Secretary, or Acting Secretary, to members, Campus Student Meetings and displayed prominently on all campuses.
- (g) Should a quorum not be present at an Annual General Meeting the business to be considered to fulfill the requirements of this Constitution — at such Annual General Meeting shall be referred to a General Meeting of the Union, as provided for by PART VI Section 6 of this Constitution.

4. CAMPUS STUDENT MEETINGS

- (a) Campus Student Meetings shall be convened on each Campus at least six times in the teaching weeks of each year for the following purposes:-
 - (i) Discussion of business coming before Union Council,
 - (ii) transaction of local and Campus business,
 - (iii) election of Campus Organisers at the initial meeting of each year,
 - (iv) consideration of Campus budgets, and
 - (v) receipt of reports from Campus Organisers and Representatives.
- (b) The quorum for a Campus Student Meeting on each Campus shall be fixed in the Regulations pursuant to this Constitution. If a quorum is not present either within thirty minutes after the appointed time for commencement of a Campus Student Meeting or during a meeting, after a quorum count has been called, the person chairing that meeting shall dissolve that meeting;
- (c) The Campus President shall normally preside at a Campus Student Meeting;
- (d) At any Campus Student Meeting at which the Campus President is not present or declines to take the Chair a member elected by and from those members present shall preside;
- (e) All decisions of a Campus Student Meeting shall be by the vote of a simple majority of those present unless otherwise specified in this Constitution. In the event of voting being tied the Chairperson shall have the option of a casting vote. When a vote has been taken the person chairing the meeting shall announce whether or not the motion has been carried;
- (f) Only members of the Union enrolled at a particular Campus shall be entitled to vote at a Campus Student Meeting on that Campus;
- (g) For each Campus Student Meeting not less than seven days notice shall be given in the form of Notice of Meeting from the Campus Secretary, or Acting Campus Secretary. These notices shall be displayed in prominent places on the Campus. Additional business may be received at any time up to the commencement of the Meeting;

5. EXTRAORDINARY CAMPUS STUDENT MEETINGS

- (a) An Extraordinary Campus Student Meeting may be called at any time on the requisition of any of the following:-
 - (i) Union Council,
 - (ii) the Executive of the Union, or
 - (iii) any thirty members of the Union from that Campus.
- (b) The requisition must be in writing and handed to the Campus Secretary, or or Acting Campus Secretary, who shall call the meeting at a suitable place on the Campus within seven days of receipt of the requisition.
- (c) Notice of not less than four days shall be given of extraordinary Campus Student Meetings.
- (d) The business of an extraordinary Campus Student Meeting shall be restricted to the matters referred to in the requisition and that business shall be stated in the Notice of Meeting.

- (e) The provisions of PART VI - Sections 4 (b) to (f) shall apply to extraordinary Campus Student Meetings.

6. GENERAL MEETINGS OF THE UNION

- (a) A General Meeting of the Union may be convened for any of the following purposes:-
 - (i) to consider proposals to reverse, alter or rescind any decisions or resolutions of the Union, and/or
 - (ii) to determine matters or issues submitted to the General Meeting.
- (b) A General Meeting of the Union may be called at any time on the requisition of any of the following:-
 - (i) Union Council, or
 - (ii) two hundred members of the Union.
- (c) The requisition must be in writing and handed to the Secretary, or Acting Secretary, who shall call the meeting at a suitable place on a Campus within three weeks of receipt of the requisition.
- (d) No fewer than one hundred members of the Union, including Executive Members, shall form a quorum at a General Meeting of the Union. If a quorum is not present at a General Meeting either within thirty minutes after the appointed time for commencement of that meeting or during a meeting, after a quorum count has been called, the person chairing that meeting shall dissolve that meeting.
- (e) Only members of the Union present at a General Meeting shall be entitled to vote at that meeting.
- (f) Not less than two weeks Notice of Meeting shall be given by the Secretary, or Acting Secretary and such Notice shall be displayed prominently on each Campus.
- (g) The business of a General Meeting shall be restricted to the matters referred to in the requisition and that business shall be stated in the Notice of Meeting.

PART VII — UNION EXECUTIVE AND OFFICERS OF THE UNION

- 1. (a) There shall be an Executive of the Union and it shall:-
 - (i) meet regularly at such times as it may determine,
 - (ii) discuss agenda items for each meeting of Union Council,
 - (iii) in cases of emergency, where the Executive considers that the circumstances are such that a decision or action is required by the Union and it is not possible for the requisite notice to be given to convene a Union Council meeting, the Executive shall make such decisions and undertake such acts and matters, all subject to ratification by Union Council, as in the circumstances it may deem necessary, provided that such decisions are not contrary to the Constitution, Regulations or current Policy of the Union, and
 - (iv) convene meetings as required under the provisions of PART VI of this Constitution.
- (b) A quorum at meetings of the Executive shall be the nearest whole number above one-half of those persons who are Executive Members.
- (c) An Executive Member who intends to be absent for a period of time longer than two weeks duration and during which time they do not perform the duties attached to their respective position should seek formal 'leave of absence; from an Executive meeting prior to such absence, or from the Union President, of their nominee, if the Executive shall not meet prior to such absence.

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- (d) An Executive member who does not obtain the necessary 'leave of absence' as prescribed under Part VII Section 1(c) of this Constitution shall not be entitled to any payments of honorarium or reimbursement for out-of-pocket expenses which pertain to such period of absence.
- 2. (a) The elected members of the Executive shall be:-
 - (i) the President of the Union,
 - (ii) the Secretary of the Union,
 - (iii) the Finance Officer of the Union,
 - (iv) the Activities Officer of the Union,
 - (v) the Media Officer of the Union,
 - (vi) the Education Officer of the Union,
 - (vii) the Sports Officer of the Union, and
 - (viii) the Women's Officer of the Union.
 - (b) The other members of the Executive shall be:-
 - (i) the Campus Presidents, one from each Campus of the College, and
 - (ii) such other members as Union Council may determine, but not exceeding one-half of the total number of members specified in PART VII - Sections 2 (a) and 2 (b) (i) of this Constitution.
- 3. The President shall be the Chief Officer of the Union and shall:-
 - (a) give administrative effect to the policies of the Union,
 - (b) co-ordinate the day-to-day operations of the Union, and
 - (c) act as a point of contact between the Union and other interested bodies and represent the Union wherever necessary.
- 4. The Secretary shall be responsible for:-
 - (a) calling meetings of the Union as prescribed under PART VI of this Constitution;
 - (b) keeping up-to-date records of meeting minutes, correspondence and the preparation of meeting notices and agendas;
 - (c) keeping up-to-date records of Union Policies and Regulations;
 - (d) attending to correspondence as required; and
 - (e) such other duties as are specifically allocated within this Constitution.
- 5. The Finance Officer shall be responsible for:-
 - (a) preparation, for each semester, of a budget for expenditure of the Union's funds - to be submitted to a meeting of Union Council for approval before the commencement of the semester and for forwarding to the College Council,
 - (b) general supervision of expenditure of the Union's funds within the budget approved by Union Council,
 - (c) preparation and keeping of such accounting and associated reports as may be required by the Executive, Union Council and/or College Council,
 - (d) preparation of financial statements and submission of such statements of accounts to each meeting of Union Council,
 - (e) ensuring that annual audits of the Union's financial records, reports and statements are conducted, and
 - (f) presentation of the audited financial records, reports and statements to Union Council for approval and to the Annual General Meeting for adoption and subsequent forwarding to the College Council.

6. The Executive Officers shall have such other or further powers, duties, functions and authorities as may be prescribed in the Regulations pursuant to this Constitution and which may be decided by Union Council.
7. An Executive Officer of the Union may resign by giving notice, in writing, to the Secretary or Acting Secretary, of the Union. Such resignations shall take effect on the date that the resignation is received unless some later date is specified in the notice and is approved by the Executive. The President shall accept the responsibilities for any position vacated by the resignation of an Executive Officer until either:
 - (a) the Executive appoints a Campus Organiser, from the respective Department, as Acting Officer, or
 - (b) a replacement Officer has been elected, and notwithstanding that in the event of the resignation of an Executive Officer during the last four months in any calendar year the Executive shall appoint a Campus Organiser, from the respective Department, as Acting Officer for the remainder of that calendar year, excepting that:
 - (i) in the event of the resignation of the President, the Executive shall elect a Campus President to act as President until a by-election has been held to elect a replacement President until the expiration of the calendar year if such resignation is within the last four months of the calendar year, and
 - (ii) in the event of the resignation of the Finance Officer, the President shall accept the responsibilities of the position until either a by-election has been held to elect a replacement Finance Officer or until the expiration of the calendar year if such resignation is within the last four months of that calendar year.
8. An Executive Officer of the Union shall be deemed to have vacated office if absent, without leave, from three consecutive meetings of Union Council or six consecutive meetings of Union Executive.
9. Where the conduct of an Executive Officer is considered prejudicial to the interests and operations of the Union, or the Officer is considered unable to discharge the duties of the Office held, such Officer may be either suspended from or removed from the position by resolution of Union Council, provided that:-
 - (a) such motion shall be passed if not less than two-thirds of the eligible voting members present vote in favour of the motion,
 - (b) not less than fourteen days notice of motion has been given of the intention to move that motion at the Union Council meeting, and
 - (c) the Officer concerned has been given not less than fourteen days notice, in writing, of entitlement to attend and state a case to the Union Council meeting and/or to make a submission in writing to the Executive. Any such submissions may be published with the permission of the Officer concerned.
 - (d) in the case of a Union Council decision to suspend an Officer the period of time and any restrictions shall be prescribed by way of a motion carried by not less than two-thirds of the eligible voting members present voting in favour of the motion and notwithstanding that any suspension shall not be for a period longer than six weeks duration.
10.
 - (a) Where a casual vacancy occurs in the Executive such a vacancy shall be filled by the provisions prescribed in Part VII Section 7 of this constitution.
 - (b) The by-election to fill a casual vacancy shall be held as soon as practicable and the provisions of PART X of this Constitution shall apply to the by-election.

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11. (a) The Executive Officers of the Union shall hold office for a period of twelve months, commencing on the first day of the relevant calendar year and expiring on the last day of that year;
- (b) Executive Officers elected at a by-election shall hold office from the date of that by-election election until the last day of that year.
12. The Union shall be responsible for the authorised acts of its servants, agents, and honorary office-bearers and shall indemnify them with respect to payments made and personal liabilities incurred by them:-
 - (a) in the ordinary and proper conduct of Union business; and
 - (b) in or about anything done by them for the preservation of the property of the Union, providing always that such indemnity shall not apply to costs exceeding one hundred dollars per annum without the express approval of Union Council.

PART VIII — CAMPUS PRESIDENTS, CAMPUS ORGANISERS AND UNION COUNCIL REPRESENTATIVES

1. CAMPUS PRESIDENTS

- (a) On each Campus there shall be a Campus President who shall be the senior organiser for the Union on Campus and who shall:-
 - (i) give administrative effect to decisions of Campus Student Meetings,
 - (ii) normally take the Chair at Campus Student Meetings,
 - (iii) be a member of the Union Executive and Union Council,
 - (iv) be a member of the Finance Standing Committee,
 - (v) co-ordinate the activities of the Campus Organisers, and
 - (vi) perform other duties as specified in the Regulations pursuant to this Constitution.
- (b) Campus Presidents shall be elected at General Elections, held in accordance with the Regulations pursuant to this Constitution, and shall hold office for a period of twelve months commencing on the first day of the relevant calendar year and expiring on the last day of that year. A Campus President who is elected at a by-election shall hold office from the date of that by-election until the last day of that year;
- (c) A Campus President may resign at any time by giving notice, in writing, to the Secretary or Acting Secretary of the Union. Such resignations shall take effect on the date the notice is received unless some later date is specified in the notice and is approved by the Executive. Such vacancy shall be filled at a by- election held in accordance with the Regulations pursuant to this Constitution. The Campus Secretary shall assume the responsibilities for the Campus President until a replacement Campus President has been elected;
- (d) A Campus President shall be deemed to have vacated office if absent, without leave, from three consecutive meetings of Union Council or six consecutive meetings of the Union Executive or three consecutive Campus Student Meetings;
- (e) Where the conduct of a Campus President is considered prejudicial to the interests of the Union, or the Campus President is considered incompetent or unable to discharge the duties of the Office held, that Campus President may be removed from Office by a resolution passed at a meeting of Union Council — providing that the provisions of PART VII — Section 9 (a), (b) and (c) of this Constitution have been observed;
- (f) The provisions of PART VII — Section 12 of this Constitution shall be applicable to Campus Presidents.

2. CAMPUS ORGANISERS

- (a) On each campus, there shall be Campus Organisers to co-ordinate the activities of the Union on Campus. The Campus Organisers shall be:-
- (i) a Campus Secretary,
 - (ii) a Campus Activities Organiser,
 - (iii) a Campus Sports Organiser,
 - (iv) a Campus Media Organiser,
 - (v) a Campus Education Organiser,
 - (vi) a Campus Women's Organiser, and
 - (vii) such other Campus Organisers as a Campus Student Meeting shall determine, but not exceeding one-half of the total number of organisers specified above.
- (b) Campus Organisers shall be elected at the first Campus Student Meeting in each year and shall hold office from the date of the Campus Student Meeting at which they were elected until the last day of that year;
- (c) Campus Organisers shall have such other and further powers, authorities, duties and functions as may be prescribed in the Regulations pursuant to this Constitution and/or from time to time determined by Campus Student Meetings;
- (d) Campus Organisers shall convene Campus Organising Groups, in conjunction with the relevant Executive Officer, to organise the activities of the Union in their respective areas of responsibility on Campus;
- (e) The Campus Secretary shall be responsible for:
- (i) the preparation and notification of notices of meeting, agendas, and minutes for Campus Student Meetings, and
 - (ii) giving assistance to the Secretary of the Union as required.
- (f) A Campus Organiser may resign at any time by giving notice, in writing, to the Campus Secretary, or Acting Campus Secretary. Such resignations shall take effect on the date the notice is received unless some later date is specified in the notice and is approved by the Executive. The Campus President shall accept the responsibilities for any position vacated by the resignation of an Organiser until a replacement Organiser has been elected;
- (g) When a casual vacancy occurs for a position of a Campus Organiser, through any cause whatsoever, such a vacancy shall be filled at a by-election held at the next Campus Student meeting, if practicable. Campus Organisers elected at a by- election shall hold office from the date of that by-election until the last day of that year;
- (h) A Campus Organiser shall be deemed to have vacated office if absent, without leave, from three consecutive Campus Student Meetings;
- (i) Where the conduct of a Campus Organiser is considered prejudicial to the interests of the Union, or the Campus Organiser is considered incompetent or unable to discharge the duties of a Campus Organiser, that Campus Organiser may be removed from office by a resolution passed at a meeting of Union Council — providing that the provisions of PART VII — Section 9 (a), (b) and (c) of this Constitution have been observed;
- (j) The provisions of PART VII — Section 12 of this Constitution shall be applicable to Campus Organisers.

3. UNION COUNCIL REPRESENTATIVES

- (a) Each campus shall have a number of Union Council Representatives as provided for in PART VI — Section 1 of this Constitution. The number of Representatives from each campus shall be calculated on the basis of the formula contained in the Regulations pursuant to this Constitution;

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- (b) In addition to the Representatives referred to in PART VIII — Section 3 (a) of this Constitution, the Campus Vice-President for each Campus shall be a member of Union Council;
- (c) Representatives shall be elected at General Elections, held in accordance with the Regulations pursuant to this Constitution, and shall hold office for a period of twelve months commencing on the first day of the relevant calendar year and expiring on the last day of that year;
- (d) The responsibilities of Representatives shall be:-
 - (i) to represent the views of Campus Student Meetings to Union Council,
 - (ii) to bring business coming before Union Council to the attention of Campus Student Meetings,
 - (iii) to report decisions of Union Council to Campus Student Meetings, and
 - (iv) generally to promote the image of the Union amongst the members of the Union on their Campus.
- (e) A Representative may resign at any time by giving notice, in writing, to the Secretary or Acting Secretary of the Union. Such resignation will take effect on the date that the notice is received unless some later date is specified in the notice and is approved by the Executive;
- (f) When a casual vacancy occurs for a position as a Representative, through any cause whatsoever, such a vacancy shall be filled at a by-election held at the next Campus Student Meeting, if practicable. Representatives elected at a by-election shall hold office from the date of that by-election until the last day of that year;
- (g) A Representative shall be deemed to have vacated office if absent, without leave, from either three consecutive meetings of Union Council or three consecutive Campus Student Meetings;
- (h) Where the conduct of a Representative is considered prejudicial to the interests of the Union, or the Representative is considered incompetent or unable to discharge the duties of a Representative, that Representative may be removed from office by a resolution passed at a meeting of Union Council — providing that the provisions of PART VII — Section 9 (a), (b) and (c) of this Constitution have been observed;
- (i) The provisions of PART VII — Section 12 of this Constitution shall be applicable to Union Council Representatives.

PART IX — COMMITTEES

- 1.
 - (a) A meeting of Union Council or a Campus Student Meeting may appoint from amongst the members and officers of the Union such Committees as may be deemed to be expedient to perform such duties and to carry out such acts as it determines;
 - (b) Union Council or a Campus Student Meeting may, in establishing such committees, specify procedures with respect to frequency of committee meetings, quorums, convenors or any other matters pertaining to the operation of such committees;
 - (c) Such committees shall at all times act in accordance with this Constitution and are at all times answerable to Union Council.
- 2. There shall be Standing Committees of Union Council which shall be responsible for:-
 - (a) initiating and co-ordinating Union activities in the areas of responsibility of the members of the committees; and
 - (b) such other specific duties as defined in the Regulations pursuant to this Constitution.

3. The Standing Committees shall meet prior to Union Council Meetings to consider any matters which are to be referred to Union Council for discussion and/or decision. The Standing Committees shall have the authority to co-opt or invite members of the Union and staff of the Union to attend meetings. Such co-options or invitations are to be at the discretion of the convenor of the respective Standing Committees.
4. The Standing Committees of the Union shall be:-
 - (a) President's Standing Committee — convened by the Union President who shall be Chairperson and consisting of the Campus Presidents;
 - (b) Finance Standing Committee — convened by the Finance Officer who shall be Chairperson and consisting of the Campus Presidents and the Union President;
 - (c) Activities Standing Committee — convened by the Activities Officer who shall be Chairperson and consisting of the Activities Organisers from each Campus and the Union President;
 - (d) Media Standing Committee — convened by the Media Officer who shall be Chairperson and consisting of the Media Organisers from each Campus;
 - (e) Education Standing Committee - convened by the Education Officer who shall be Chairperson and consisting of the Education Organisers from each Campus;
 - (f) Sports Standing Committee - convened by the Sports Officer who shall be Chairperson and consisting of the Sports Organisers from each Campus.

PART X — ELECTIONS

1. There shall be two categories of elections within the Union:-
 - (a) General Elections - held annually during the months of September to November to elect Executive Officers, Campus Presidents and Union Council Representatives; and
 - (b) By-Elections - held as required to fill casual vacancies which might occur for Executive Member positions and Campus President positions.
2. Union Council shall, by the last day of July in each year, establish Regulations governing the manner in which all elections will be conducted and appoint a Returning Officer and an Assistant Returning Officer for the conduct of the General Elections.
3. All elections of the Union shall be held in accordance with the Regulations pursuant to this Constitution.
4.
 - (a) Only ordinary members and Executive Officers, as referred to in PART V — Section 1 (g) of this Constitution, shall be entitled to be candidates for election, notwithstanding that a person shall not simultaneously hold any combination of two of the positions of either Executive Officer, or Campus President, or Campus Organiser.
 - (b) An Executive Officer or Campus President of the Union shall not serve more than a total of two years in the one position, notwithstanding that an Officer or Campus President who has been elected to the respective position in a by-election to fill a casual vacancy shall be entitled to serve not more than a total of two years in addition to the time provided by such by-election for the respective position.
 - (c) A candidate for election shall be nominated, in writing, for the position and such nomination shall be signed by two ordinary members of the Union. The candidate shall sign thereon consent to the nomination.

5. Only ordinary members of the Union shall be entitled to vote in Union elections.

PART XI — FINANCE AND ACCOUNTS

1. The Finance Officer shall keep, or shall cause to be kept, such accounting and associated records as shall correctly explain all transactions in relation to the funds and assets of the Union:-
 - (a) The funds of the Union shall be operated by means of cheques signed by at least two persons from amongst the Executive Officers of the Union and the Union Manager, provided always that one signatory shall be either the President or the Finance Officer;
 - (b) The Union shall have a cheque account and such other banking accounts as Union Council shall determine;
 - (c) The books of account shall be available for perusal on request by any member of the Union during normal office hours of the Union, except while the accounts are removed from the premises for the purposes of audit.
2.
 - (a) The Union Council shall annually recommend an Auditor, who is a registered accountant and not a member of the Union and such an appointment shall normally be made by resolution at the Annual General Meeting;
 - (b) The term of appointment for the Auditor shall not be longer than twelve months providing that an Auditor may be reappointed, by resolution at the Annual General Meeting, for further terms not exceeding twelve months in any one period of appointment;
 - (c) Union Council shall have the power and authority to appoint an Acting Auditor in the event of the Union Auditor being unable to fulfill the required duties. Such Acting Auditor must be a registered accountant and not a member of the Union. In the event of an Acting Auditor being appointed, notice of this action shall be advised in the official Union publication;
 - (d) The Finance Officer shall, as soon as practicable after the last day of June, cause to be audited by the Union's appointed Auditor, or Acting Auditor, the accounts and records of financial transactions of the Union in respect to the financial year ended on that date and shall present the audited statements of accounts to a meeting of Union Council;
 - (e) The audited statements of account shall be published in the Annual Report of the Union and shall be put before the Annual General Meeting by resolution for acceptance or otherwise.
3. The income and property of the Union, however derived, shall be applied solely towards the achievement of the objectives of the Union as set forth herein and no portion thereof shall be paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to or amongst the members of the Union. Provided that nothing herein contained shall prevent the payment in good faith of interest to any such member in respect of monies advanced by that member to the Union or otherwise owing by the Union to that member or of remuneration to any officers or servants of the Union or to any member of the Union or other person in return for any services actually rendered to the Union. Provided further that nothing herein contained shall be construed so as to prevent the repayment to any member of out-of-pocket expenses and interest or money lent or hire of goods or rent for premises demised to the Union.

PART XII — ALTERATIONS TO THE CONSTITUTION

1. Subject to the By-laws of the Brisbane College of Advanced Education and excepting the correction of typographical and such mistakes this Constitution may be altered, amended, modified or rescinded only by the conduct of a referendum

or at an Annual General Meeting and only by a two-thirds majority of votes exercised.

PART XIII — REGULATIONS

1. (a) The Union may, by resolution passed at a meeting of Union Council, make Regulations in respect to all matter concerning the authorities and objectives of this Constitution, and shall seek ratification for all such Regulations at the next meeting of the College Council following the making of and before the promulgation of such Regulations.
- (b) Representatives shall be given not less than fourteen days notice of motion before any Regulation/s can be adopted by a meeting of Union Council.
- (c) Without limiting the generality of the provisions of PART XIII, Section 1 (a) of this Constitution, Union Council shall make specific Regulations with respect to:-
 - (i) Standing Orders,
 - (ii) duties of Executive Officers of the Union,
 - (iii) conduct of General Elections and By-Elections,
 - (iv) Clubs and Societies, and
 - (v) Associate Membership of the Union.
- (d) The Union shall by the last day of July in each year, establish Regulations governing the conduct of referenda and the manner in which elections will be conducted.
- (e) The Union Council may repeal, rescind, revoke, alter, vary, amend or otherwise modify any Regulation or part thereof by resolution passed at a meeting of Union Council, subject to the provisions of PART XIII — Section 1 (a) of this Constitution.
- (f) The Union Secretary, or Acting Secretary, shall keep a current register of all Regulations adopted under this authority.

PART XIV — REFERENDA

1. (a) Referenda may be held for any of the following purposes:-
 - (i) to consider proposals to reverse, alter or rescind any decisions or resolutions of the Union,
 - (ii) to determine matters or issues submitted to referendum, and
 - (iii) to alter, amend, modify or rescind all or part of this Constitution.
 - (b) A referendum shall be held:-
 - (i) upon the decision of Union Council or a General Meeting,
 - (ii) whenever any matter is, by virtue of this constitution, required to be put to a referendum, or
 - (iii) upon receipt by the Secretary, or Acting Secretary, of a petition seeking a referendum in respect of a decision or resolution of the Union on any matter or issue — such petition to be signed by not less than five hundred members of the Union.
2. A referendum shall be held in accordance with such other Regulations made pursuant to this Constitution.

PART XV — TRUSTEES

SECTION DELETED BY RESOLUTION OF ANNUAL GENERAL MEETING 30 OCTOBER, 1985. (As a Body Corporate, the Union has a separate legal identity and Trustees are superfluous).

PART XVI — DISSOLUTION

1. In the event of dissolution of the Union, any resolution relating to the dissolution shall provide for the method of disposal of the property and assets of the Union provided that if upon winding up or dissolution of the Union there remains after satisfaction of all its debts and liabilities any property whatsoever, the same shall be given or transferred either to some other Union(s) or Association(s) having objectives similar to those of the Union and which prohibits the distribution of its or their income and property amongst its or their members; or to some other fund(s), authority or institution(s) meeting the requirements of Section 78(1)(a) of the Income Tax Assessment Act.

ACCOMMODATION

Limited accommodation for students attending the College is available at the Halls of Residence located on the Mount Gravatt Campus. There are 190 single-study bedrooms, with each floor of the Residence containing approximately 48 rooms and 3 large bathroom facilities. In addition, common rooms are situated on every floor and are provided with refrigerators and coffee- and tea-making facilities. Each building is also appointed with laundry facilities and a well-equipped kitchen for student use.

The Roundhouse is a focal point of the Halls of Residence with an open central fireplace as the main feature. The main lounge is used as an informal meeting place, for coffee provided on most evenings and for organised student functions. The building also houses a television room, a video-recorder room and a shop that provides basic student requirements.

The Dining Hall, with seating for up to 250, serves meals three times every day. Quality food is provided by highly trained staff in one of the most modern catering facilities in Queensland.

The surrounding grounds include an ornamental lake and natural bushland. Basketball facilities, tennis courts, ovals and a swimming pool are nearby and there are pleasant walks through the adjoining Toohey State Forest.

The Dean of Residence and the Administration Officer are responsible for the welfare of students at the Halls of Residence. Tutorial assistance is available in a wide range of subjects and students are encouraged to participate in a variety of social, cultural and sporting activities.

Halls of Residence Staff

Dean of Residence — J.R. Sutton, BSc BEd MA(EdAdmin) *Eastern Mich.*,
MSc(RecAdmin) *Oregon*
Administration Officer — H.J. Alexander

Further information is available from:

The Administration Officer
Halls of Residence
Mount Gravatt Campus
Brisbane College of Advanced Education
P.O. Box 82
Mount Gravatt Q 4122
Telephone: (07) 343 0819

In addition the Union provides information and listings of suitable accommodation such as private board, room only, share flats and share houses. Low cost housing in Brisbane is limited and students are advised to arrange accommodation early in the year. Graduating students leaving satisfactory accommodation are requested to advise the student Union Office so that other students can be informed.

CULTURAL ACTIVITIES

Students should consult departmental and Union noticeboards for information on cultural activities, festivals and exhibitions. Some specific information is outlined below.

ART

The College possesses a large collection of works of art formed from the combined collections of the constituent campuses. The collection began in 1945 with a yearly purchase by the Department of Education, along with voluntary student contributions to an art fund. The acquisitions made from the Departmental grant were substantially augmented by presentations from the Queensland Teachers Union under the B.A. Daughtrey Bequest and other private bequests and by grants from the Visual Arts and Crafts Boards of the Australia Council. The collection has gradually been extended, not only in terms of size but also in its objectives, and is seen as contributing to the cultural climate of Brisbane as well as to campus life.

The College Gallery at the Kelvin Grove Campus has been developed into a public gallery holding nine or ten exhibitions each year. The Gallery policy aims to encourage young artists by offering introductory exhibitions; to hold exhibitions of wide educational interest; to show survey exhibitions and to mount loan exhibitions.

The College also offers an artist-in-residence program to leading practitioners in various fields. Currently, Gwyn Pigott is producing fine porcelain domestic ware in the Pottery Studio. In recent years prominent printmakers such as Cheo Hiang Chai and Nicholas Nedelkopoulos have held residencies in the Art Department at Kelvin Grove through grants provided by the Visual Arts Board.

DRAMA

The Drama and Dance Department at the Kelvin Grove campus produces a range of plays throughout the year and all students, staff and friends are encouraged to attend. The works include contemporary plays, classics, musicals, group-derived plays, comedies, cabaret, Greek and Shakespearian plays.

A student theatre groups, the Reconstituted Orange Juice Company (ROJC), is supported by the Union and the Drama and Dance Department but is run entirely by the students involved. Membership is open to all BCAE students, and student from all courses are encouraged to participate in workshops and productions run by ROJC.

In the last year ROJC has produced a season of short plays in the Woodward Theatre, a production written by a student, toured a contemporary production to campuses in Brisbane, performed clowning work in the grounds of the Performing Arts Centre and taken a play to the Australian Festival of Student Theatre in Armidale. Since all initiatives come from student members a number of small projects including one for Book Week, a range of workshops and the training of Theatre sports teams, are constantly under way.

Most productions are performed in the Woodward Theatre (L Block). In addition to ROJC there are course-work productions from students in the Associate Diploma in the Arts (Theatre), Bachelor of Arts (Drama), Diploma of Teaching (Secondary — Drama) and the Diploma of Teaching (Early Childhood). Elective units in various aspects of theatre work are available to other students.

DANCE

The Drama and Dance Department at the Kelvin Grove campus produces a variety of dance performances throughout the year to which all students, staff and friends are invited. Dance performances cover a range of dance styles including classical, contemporary, tap, jazz, character, folk and musical theatre choreographed by faculty members and guest choreographers.

In addition to faculty works two performance seasons per year are choreographed by young student choreographers working under the direction of staff members.

Performances are frequently held in the Woodward Theatre, Princess Theatre and other community venues.

A Community Dance Class program is offered by the Department with classes taken by staff members during the semester. The classes are available to members of the community and are popular with students from many courses.

MUSIC

Regular concert performances by visiting artists, staff and students are held in the Music Building, Kelvin Grove Campus. Most concerts are held at 1.10pm on Thursdays. A brochure is displayed in the Music Department.

Each year an invitation is extended to brass, woodwind and percussion players (students and staff) to form the College Wind Players. The group uses concert band instrumentation and performs at least once each semester. Students and staff who are interested should contact the Music Department.

Carseldine campus is the location for the vocal jazz group 'Scat', the Brisbane College Warana Band, the North Brisbane Wind Ensemble and the Musica Antiqua Collegii. In addition to these formalised groups, there is another group actively concerned with early keyboard instruments, such as the clavichord, harpsichord and piano. These groups provide a very broad range of musical involvement for interested parties. Persons interested in any of the above groups should direct their enquiries to the Secretary of the Expressive Arts Department, Carseldine campus, which maintains an extensive concert program.

CENTRES FOR PROMOTION OF RESEARCH AND LEARNING

BAR PRACTICE CENTRE

The Bar Practice Centre located at the Kedron Park Campus was established in 1983. It is a joint venture between the Bar Association of Queensland and the College within the administrative structure of the School of Business. It is subject to a Management Committee consisting of three members appointed by the Bar Association, three members appointed by the College and a Chief Executive Officer, designated the Warden, who is a member of both the Bar Association and the academic staff of the School of Business. The objectives of the Centre are —

- to develop and enhance the practice skills of candidates for admission to the Bar of the Supreme Court of Queensland;
- to act as a focus for the continuing education of Barristers in the Supreme Court of Queensland;
- to concern itself with training and standards directed towards the achievement of the highest possible levels of competence and professional integrity in the members of the Bar of the Supreme Court of Queensland.

Lectures and practice presentations are substantially effected by members of the judiciary, the magistracy and the senior bar and are directed towards practice and applications. All students have qualified in the knowledge subjects of the law.

The primary activity of the Centre is a 15-week course consisting of 90 hours, presented on Monday and Thursday evenings from 6 — 9pm throughout a semester to students (readers) who have qualified in law from universities, colleges of advanced education or the Bar Board, and who wish to practice as Barristers.

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The courtroom at Kedron Park, which is a reconstruction of the old Industrial Court in the State Buildings adjoining Anzac Square, is a valuable resource for the work and training of the Centre.

BUSINESS RESEARCH CENTRE

The Business Research Centre was established in 1977 at the Kedron Park Campus, and is associated with the School of Business.

Its objectives are —

- to undertake applied business research of benefit to the community, either on the initiative of the Centre or on a contractual or other externally funded basis;
- to sponsor periodic conferences, seminars and short courses in appropriate topics and areas, sometimes in conjunction with other organisations;
- to provide facilities for visiting scholars.

Research projects currently being undertaken or recently completed include:

- multiproduct cost functions — applications to health care efficiency in Queensland hospitals;
- network and transshipment models for facility location decisions;
- evaluation of tourism for Norfolk Island;
- development of microcomputer data base and forecasting model interfaces;
- Queensland Economic Indicators project — forecasting housing approvals, car registrations and retail sales;
- continuing logistics investigations of the Australian wool distribution transport and shipping network;
- policy issues in the export shipping services market;
- pricing cost and economic performance aspects of domestic satellite systems;
- worker motivation in Queensland mining companies;
- time management and negotiation skills for executives.

Research results and invited material (including seminar and conference proceedings) are published as monographs, research reports and discussion papers. The Centre also publishes *Queensland Economic Forecasts*, which is released in July and December each year. The objective of this publication is to provide Queensland businessmen with data and views on developments and likely trends in economic activity in Australia and Queensland as a background for improved decision making.

School of Business staff associated with the Centre are:

- P.A. Cassidy, MAgSc PhD(Econ) Qld QDA Q.A.C. (Director)
- J.R. Butler, BEcon MPolEcon Qld
- C.W. Collyer, BEcon(Hons) Qld
- A.M. Cork (Business Manager)
- W.O. McCarthy, MAgSc NZ, PhD Iowa S., FAIM
- M.J. Quayle, BEcon MPolEcon Qld
- M.M. Seth-Smith, BA(Hons) Kingston, MSc(Econ) London

CENTRE FOR HUMAN DEVELOPMENT STUDIES

The Centre for Human Development Studies, located in the Psychology/Special Education building at the Mount Gravatt Campus, was established in 1979 to coordinate and advance its research, clinical and dissemination activities in the areas of normal and exceptional human development. Research programs in both 'applied' and 'pure'

areas are being conducted by members of the Centre; clinics in language and reading, motor and behaviour problems are mounted, and regular seminars, workshops and consultations for teachers and other professionals in education, as well as academic staff, are organised under the auspices of the Centre. The only full-time staff member of the Centre is its Director. All other appointments are by secondment or on a limited tenure basis from members of the College staff and outside agencies. The Centre is currently engaged in a number of joint projects with the Queensland Education Department, the Australian Department of Social Security, the Schonell Educational Research Centre and the Department of Psychology of the University of Queensland.

Research at the Centre: Research at the Centre is currently being undertaken in the following areas:

Child Development —

Visual and auditory perception in normal and handicapped infants;
Mother-child interaction and language development in normal and handicapped (especially hearing-impaired) infants.

Special Education and Welfare —

Reading skills of capable and handicapped learners;
Curriculum and methods development for children with learning problems in regular schools;
Values development and education for intellectually handicapped children;
Techniques for intervention with preschool-age hearing-impaired children;
Language curriculum and methods development for hearing-impaired students;
Program development for severely intellectually and/or physically handicapped adults;
Principles of curriculum development for special education.

Adult Learning —

Characteristics of tertiary student learning styles;
Characteristics, experiences and attitudes of special education teachers.

At present, research projects are funded by the College, the Queensland Education Department, the Australian Research Grants Committee, Lions International, and the Australian Department of Community Services. The Centre presently hosts the Department of Community Services-funded Demonstration Project: The Community Employment Support Agency for severely disabled adults (Mr Nick Evans, Director).

Facilities at the Centre: As well as having its own equipment and facilities, the Centre has access to all facilities of the campus. These include:

- an HP3000 computer and associated hardware and soft-ware facilities;
- various purpose-built real-time microprocessors;
- an audiological testing unit;
- play/test rooms with one-way vision screens;
- a television studio;
- an audiovisual aids service;
- a library with large book, serial and test holdings in normal and handicapped development, education and welfare;
- on-line literature search capacity;
- a language laboratory; and
- the services of an electronics technician and computer consultants.

Director — D.J. Power, BA MEd *Melb.*, PhD *Ill.*, TPTC *Geelong*, TTCTD *Training Centre for Teachers of the Deaf*, MAPsS, MAARE

CENTRE FOR STUDIES IN TEACHING

The Centre for Studies in Teaching is located in Rooms A302-A308 at the Kelvin Grove Campus. It was established in 1980 to develop experiential programs for instruction in

GENERAL INFORMATION

teaching skills incorporating recent research and new technology. The major thrusts of its operation are —

to develop, implement, evaluate and promote Teaching Process and Teaching Practice related units;

to develop, implement, evaluate and promote teaching skill programs outside the ambit of accredited semester-based pre-service courses for instructors, teachers and administrators.

The Centre comprises the Coordinator of Secondary Practice Teaching, the Teaching-Learning Process Coordinator, and a Secretary.

Alternative Teaching Practice programs have been supported by the Centre. Third and second year secondary students may undertake six weeks' teaching practice in Auckland, New Zealand.

The Centre conducts seminars for schools and outside bodies associated with educational training.

Coordinator — R.C. Muller, BA BEd(Hons) *Qld*, MACE

Coordinator of Teaching-Learning Process — D.J. Fogarty, BA BEd MEdAdmin *Qld*, DipEDAD *Calg.*, MACE

CENTRE FOR RESEARCH AND LEARNING IN LITERACY

The Centre for Research and Learning in Literacy has its headquarters at the Mount Gravatt campus and units on the Carseldine, Kelvin Grove, Kedron Park and Mount Gravatt campuses.

Research Centre — Headquarters: The Centre Headquarters, situated on Level 2 of the Main Teaching Building at Mount Gravatt campus, serves to coordinate Reading Centres on all campuses as described below.

Its principal functions are in teaching and research. These involve the monitoring and development of literacy courses across the College, the encouragement or conduct of original research in literacy, and the general dissemination of information on literacy to the College and wider communities.

Centre projects include development of curriculum materials for developing literacy at primary and secondary school levels; research into literacy demands and needs in the College's courses.

Centre staff provide consultancy services including workshops, research guidance, and higher-degree supervision. Staff include the Director, Coordinators of Projects and of Publications, and Coordinators of Campus Reading Centres.

Director — A. Morris, BA BEd *Manit.*, MEd *Qld*

Carseldine Campus Literacy Centre Unit: The Literacy Centre at Carseldine campus, established in 1983, has principal functions in coordinating, monitoring and developing the courses in literacy offered there. In addition the Centre provides a consultancy service for students, teachers and the community. Reading resources, currently housed in the Curriculum Centre, are available for teachers' and students' use.

Coordinator — P.D. Van Homrigh, BEd *Qld*, CertRT GradDipReading *Mount Gravatt*

Kelvin Grove Campus Literacy Centre Unit: The Literacy Centre which opened in 1977 has principal functions in coordinating and teaching reading units offered on campus. The Centre also conducts a variety of in-service programs for teachers under the auspices

of the Queensland Department of Education and the Queensland In-service Education Committee. Consultancy to schools, especially through the Learning to Learn from Text Project, is provided by Centre staff.

Numerous groups, including the Queensland Writing Project and the Resource Teachers' Sub-Branch of the Queensland Special Education Association, make use of the facilities offered by the Centre, and from time to time, displays of student work are presented. Advisory services to staff, students, and the wider educational community are also offered.

A workshop/seminar section houses a variety of curriculum materials to support the teaching of reading at all levels. This collection, while not available for borrowing, is accessible to students and teachers throughout the year.

Coordinator — M.N. Stewart-Dore, BA BEd *Monash*

Mount Gravatt Campus Literacy Centre Unit: The Literacy Centre, located on Level 2 of the Main Teaching Building at the Mount Gravatt campus was opened in November, 1979. It serves two principal functions —

- to coordinate the varied campus activities concerning aspects of reading, particularly to serve the needs of students within the various reading courses offered; and

- to offer a teaching/consultative service to all students and teachers who have an interest in aspects of reading, and also to the community at large.

A materials/study area provides easy access to papers on reading and language development. This area is adjacent to an extensive stock of language/reading curriculum materials housed in the teaching area. The teaching area itself is designed to allow for large or small group sessions and ready access to whatever resource materials are needed.

With these facilities, and those available in the Headquarters of the Research and Learning Centre in Reading, the campus Centre is able to provide information, workshop facilities, consultancy services and programs in particular areas of interest.

Coordinator — A.F. Millet, DipS&D *Rose Bruford*, BA(Hons) *Kent*, MLitSt BSpThy *Qld*, MAASH

Kedron Park Campus Literacy Centre Unit: This Unit, established in 1986, seeks to provide literacy support and research facilities to staff and students of the College's School of Business. By examining the literacy demands placed on the campus's graduates entering the workforce, the Literacy Unit hopes to provide input into College courses which will lead to the development of suitable literacy skills and standards.

The Unit also aims at making its expertise available to the business community through consultancy and occasional workshops.

Coordinator — J. Radbourne, DipT, BA MA *Qld*, LSDA(Aust), ATCL(Lond)

COLLEGE MEDALS, PRIZES AND AWARDS

COLLEGE MEDALS

Council may award medals, known as College Medals, to students who have completed their course with a record of outstanding academic achievement, although other aspects of a student's life such as contributions to the corporate life of the College, the community and/or the student's future profession may also be considered. The College will be

GENERAL INFORMATION

concerned with preserving the status and integrity of this notable form of recognition and hence nominations for medals will be subjected to rigorous consideration.

In addition:

- (i) the course undertaken will normally require at least two years of full-time study or equivalent;
- (ii) the student will have completed all requirements for the course and be eligible to graduate;
- (iii) there is no upper or lower limit on the number of medals which may be awarded in a particular year. The very demanding criteria for the award of medals will be the basic consideration. Council may award medals to more than one student in a course or decline to offer medals to any student.

The procedure for the nomination and selection of students to receive College Medals shall be as follows:

- (i) Boards of Studies may wish to nominate one or more students each year from the courses under their jurisdiction. Nominations must reach the Chairperson of the College Medals Committee of the Academic Board by no later than the end of February for students graduating in the previous two semesters;
- (ii) The Committee should meet as soon as practicable to consider the nominations received. When consensus has been reached, the names of those students recommended for award of medals should be forwarded to the Secretary of the Academic Board for consideration at the first meeting of the Board following receipt of nominations. The Committee will submit, in each case, a resume of the student's achievements and state the basis or bases on which the recommendation is made;
- (iii) The Academic Board's final recommendations should be submitted to the next meeting of Council following that meeting of the Academic Board;
- (iv) When Council's decision is known, the Registrar should arrange for presentation of the College Medals at the next graduation ceremonies following the Council meeting, and for the listing of the names of the recipients in the Annual Report for the year in which the recipients graduated.

PRIZES AND AWARDS

GRADUATE DIPLOMA IN ADMINISTRATIVE STUDIES

Institute of Professional Secretaries (Australia) Prize

Awarded to the graduate with the best performance in secretarial studies

GRADUATE DIPLOMA IN READING

Meanjin Reading Council of Australian Reading Association Inc. Prize

Awarded to the outstanding graduate

BACHELOR OF BUSINESS

Australian Society of Accountants' Prize

Awarded to the graduate with the best performance in accounting

Australian Institute of Chartered Accountants' Prize

Awarded to the graduate with the best aggregate results in units AC3003, AC3005, AC3007 and LW3004.

Australian Institute of Management Bursary

Awarded to the student with the best performance in units MG3010 and MG3011

Australian Institute of Management Prize

Awarded to the student (both full and part-time) with the best performance in MG3010 and MG3011 (2 prizes)

The Taxation Institute of Australia Prize

Awarded to the student with the best performance in LW3004.

DIPLOMA OF TEACHING (SECONDARY)

Art

Oxlade Bros. Pty Ltd Prize

Awarded to the graduate with the best performance in Art studies in the final year of the course

Manual Arts

Queensland Manual Arts Teachers' Association Prize

Awarded to the student with the best overall performance in Manual Arts studies in the first semester of the first year of the course

Mathematics

Queensland Association of Mathematic Teachers Prize

Awarded to the graduate with the best performance in Mathematics/Computing, Education Studies and Practice Teaching over the final four semesters of the course

Music

Charles Hall Trust Fund Bursary

Available to second-year students undertaking instrumental/vocal study in addition to the normal college requirements, after an audition comprising:

- (i) presentation of one work of 20 minutes maximum length on their main instrument;
- (ii) evidence of acceptable skill in the field of study to be undertaken; and
- (iii) evidence of sound achievement in college studies

Physical Education

Nu-Sport (Nundah) Prize

Awarded to the graduate with the best performance over the three years of the course

Science

Science Teachers Association of Queensland Prize

Awarded to the graduate with the best performance in Science, Education Studies and Practice Teaching over the final four semesters of the course.

ASSOCIATE DIPLOMA IN SECRETARIAL STUDIES

Institute of Professional Secretaries (Australia) Prize

Awarded to the graduates with the best performances in secretarial studies

5 Course Details

MASTER OF EDUCATION (MATHEMATICS)

Carseldine Campus. Part-time only

The Master of Education (Mathematics) degree offers studies at advanced level of issues relevant to the teaching of mathematics. In particular, the degree is designed for individuals who wish to assume leadership roles in mathematics education and has been planned to cater for the specific needs of classroom teachers, advisory personnel including resource and remedial teachers, curriculum officers and lecturers in tertiary institutions.

The graduate of the course would be competent in developing and evaluating a mathematics curriculum, in identifying problem areas and carrying out research relevant to the mathematics classroom and in organising and providing continuing education for teachers in the area of mathematics, at both the primary and secondary levels.

COURSE REQUIREMENTS

Year 1		Hrs	Cdt
Semester 1		/Wk	Pts
MA5017	Curriculum Studies in Mathematics	3	15
Elective	To be selected from List 15		
Semester 2			
MA5016	Psychology of Mathematics Education	3	15
MA5018	Research and Evaluation Techniques	3	15
Year 2			
Semester 1			
MA5019	Research in Mathematics Education	3	15
Elective	To be selected from List 16		
Semester 2			
MA5020	Practicum in Research and Evaluation	3	15
Elective	To be selected from List 16		
Year 3			
Semester 1			
Elective	To be selected from List 15		
Elective	To be selected from List 15		
Semester 2			
MA5021	Project		50

ELECTIVE LISTS

LIST 15: MATHEMATICS EDUCATION ELECTIVES

MA5022	Mathematics in Early Childhood	2	12
MA5023	Mathematics Teacher Education	2	12
MA5024	Independent Studies	2	12
MA5025	Clinical Methods in Mathematics	2	12
MA5026	Supervision in Mathematics	2	12
MA5027	Mathematics in the Middle School	2	12

COURSE DETAILS

MA5028	Microcomputers in Mathematics	2	12
MA5029	Mathematics in the Senior School	2	12
MA5030	Assessment in Mathematics	2	12

LIST 16: MATHEMATICS ELECTIVES

MA5031	Number Theory	3	12
MA5032	Mathematical Models and Applications	3	12
MA5033	History and Philosophy of Mathematics 1	3	12
MA5034	History and Philosophy of Mathematics 2	3	12

Availability of Units in 1987

Semester 1

MA5017
MA5019
Elective from List 15
Elective from List 16

Semester 2

MA5018
MA5020
Elective from List 15
Elective from List 16

MASTER OF EDUCATION (READING)

Mount Gravatt Campus. Part-time only

The Master of Education (Reading) degree offers advanced studies in a wide range of theoretical and practical issues related to reading and its teaching.

The Master's degree consists of ten units (170 credit points) divided into four components: course work (45 credit points), practicum (30 credit points), colloquia (15 credit points) and thesis (80 credit points).

The course work component has three sections:

The Reading Process: students focus on a critical examination of models of the reading process and on development of an explanatory framework of their own. Language and Literacy: students acquire linguistic theories related to language and literacy. Research and Evaluation: students examine and use research designs and evaluation models applicable to the study of literacy.

Project work will be conducted in areas of the reading process, language and literacy, and research and evaluation. Opportunities for this are provided in practicum units which are seen to lead students from theory-based content units toward direct applications and evaluating and reporting practices which may link closely to the thesis component of the degree. Colloquia will be held on issues relating to reading and its teaching. These will be determined by staff at the beginning of each academic year and may include topics currently being undertaken by students in the thesis component of their work. The thesis will be completed under the supervision of an appointed advisory committee. Its content will be directed toward making a major contribution to the field of reading and its teaching. Its intention is to facilitate positive change for the writer.

COURSE REQUIREMENTS

Course Work		Cdt Pts
RE5000	The Reading Process	15
RE5001	Language and Literacy	15
RE5002	Methods of Reading Research and Evaluation	15
Project Work		
RE5003	Practicum in the Reading Process	10
RE5004	Practicum in Language and Literacy	10
RE5005	Practicum in Reading Research and Evaluation	10
Colloquia		
RE5006	Colloquium 1	5
RE5007	Colloquium 2	5
RE5008	Colloquium 3	5
Thesis		
RE5009	Thesis	80

GRADUATE DIPLOMA IN ADMINISTRATIVE STUDIES

Kedron Park Campus. Full-time (one year). (Progression on a part-time basis at the discretion of the Course Coordinator)

STRANDS: EXECUTIVE SECRETARIAL ADMINISTRATION OFFICE ADMINISTRATION

The course structure recognises the following as integral to the qualification:

- Office technology
- Business Communication
- Conceptual understanding of business related areas
- A specialisation in Executive Secretarial Administration or Office Administration Studies

The course offers graduates from a range of disciplines a business-orientated qualification specialising in executive secretarial or office administration, combined with a broad business education which encompasses the impact of technological change on organisations.

Units common to both strands of the course are business communication, computing for administrators, office automation, executive keyboarding. Optional studies may be chosen from accounting, a range of management units, or an executive secretarial specialisation (shorthand, typewriting, word processing).

Applicants should normally hold a degree from a recognised tertiary institution. Applicants who do not hold a degree may present documentary evidence of experience and abilities likely to lead to successful completion of the course. Students may be required to undertake an English proficiency test as part of the entry requirements of the course.

A student who successfully completes a total of eight units (80 credit points) shall be eligible to graduate from the course provided that no more than two grades of 3 have been awarded.

COURSE REQUIREMENTS

Executive Secretarial Administration Strand

		Hrs/ Wk	Cdt Pts
Semester 1			
AD4000	Busines Communication	3	10
CO4015	Computing for Administrators	4	10
SK4005	Executive Shorthand 1	6	10
SK4006	Executive Keyboarding	6	10
Semester 2			
{AC4000	Accounting for Administrators or	4	10
{MG3011	Personnel Management	4	10
SK4007	Executive Shorthand 2	6	10
SK4008	Executive Secretarial Assignments	6	10
SK4009	Office Automation	4	10

Office Administration Strand

Semester 1

CO4015	Computing for Administrators	4	10
EN4016	Business Communication	3	10
MG3010	Principles of Management	4	10
SK4006	Executive Keyboarding	6	10

Semester 2

AC4000	Accounting for Administrators	4	10
{CO3011	Business Systems or	4	10
{Elective*			
MG3011	Personnel Management	4	10
SK4009	Office Automation	4	10

* may be taken within or outside the College at UG1 level or higher.

Note: (1) Students are required to undertake at least 50% of units at PG1 level.

(2) Students are required to substitute for equivalent studies undertaken in another award.

COURSE DETAILS

GRADUATE DIPLOMA IN COMMUNICATION TEACHING

Mount Gravatt Campus. Full-time only (one year)

This course is designed to enable qualified teachers to have an awareness of the educational implications of learning disabilities associated with communication disorders.

On completion of the course, graduates should, in conjunction with speech therapists and other professional personnel, be able to identify learning disabled children with communication disorders and plan and implement language and speech development programs and/or make referrals to other appropriate professional workers.

COURSE REQUIREMENTS

Semester 1		Hrs/ Wk	Cdt Pts
SE4090	Speech and Speech Development 1	4	10
SE4091	Language and Language Development	4	10
SE4092	Psychological Foundations <ul style="list-style-type: none">• Educational Psychology• Interpersonal Relationships	4	10
SE4093	Curriculum Implementation 1	4	10
PT4000	Teaching Experience 1	3	10
Semester 2			
SE4094	Speech and Speech Development 2	4	10
SE4095	Language Remediation	4	10
SE4096	Curriculum Implementation 2 <ul style="list-style-type: none">• Independent Project• Motor Development & Programming 2	4	10
SE4097	Professional Studies <ul style="list-style-type: none">• Children's Behaviour Problems• Orientation to Special Education	4	10
PT4001	Teaching Experience 2	3	10

GRADUATE DIPLOMA IN COMPUTER EDUCATION

Kelvin Grove Campus. Part-time and external (two years)

The main objectives of the course are to develop the knowledge, skills and attitudes needed to intelligently utilise the growing potential of computers in education. Graduates of the course will be equipped and prepared to assume leadership and guidance roles for computer applications in education. They will be able to: demonstrate an understanding of the principles of computing; identify pedagogical characteristics of the computer and apply them to educational situations; apply learned skills to the development and implementation of computer resources appropriate for use in educational situations; and apply their knowledge of educational computing to curriculum development.

The course is offered both in the evening on a part-time basis and also externally. Course participants should possess some prior experience in computing, including introductory programming. External students will need to have access to a computer system which supports the languages Pascal (preferably Turbo Pascal), Logo, BASIC and PROLOG, (preferable Turbo PROLOG) and which includes a disc drive and printer. Although some software resources are available for borrowing, external students will normally be expected to provide their software requirements. It is highly desirable that external students have access to an IBM PC or compatible (e.g. Sperry PC).

COURSE REQUIREMENTS

Year 1			
Semester 1			
		Hrs/	Cdt
		Wk	Pts
CO4000	Computer Principles in Education	3	10
CO4001	Computers in Education	3	10
Semester 2			
CO4002	Structured Programming	3	10
Elective	To be selected from List 56		
Year 2			
Semester 1			
CO4003	Educational Tools	3	10
Elective	To be selected from List 56		
Semester 2			
CO4004	Educational Applications of Computers	3	10
Elective	To be selected from List 56		

ELECTIVE LIST

LIST 56

Three electives must be taken with at least one from each of the two areas.

Not all the units shown in this list will be offered in any one semester. Students will be advised, prior to each semester, which units are available. Currently the elective offerings are CO4005, CO4006, CO4007, CO4012, CO4013 and CO4017.

COURSE DETAILS

Educational Skills:

CO4005	Teaching Computer Studies: Secondary	3	10
CO4006	Computers in Primary Education	3	10
CO4007	Computers and School Administration	3	10
CO4008	Author Languages	3	10
CO4009	Computers and Technology	3	10

Computing Skills:

CO4012	Artificial Intelligence	3	10
CO4013	Graphics	3	10
CO4017	Information Systems	3	10

Availability of Units in 1987

Semester 1	Semester 2
CO4000	CO4002
CO4001	CO4004
CO4003	Elective
Elective	Elective

GRADUATE DIPLOMA IN COUNSELLING

Carseldine Campus. Part-time only (two years)

This course is designed to prepare persons with appropriate educational qualifications, experience and personal attributes for professional counselling roles in educational, community health or welfare services. Entry to the course is available to students with a degree or diploma in the human services who have a minimum of two years' work experience. Preference is given to students who have successfully completed 30 credit points or more of study in psychology and demonstrated personal suitability to counsel. On successful completion of the course students should have a substantial knowledge of counselling theories, a broad range of counselling skills, including assessment and intervention strategies, and an articulated personal philosophy of counselling.

The program has a strong practical emphasis, with considerable use being made of workshops and supervised practicum experience. There is also a firm commitment to personal development as part of counsellor training; consequently experiential work is included in the course. Opportunity is provided for students to develop advanced knowledge and skill in an area of counselling of their choosing.

The course is currently offered on a part-time basis. It can be completed in a minimum of two years, which involves attendance at two 3-hour evening sessions per week plus additional practicum requirements. Students should note that the practicums are not scheduled on a regular weekly contact basis but that a minimum of 28 hours work in each practicum is required during the semesters in which the practicum is scheduled.

COURSE REQUIREMENTS

Year 1		Hrs/	Cdt
Semester 1		Wk	Pts
CL4000	Interpersonal Relationships in Counselling	3	10
CL4001	Theory and Practice of Counselling 1	3	10
CL4002	Practicum 1 (1 week)		5
Semester 2			
CL4003	Counselling and Human Development	3	10
CL4004	Theory and Practice of Counselling 2	3	10
Year 2			
Semester 1			
CL4005	Practicum 2	1½	5
CL4006	Counselling: A Sociological Perspective		10
CL4007	Theory and Practice of Counselling 3	3	10
Semester 2			
CL4014	Practicum 3	3	10
Elective	To be selected from List 26		
Elective	To be selected from List 26		
Elective	To be selected from List 26		

ELECTIVE LIST

LIST 26

CL4011	Cognitive Behavioural Counselling	1½	5
CL4012	Career Guidance and Counselling	1½	5

COURSE DETAILS

CL4013	Family Counselling	1½	5
CL4015	Interactional Counselling	1½	5
CL4016	Group Counselling	1½	5
CL4017	The Counsellor and the Organisation	1½	5
CL4018	Independent Study	1½	5

GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION

Kelvin Grove Campus. Part-time and external (from mid-1987) (two years)

This is a two year part-time course for registered teachers who want to broaden teaching qualifications into the early childhood age group.

The aim of the course is to extend the knowledge of qualified teachers for early childhood teaching so that they have

- sound knowledge of the latest research in human development and learning in the early childhood years;
- planned and evaluated appropriate curricula and strategies for working with young children;
- considered significant issues and formulated a philosophy of early childhood education;
- demonstrated skill in interpersonal relations and in working with young children, their families, community members, colleagues and members of other professions.

The course has a fixed pattern of units which covers four main areas of study.

Studies in Education

Historical and philosophical knowledge relevant to early childhood education is examined. Social, political, economic and cultural issues of contemporary Australian society are considered. Students are expected to formulate a personal philosophical basis for early childhood education.

Studies in Human Development and Learning

Knowledge of contemporary theories of human development and learning is examined. Students are expected to identify characteristics of development and learning for children 0-9 years.

Studies in Curriculum and Teaching

Early childhood curriculum models, content and strategies with a focus on a child-centred, process approach are included in this strand. Students are required to utilise knowledge from studies in education and human development and learning to develop appropriate curricula for children 3-8 years.

Field Studies

The field studies strand provides practical experiences in planning, implementing and evaluating suitable learning experiences for young children and in communicating effectively with a variety of people in early childhood settings. It may be necessary for some students to undertake some field experience work during school vacation periods.

Special Note — Practice Teaching

Students should note that there is a compulsory period of 2 weeks practice teaching (or more according to Individual Teaching Experience Profiles) with children of preschool age to be undertaken at the completion of the first four units of the course. Students employed as teachers will need to complete this practice during school holidays in a specially organised setting. A further compulsory period of 2 weeks with children of lower primary age is undertaken as the final unit of the course. Some students will be able to undertake this practice with their own classes. Others will be required to complete this practice during the school holidays in an organised setting. Individual Teaching Experience Profiles will be drawn up for each student and on the basis of previous experience a decision will be made as to the timing of, nature, and need for practice teaching experience.

COURSE DETAILS

COURSE REQUIREMENTS

Year 1		Hrs/	Cdt
Semester 2 (July)		Wk	Pts
EE4015	Development and Learning (3-8 years)	2½	10
EE4017	Curriculum and Teaching Strategies 1	2½	10
Semester 1 (February)			
EE4018	Curriculum and Teaching Strategies 2	2½	10
EE4305	The Context of Early Childhood Education	2½	10
EE4900	Practice Teaching 1 (3-5 years)		10
Year 2			
Semester 2 (July)			
EE4016	Research in Development and Learning	2½	10
EE4019	Curriculum and Teaching 3	2½	10
Semester 1 (February)			
EE4020	Program Planning	2½	10
EE4306	Transactions in Early Childhood Education	2½	10
EE4901	Practice Teaching 2 (5-8 years)		10

GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION

Mount Gravatt Campus. Part-time only (two years)

This course aims to provide a practical and theoretical basis for work in the field of either school or TAFE administration. It is designed to prepare teachers for administrative positions and to update the administrative knowledge and skills of those already in positions of authority.

On successful completion of the course, diplomates will possess the necessary knowledge and skills for educational leadership, curriculum innovation, effective planning, personnel management, budgeting and supervision in the administration of an educational institution.

Although the course is based on current theory, it is designed to have a consistently strong practical emphasis, since it is aimed at educational practitioners. It involves a multidisciplinary approach, and focuses upon the solution of common administrative problems. A wide variety of simulation techniques is employed in relating theoretical issues to practical situations and current problems. Considerable use is made of 'workshop' approaches, case studies, in-basket techniques and a wide range of audiovisual aids.

The course is offered part-time by internal or external study in alternate years. In 1987 new students will be restricted to internal(evening) study only, in 1988 new students will be restricted to external study.

Internal students are involved in two afternoon-evening units held on the same night in each of the four semesters. The course consists of units which are common to all students but which allow specialisation in either Schools or TAFE administration, and comprises course work relating to ten major areas, and research by way of an independent study.

Students in the *Schools* strand are required to attend three weeks of *compulsory* study schools — two weeks in a June/July vacation period and one week in December. Students in the *TAFE* strand are required to attend four weeks of *compulsory* study schools — two weeks in December in each of two years. Details regarding the normal scheduling of study schools are available within the appropriate unit outlines.

COURSE REQUIREMENTS

Schools Option

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
ED4115	Organisational Theory and Behaviour 1	3	10
ED4117	Human Resource Development	3	10
ED4118	Computer Applications in School Admin. (Study School)	2	5
ED4119	Law and Education (Study School)	2	3

Semester 2

ED4116	Organisational Theory and Behaviour 2	3	10
ED4120	Curriculum Leadership	3	10
ED4122	Research Methods (Study School)	2	5

COURSE DETAILS

Year 2

Semester 1

ED4123	Implications of Individualised Education	3	10
ED4124	Community Relations Administration	3	10

Semester 2

ED4125	Independent Study		10
ED4126	Comparative Administration or	3	8
ED4127	International Education Field Study or	3	8
ED4128	Group Dynamics (Study School) or	3	8
ED4129	Ethics in Educational Administration	3	8

TAFE Option

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
ED4115	Organisational Theory and Behaviour 1	3	10
ED4117	Human Resource Development	3	10

Semester 2

ED4116	Organisational Theory and Behaviour 2	3	10
ED4120	Curriculum Leadership	3	10
ED4121	Financial Management in TAFE 1 (Study School)	2	5
ED4122	Research Methods (Study School)	2	5

Year 2

Semester 1

ED4123	Implications of Individualised Education	3	10
ED4124	Community Education Administration	3	10

Semester 2

ED4125	Independent Study		10
ED4119	Law and Education (Study School)	2	3
ED4130	Financial Management in TAFE 2 (Study School)	2	5
ED4126	Comparative Administration or	3	10
ED4127	Overseas Field Study of Administration or	3	10
ED4128	Group Dynamics (Study School) or	3	10
ED4129	Ethics in Educational Administration	3	10

Availability of Units in 1987

Semester 1

Semester 2

Internal
(new entry)

Internal
(new entry)

ED4115
ED4117
ED4118
ED4119

ED4116
ED4120
ED4121
ED4122

GRADUATE DIPLOMA IN HEALTH EDUCATION

Carseldine Campus. Part-time only (two years)

This part-time evening course provides opportunities for teachers and community health personnel who are concerned with health programs in schools and in the community to develop and refine skills associated with human relationships, communication, teaching, organisation and administration and the acquisition of knowledge in various areas of specialisation in the field of health.

The structure of the course allows students to participate in personal and community programs, and to develop an appreciation of the fact that the dimensions of health studies must be viewed in their widest perspective. Accordingly, there are three sections in the course — Core Studies, Professional Studies and Elective Studies. All Core Studies are compulsory; however, with the approval of the Course Co-ordinator HE4027 Independent Study (10 credit points) may be substituted for one of the Core Studies units. Units in Professional Studies are elective, and may be taken from one of the two strands i.e. School Health or Community Health. The scheduling of elective units is subject to staff availability and student demand. Units in Core and Professional Studies have a credit point value of 10; Elective Studies have a credit point value of 5. A student must gain a total of 80 credit points in the prescribed units to complete the course. Each unit in Core and Professional Studies requires three hours of class contact per week during the semester. Elective Studies units require three hours of class contact per week over half a semester.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
HE4010	Health and Lifestyle in Australia	3	10
{HE4014	School Health Education or	3	10
{HE4016	Community Health Education	3	10

Semester 2

HE4007	Epidemiology and Environmental Health	3	10
HE4011	Communication Theory and Skills	3	10

Year 2

Semester 1

HE4012	Research and Evaluation	3	10
Elective	To be selected from List 36		
Elective	To be selected from List 36		

Semester 2

HE4013	Health Education and the Change Process	3	10
{HE4015	School Health Program Planning or	3	10
{HE4017	Community Health Program Planning	3	10

ELECTIVE LIST

LIST 36

HE4018	Curriculum Design	3	5
HE4019	Health Behaviour Change	3	5
HE4020	Education Techniques for Community Health	3	5
HE4021	Health Services	3	5

COURSE DETAILS

HE4022	Community Nutrition	3	5
HE4023	Drugs and Alcohol	3	5
HE4024	Human Sexuality	3	5
HE4025	Independent Studies 1		5
HE4026	Independent Studies 2		5

GRADUATE DIPLOMA IN INDUSTRIAL RELATIONS

Kedron Park Campus. Full-time (one year) and part-time (two years)

The course offers a specialisation in industrial relations to graduates of other disciplines. There is provision for limited entry for persons without a degree who are considered capable of completing the course.

The course includes units in industrial law, industrial relations practices and industrial relations theories. The balance of these subjects will provide students with knowledge and skills suited to professional activities with employer and union organisations. These activities range from industrial relations at the workplace to the preparation and presentation of cases in the conciliation and arbitration tribunals. A substantial part of the course concerns the development of industrial relations policies and strategies.

A student who successfully completes units totalling 32 hours shall be eligible to graduate from the course provided that no more than two grades of 3 have been awarded.

COURSE REQUIREMENTS

Full-time Mode

Semester 1		Hrs/ Wk	Cdt Pts
IR4001	Industrial Relations Theory	4	10
IR4006	Comparative Industrial Relations	4	10
IR4011	Industrial Law	4	10
IR4012	Industrial Relations Practices	4	10
Semester 2			
IR4013	Industrial Relations Structures	4	10
IR4014	Industrial Case Law	4	10
IR4015	Industrial Relations Policies	4	10
IR4016	Industrial Relations Processes	4	10

Part-time Mode

Year 1			
Semester 1			
IR4001	Industrial Relations Theory	4	10
IR4011	Industrial Law	4	10
Semester 2			
IR4013	Industrial Relations Structures	4	10
IR4014	Industrial Case Law	4	10
Year 2			
Semester 1			
IR4006	Comparative Industrial Relations	4	10
IR4012	Industrial Relations Practices	4	10

COURSE DETAILS

Semester 2

IR4015	Industrial Relations Policies	4	10
IR4016	Industrial Relations Processes	4	10

GRADUATE DIPLOMA IN MUSIC EDUCATION

Carseldine Campus. Part-time only (two years)

Applicants should be classroom teachers who have a Diploma of Teaching or equivalent qualification with either:

- (i) major music study from a College of Advanced Education or other tertiary institution; or
- (ii) equivalent music study of another form.

An audition and/or interview in order to determine music competencies of applicants may be required.

The course consists of three strands:

- Studies in Music Education
- Practical Studies
- Studies in Music

The Studies in Music Education strand aims to develop the knowledge, understanding and skills necessary for successful planning, implementation and evaluation of music programs in schools. The Practical Studies are concerned with the development of ability with classroom instruments, voice and movement. The Studies in Music strand involves a study of contemporary music and music from earlier centuries.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
MU4000	Music in Culture	2	8
MU4001	Twentieth Century Music 1	2	8
MU4013	Practical Studies 1	2	8

Semester 2

CU4000	Music Curricula: Foundations	2	8
MU4002	Twentieth Century Music 2	2	8
MU4014	Practical Studies 2	2	8

Year 2

Semester 1

CU4001	Music Curricula: Analysis	2	8
MU4003	Baroque and Rococo	2	8
MU4016	Practical Studies 3	2	8

Semester 2

CU4008	Music Curricula: Design & Implementation	2	8
MU4004	Classical and Romantic Music	2	8
MU4017	Practical Studies 4	2	8

Availability of Units in 1987

Semester 1	Semester 2
CU4001	CU4000
MU4000	CU4008
MU4001	MU4002
MU4013	MU4014
MU4016	MU4017

GRADUATE DIPLOMA IN OUTDOOR EDUCATION**Mount Gravatt Campus. Full-time (one year) and part-time (two years)**

This course provides an opportunity for teachers, recreation specialists and other suitably qualified persons to develop skills which enable them to use the out-of-doors to effectively facilitate the intellectual, physical and emotional development of those with whom they are working. Graduates of the course will be able to initiate and prepare integrated academic and recreational experiences for persons in the community; be competent in leadership, safety and instructional skills in a number of outdoor pursuits; understand the dynamics of small groups and be able to deal with particular social and emotional problems which are disclosed in an outdoor setting.

In addition to the normal course work, the program includes a number of field expeditions, varying in duration from 3 to 21 days, and a period of supervised practical experience in an appropriate setting.

All students are required to undergo a medical examination (at their own expense) prior to confirmation of enrolment and all students are required to successfully complete a St John's Ambulance Certificate or its equivalent (at their own expense) in the first semester of enrolment.

In addition, students are required to hold a current Bronze Medallion and Senior Resuscitation Certificate from the Royal Life Saving Society of Australia or equivalent.

Under special circumstances applicants not holding the above awards may be accepted into the course provided that, at the time of interview they can demonstrate swimming and life-saving skills to the above standard. Such applicants would be required to obtain the above awards by the end of the first semester of enrolment.

COURSE REQUIREMENTS**Full-time Mode**

Semester 1		Hrs/ Wk	Cdt Pts
OE4003	Integrated Field Studies 1	6	10
OE4004	Self-directed Expedition		5
OE4005	Skills Development 1	6	10
OE4006	Social Psychology and Sociology	4	10
OE4015	Evaluation in Outdoor Education	2	5
Semester 2			
OE4000	Art and Drama in Outdoor Education	3	5
OE4007	Final Field Expedition		5
OE4008	In-depth Study	1	5
OE4009	Field Expedition — Alpine		5
OE4010	Practicum		5
OE4011	Field Expedition — Reef		5
OE4012	Theoretical Basis of Outdoor Education	4	10
OE4013	Integrated Field Studies 2	4	10
OE4014	Skills Development 2	6	10

Part-time Mode

Year 1

Semester 1

OE4003	Integrated Field Studies 1	6	10
OE4004	Self-directed Expedition		5
OE4005	Skills Development 1 Introductory Field Expedition	6	10

Semester 2

OE4000	Art and Drama in Outdoor Education	3	5
OE4009	Field Expedition — Alpine		5
OE4012	Theoretical Basis of Outdoor Education	4	10

Year 2

Semester 1

OE4006	Social Psychology and Sociology	4	10
OE4008	In-depth Study	1	5
OE4015	Evaluation in Outdoor Education	2	5

Semester 2

OE4007	Final Field Expedition		5
OE4010	Practicum		5
OE4011	Field Expedition — Reef		5
OE4013	Integrated Field Studies 2	4	10
OE4014	Skills Development 2	6	10

COURSE DETAILS

GRADUATE DIPLOMA IN READING

Mount Gravatt Campus. Part-time and external (two years)

This part-time course, offered both internally and externally, provides teachers with an understanding of the origins and development of the reading process. It seeks to have teachers improve their understanding of reading and its teaching and to have this reflected in their classroom practices. It is suitable also for those who wish to develop research skills in the field, but this is an optional component of the course.

The course involves successful completion of *eight* units, (80 credit points). Core units include practical strands in which students must demonstrate competence. Electives enable extension of core unit involvement, selected broadening of course study, or specific skills and project work.

Minimum completion time is four semesters (part-time). Internal students attend for two hours per unit on one afternoon/evening per week. Students may expect to spend at least two hours of their own time per week on work concerned with the practical strand.

Reading Centres on each campus offer students access to a wide range of research papers and reading materials. The Centre at the Mount Gravatt Campus is the major venue for internal lectures within the program.

COURSE REQUIREMENTS

	Hrs/ Wk	Cdt Pts
Compulsory Vacation School (Fundamental Issues in Reading)		

Core Units (compulsory)

RE4032	Language in Use	3	10
RE4033	The Reading Process	3	10
RE4034	The Reader, the Writer and the Text	3	10

Core Elective Units (at least two units are compulsory)

RE4035	Learning to Read	3	10
RE4036	Program and Policy in Reading	3	10
RE4037	Learning Through Reading	3	10

Electives (If three Core Elective units are selected two Elective units are required. If two Core Elective units are selected three Elective units are required).

Elective List — Semester 1

RE4039	Independent Project		10
RE4040	Literature Appreciation	3	10
RE4042	Research Methods in Education	3	10
RE4046	Visual Media for Reading	3	10
RE4047	Reading Problems	3	10
RE4048	Culture, Language and Literacy	3	10

Elective List— Semester 2

RE4038	Adult Literacy	3	10
RE4039	Independent Project		10
RE4044	Children's Literature	3	10
RE4045	Developmental Writing	3	10

Availability of Units in 1987

Semester 1
RE4032
RE4033
RE4040
RE4042
RE4046

Semester 2
RE4032
RE4034
RE4037
RE4038
RE4044
RE4045
RE4047
RE4048

Continuing Students:*

Semester 1
RE4035
RE4039

Semester 2
RE4036
RE4039

*In addition to units listed for commencing students.

GRADUATE DIPLOMA IN RELIGIOUS EDUCATION

Mount Gravatt Campus. Part-time and external (two years)

The aim of the course is to assist people to become more proficient teachers in religious education. It is anticipated that Christian workers in any sphere will find the units of practical assistance in church-related areas, as well as in conducting religious education classes in primary, secondary and special schools. In addition, units in the course are designed to provide strategies and content for those who teach 'Study of Religion' as a Board of Secondary School Studies subject.

Units are designed so that religious educators will be encouraged to develop a range of teaching and curriculum skills appropriate to religious education and the furthering of religious development in church or school situations. Students in the course will gain a familiarity with the various settings within which education occurs, thereby enabling them to apply a working vocabulary and educational expertise in a religious education context.

The course is offered by external study over a minimum period of two years. Eight units of study in religious education are required, together with attendance at a first year study school and teaching a number of lessons in a classroom setting. Emphasis in the study school and practice teaching sessions is on practical experience in areas of general techniques and learning theory.

In addition to the unit work there is a required individual project on a subject selected by the student from a field of interest and with the approval of the coordinator of the program.

There is a separate path through the course for teachers and clergy. Special entry students are allocated to one of those paths according to need. Some additional units may be required to be undertaken by some special entry students.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
Compulsory study school and:			
{ED4074	Basic Christian Concepts (Teachers) or	3	10
{ED4075	Basic Learning Dynamics (Clergy)	3	10
PY4017	Applied Learning Theory	3	10

Semester 2

ED4031	Individual Project*		20
PI4001	The Study of Religion and Belief	3	10
PY4018	Religious and Moral Development	3	10

Year 2

Semester 1

ED4031	Individual Project*		20
{ED4026	Organisation of Religious Education or	3	10
{ED4077	Sacred Writings and Religious Education	3	10
SY4000	Religion and Society	3	10

Semester 2

CU4007	Curriculum Construction and Evaluation	3	10
ED4031	Individual Project*		20
Elective	To be selected from List 52		

*ED4031 can be undertaken following completion of semester 1 of year 1 or as a separate study following completion of all other units. It is then a study over at least two more semesters.

ELECTIVE LIST

LIST 52

ED4079	Recurrent Issues in Religious Education	3	10
EE4009	Christian Education of Young Children	3	10
PI4002	Hermeneutics	3	10
SE4077	Teaching Exceptional Learners	3	10
SP4001	Interpersonal and Group Dynamics	3	10

Availability of Units in 1987

Semester 1	Semester 2
ED4026	CU4007
ED4031	ED4031
ED4074	PI4001
ED4075	PY4018
ED4076	Elective — select one unit from:
ED4077	ED4079
PY4017	EE4009
SY4000	SE4077

STUDY SCHOOL SCHEDULE

Status Codes: C = Compulsory; S = Strongly Recommended; V = Voluntary

Unit Code	Status	Starting Date	Finishing Date	Campus
Semester 1				
ED4076	C	29 June	3 July	MG

COURSE DETAILS

GRADUATE DIPLOMA IN RESOURCE TEACHING

Kelvin Grove Campus. Full-time only (one year)

The principal objective of this course is to prepare selected teachers for the specialist role of resource teaching in secondary schools.

The course is equivalent to one year full-time study and may be taken either in one academic year or for each of two semesters full-time, with an intervening period normally available for gaining role experience. With this 'sandwich' options students usually complete the course within ten semesters of commencement.

In order to complete the course students must gain a total of 100 credit points in prescribed units.

COURSE REQUIREMENTS

Semester 1

		Hrs/ Wk	Cdt Pts
EN4013	Language and Learning Processes	4	10
MA4010	Mathematics Diagnosis and Remediation	2	5
PY4030	Adolescent Learners with Special Needs	3	10
PY4031	Teaching Diagnostic-Prescriptive Reading	2	5
PY4032	Developing Relationships and Groups	4	10
PY4033	Resource Teaching Workshop	2	5
PY4034	Fieldwork in Resource Teaching		10

Semester 2

ED4096	Curriculum for Youth with Special Needs	3	10
ED4097	Social Factors Affecting the School	3	10
EN4014	Study Skills Writing in the Curriculum	3	10
EN4015	Content Area Reading	2	5
MA4021	Mathematics Across the Curriculum	2	5
PY4035	Current Issues in Resource Teaching	2	5

GRADUATE DIPLOMA IN SECOND LANGUAGE TEACHING

Mount Gravatt Campus. Part-time only (two years)

This part-time course aims to develop students' understanding of the nature of second language teaching and learning and enhance their practical teaching skills. It caters for teachers of both English as a second language and other languages (including European, Asian and 'community' languages). Students may or may not have had previous experience of language teaching and may choose to focus on any educational level (primary, secondary, tertiary, adult).

On completing the course, teachers should be able to provide professional leadership in their field, informed assistance in policy making, syllabus design and program management, and to demonstrate effective methods in their class teaching activities.

The course adopts a rational approach to the development of second language teaching. From an understanding of the fundamental determinants of second language teaching, it develops understanding of all aspects of methodology (syllabus design, teaching techniques, testing, etc) and ability to apply and evaluate that methodology. Thus, the general principles of language teaching are developed, applied specifically to the teaching of each participant's target language, and realised in practical activities.

The course comprises course work and practical activities including basic research, class teaching, materials development and evaluation. Students are required to take six prescribed units, to select two areas for special study, and, as a case study, to learn another language. The two-year, part-time course involves six hours of course work (two evenings) a week for four semesters.

COURSE REQUIREMENTS

Year 1			
Semester 1			
		Hrs/ Wk	Cdt Pts
LA4000	Linguistics for Second Language Teachers	3	10
LA4001	Psychology in Second Language Teaching	3	10
Semester 2			
LA4002	Descriptive and Applied Linguistics	3	10
LA4003	Culture and Language Teaching	3	10
Year 2			
Semester 1			
LA4004	Methodology and Materials Development 1	3	10
LA4005	Language Learning Case Study 1	2	5
LA4006	Special Study 1	1	5
Semester 2			
LA4007	Methodology and Materials Development 2	3	10
LA4008	Language Learning Case Study 2	2	5
LA4009	Special Study 2	1	5

(Note: Students must undertake the course in the sequence indicated above.)

GRADUATE DIPLOMA IN SPECIAL EDUCATION

Mount Gravatt Campus. Full-time only (one year)

The Graduate Diploma in Special Education qualifies students for special school teaching of children with special educational needs. The course caters both for teachers already working in a special field and for those teachers who are about to enter a special field.

Students may complete the course either through one year of full-time study or through two discrete, full-time semesters separated by a period of full-time teaching.

Students may, however, enrol on a part-time day basis by taking up to 20 credit points of study per semester. Students enrolled on a part-time basis will take a minimum of five enrolled semesters to complete the course and may take up to an additional four enrolled semesters.

In the second semester of 1987, continuing students will be able to enrol for second semester units in the following areas only: hearing impairment, visual impairment, and severe/profound disability. No second semester core units will be offered in the following areas: intellectual disability, learning disability. In these areas, there will be a first semester new intake of students in the second semester of 1987 only.

The course develops competence in teaching in one of five areas of specialisation:

intellectual disability;
learning disability;
hearing impairment;
visual impairment; and
severe/profound disability.

The course is offered on a full-time basis with students attending lectures 15 hours per week. Each area of specialisation has associated with it a program of practical teaching/field experience in schools and weekly workshops to enable the student to apply theoretical and descriptive studies.

COURSE REQUIREMENTS

Units in the Graduate Diploma in Special Education have been grouped into five strands:

Foundation Studies
Curriculum Studies
Field Studies
Specialist Studies
Electives.

Students complete prescribed numbers of credit points by taking units from within these strands, to a total of 95 credit points for the whole course. Those students specialising in a new teaching area will have units in these strands which are quite prescriptive. Students with in-depth teaching skills in a teaching area may track through the course with more choice of units, provided that timetabling and unit viability permit this to occur.

COURSE STRUCTURE

SEMESTER 1		SEMESTER 2		
FOUNDATION STUDIES (25 C.P. required)	Interpersonal Relationships	Credit Points 5	Management of Exceptional Children	Credit Points 5
	Communication Development Developments in Educational Psychology	5	Remediation of Communication Disabilities	5
CURRICULUM STUDIES (20 C.P. required)	Curriculum Development & Evaluation 1	10	Curriculum Development & Evaluation 2	10
FIELD STUDIES (20 C.P. required)	Curriculum Implementation & Practice 1	10	Curriculum Implementation & Practice 2	10
SPECIALIST STUDIES (20 C.P. min. to 30 C.P. maximum required)	Psychosocial Bases	5	Augmentative Communication Systems	5
	Teaching Independence Skills			
Learning Problems: adolescence/adulthood	Hearing	Orientation & Mobility	Listening & Speaking Programs	Residual Vision Assessment
Writing Individual Educational Programs 1				
	Alternative Specialisation Studies:	* Approaches to Reading & Writing	* Mildly Handicapping Conditions	* Management of Severe Behaviour Problems
ELECTIVES (up to 10 C.P. may be taken)	Mathematics Remediation in Special Education	5	Computers in Special Education	maximum of 2 to be selected
	Motor Development in Special Education			
	Advanced Educational Psychology	Independent Project	Early Educational Intervention	Evaluation in Special Education
	Education and the Gifted Child			

FOUNDATION STUDIES (all areas of specialisation)

		Hrs/ Wk	Cdt Pts
SE4100	Interpersonal Relationships	2	5
SE4101	Communication Development	2	5

COURSE DETAILS

SE4102	Developments in Educational Psychology	2	5
SE4103	Management of Exceptional Children	2	5
SE4104	Remediation of Communication Disability	2	5
SE4105	Remediation of Communication Disability	2	5
SE4106	Remediation of Communication Disability	2	5

CURRICULUM STUDIES

Intellectual Disability Specialisation

SE4122	Curriculum Development and Evaluation 1	4	10
SE4125	Curriculum Development and Evaluation 2	4	10

Learning Disability Specialisation

SE4132	Curriculum Development and Evaluation 1	4	10
SE4135	Curriculum Development and Evaluation 2	4	10

Hearing Impairment Specialisation

SE4142	Curriculum Development and Evaluation 1	4	10
SE4145	Curriculum Development and Evaluation 2	4	10

Visual Impairment Specialisation

SE4152	Curriculum Development and Evaluation 1	4	10
SE4155	Curriculum Development and Evaluation 2	4	10

Severe/Profound Disability Specialisation

SE4162	Curriculum Development and Evaluation 1	4	10
SE4165	Curriculum Development and Evaluation 2	4	10

FIELD STUDIES

Intellectual Disability Specialisation

SE4123	Curriculum Implementation and Practice 1	4	10
SE4126	Curriculum Implementation and Practice 2	4	10

Learning Disability Specialisation

SE4133	Curriculum Implementation and Practice 1	4	10
SE4136	Curriculum Implementation and Practice 2	4	10

Hearing Impairment Specialisation

SE4143	Curriculum Implementation and Practice 1	4	10
SE4146	Curriculum Implementation and Practice 2	4	10

Visual Impairment Specialisation

SE4153	Curriculum Implementation and Practice 1	4	10
SE4156	Curriculum Implementation and Practice 2	4	10

Severe/Profound Disability Specialisation

SE4163	Curriculum Implementation and Practice 1	4	10
SE4166	Curriculum Implementation and Practice 2	4	10

SPECIALIST STUDIES

Intellectual Disability Specialisation

SE4120	Psychosocial Bases of Intellectual Disability	2	5
SE4121	Teaching Independence Skills	2	5
SE4124	Augmentative Communication Systems	2	5

Learning Disability Specialisation

SE4130	Psychosocial Bases of Learning Disability	2	5
SE4131	Learning Problems: Adolescence/Adulthood	2	5
SE4134	Management of Learning Disabilities	2	5

Hearing Impairment Specialisation

SE4140	Psychosocial Bases of Hearing Impairment	2	5
SE4141	Hearing	2	5
SE4144	Listening and Speaking Programs	2	5

Visual Impairment Specialisation

SE4150	Psychosocial Bases of Visual Impairment	2	5
SE4151	Orientation and Mobility	2	5
SE4154	Studies in Visual Impairment	2	5

Severe/Profound Disability Specialisation

SE4160	Psychosocial Bases of Profound Disability	2	5
SE4161	Writing Individual Educational Programs 1	2	5
SE4164	Augmentative Communication Systems	2	5
SE4167	Writing Individual Education Programs 2	2	5

Alternative Specialisation Studies

SE4107	Approaches to Reading and Writing	2	5
SE4108	Mildly Handicapping Conditions	2	5
SE4109	Management of Severe Behaviour Problems	2	5

ELECTIVE STUDIES UNIT CODES

If students are taking up to two electives in their course, it is recommended that one only be done per semester. Some groups of students may be advised to select particular units which relate appropriately to their area of specialisation.

SE4110	Advanced Educational Psychology	2	5
SE4111	Mathematics Remediation in Special Education	2	5
SE4112	Computers and Special Schools	2	5
SE4113	Parent-Teacher-Community Relations	2	5
SE4114	Evaluation in Special Education	2	5
SE4115	Early Educational Intervention	2	5
SE4116	Motor Development for Special Education	2	5
SE4117	Independent Project	2	5
SE4118	Education and the Gifted Child	2	5

GRADUATE DIPLOMA IN TEACHER-LIBRARIANSHIP

Kelvin Grove Campus. Full-time and part-time/external (combined)

This course prepares experienced teachers for appointment as teacher-librarians in primary, special or secondary schools and to other educational institutions.

The course is equivalent to one year of full-time study. Part A is offered on a full-time basis in both semesters each year, while Part B is offered continuously on a part-time basis by evening and external studies.

The main thrusts of the course include: opportunities for personal and professional growth; the development of skills in the acquisition, organisation, production and use of a wide range of materials for resource-based, research-oriented teaching and learning; the development of skills in cooperative planning and teaching.

Teachers may seek full-time release on full salary from their employing authorities (non-government and State) to attend Part A. Notification is sent to all schools twice a year and an advertisement appears usually in the April and September issues of the Education Office Gazette.

The course has been accredited by the Library Association of Australia as a specialist professional qualification. Queensland teachers who hold a diploma of teaching and subsequently complete this Graduate Diploma are eligible to move to the four-year-trained salary scale.

COURSE REQUIREMENTS

Part A: Initial Full-time Semester

Arrangements may be made to undertake Part A part-time during the day over two semesters.

All Part A units are compulsory. Satisfactory completion of all Part A units is a prerequisite for Part B study.

		Hrs/ Wk	Cdt Pts
LB4000	Bibliographic Organisation	3	10
LB4002	School Experience		5
LB4003	The School Library in Modern Education	3	10
ME4000	Media Production in Education	3	10
RS4002	Resources: Selection and Use	4	10
RS4003	Reference Services and Materials 1	3	10

Part B: Subsequent Part-time Studies

This component is offered by part-time evening and external study, although not all units will necessarily be available in both modes.

Students are required to complete at least 50 credit points as follows:

COMPULSORY (30 credit points)

LB4001	Resource Centre Administration	10
RS4004	Reference Services and Materials 2	10
RS4013	Collection Development for Learning	10

ELECTIVES (20 credit points)		Cdt Pts
LB4004	Books and Publishing	10
LB4005	Directed Study Unit 1	5
LB4006	Directed Study Unit 2	10
LB4007	Special Seminar	5
ME4002	Media, School and Society	10
PG4000	Photography in Education 1	5
PG4001	Photography in Education 2	5
RS4005	Australian Literature for Young People	10
RS4007	Issues in Literature for Adolescents	10
RS4008	Issues in Literature for Children	10

Note: Up to 10 credit points may be taken from another institution or from another College course with prior approval of the Course Coordinator.

Availability of Units in 1987

Part A: All units are available for day attendance, both semesters.
Part B: See table below.

Unit Code	Evening (Room No.)	External
Semester 1		
LB4001	—	x
LB4004	—	x
LB4005	Independent Study	x
LB4006	Independent Study	x
ME4002	Mondays (E408)	x
RS4013	Tuesdays (I202)	—
RS4004	Wednesdays (I202)*	x*
RS4005	—	x
Semester 2		
LB4001	Tuesdays (I202)	—
LB4005	Independent Study	x
LB4006	Independent Study	x
PG4000	Thursdays (E408)	—
PG4001	Thursdays (E408)	—
RS4004	—	x**
RS4007	—	x
RS4008	—	x
RS4013	—	x

*For external students who live in the greater Brisbane area and who can attend five compulsory evening sessions.

**For external students who live outside the greater Brisbane area and will need to attend a compulsory Study School.

STUDY SCHOOL SCHEDULE

Semester 1 Nil

Semester 2

RS4001 29 September — 1 October (am)
RS4004 1 October (pm) — 3 October

GRADUATE DIPLOMA IN TEACHING (PRIMARY)

Carseldine and Mount Gravatt Campuses. Full-time only (one year).

The course enables tertiary graduates (universities, CAEs) with various discipline backgrounds (e.g. arts, expressive/performing arts, social science, science, social work, etc.) to prepare for careers in primary teaching.

The course has a fixed unit pattern of 19 units (140 credit points) which covers four major strands of study.

Studies in Education (16 credit points required): interdisciplinary foundational studies incorporating psychology, sociology and philosophy and focusing on human development and learning, and contemporary education issues and practices.

Studies in Teaching and Learning (28 credit points required): emphasises a central concern of teacher education which is to create, in beginning teachers, an awareness of the nature of the teaching/learning process, insights into the appropriateness of different teaching behaviours to meet the needs of learners, and an understanding of the principles of designing, implementing and evaluating child-orientated program plans.

Studies in Curriculum (56 credit points required): the units in this strand are based on the need to provide beginning teachers with the means and opportunities to achieve knowledge, understanding, skills and decision-making criteria to undertake meaningful curriculum interpretation, analysis, implementation, and evaluation. Major curriculum concerns are the single/multi/inter-disciplinary nature of the curriculum, the teaching of literacy, the changing technological world and the planning of total classroom programs.

Field Studies (40 credit points required): involves students in associated schools for the purpose of:

- Practice Teaching in four week blocks to conclude each semester;
- School Studies for one day each week for eight weeks in each semester to carry out child, class and school studies which inter-relate units in studies in Curriculum, Education and Teaching and Learning with the classroom and school situation. Within School Studies there is an enrichment component which provides students with the opportunity to select area of study that they identify within the educational context that will enrich their professional development. As well students are required to demonstrate competencies in first aid and swimming.

COURSE REQUIREMENTS

Semester 1		Hrs/ Wk	Cdt Pts
AR4007	Understanding the World of the Arts 1	2	8
ED4310	Human Development and Learning	3	8
ED4600	Analysis of Teaching and Learning	3	8
EN4009	Communication: Focus on Literacy	3	8
MA4019	Studies in Mathematics and Technology 1	2	8
PT4900	Practice Teaching 1		12
SB4902	School Studies 1	5	8
SS4002	Studies in the Natural Social World 1	2	8
Semester 2			
AR4008	Understanding the World of the Arts 2	2	4
ED4080	Class Program Development	1	4
ED4311	Contemporary Educational Issues/Practices	2	8
ED4312	Introducing Movement Education	1	4

COURSE DETAILS

ED4601	Developing Children's Potential	4	12
ED4602	Contexts for Teaching and Learning	3	8
EN4012	Communication: Focus on Language	1	4
MA4023	Studies in Mathematics and Technology 2	1	4
PT4901	Practice Teaching 2		12
SB4903	School Studies 2	5	8
SS4003	Studies in the Natural Social World 2	2	4

**GRADUATE DIPLOMA IN TEACHING (PRIMARY)
— JOINT PROGRAM WITH GRIFFITH UNIVERSITY**

Mount Gravatt Campus. Full-time only

The course has a fixed unit pattern of 23 units (174 credit points) which covers four major strands of study.

Studies in Education

(26 credit points required): interdisciplinary foundational studies incorporating psychology, sociology and philosophy and focusing on human development and learning, and contemporary education issues and practices.

Studies in Teaching and Learning

(28 credit points required): emphasises a central concern of teacher education which is to create, in beginning teachers, an awareness of the nature of the teaching/learning process, insights into the appropriateness of different teaching behaviours to meet the needs of learners, and an understanding of the principles of designing, implementing and evaluating child-orientated program plans.

Studies in Curriculum

(62 credit points required): the units in this strand are based on the need to provide beginning teachers with the means and opportunities to achieve knowledge, understanding, skills and decision-making criteria to undertake meaningful curriculum interpretation, analysis, implementation, and evaluation. Major curriculum concerns are the single/multi/ disciplinary nature of the curriculum, the teaching of literacy, the changing technological world and the planning of total classroom programs.

Field Studies

(58 credit points required): involves students in associated schools for the purpose of:

- Practice Teaching
- School Studies

COURSE REQUIREMENTS

Year 1

Semester 1		Hrs/ Wk	Cdt Pts
ED4313	Inquiring into Classrooms	3	10
PT4910	Practice Teaching 1		4

Semester 2

AR4012	Introduction to the Arts 1	2	4
ED4314	Human Development and Learning	3	8
ED4604	Analysis of Teaching and Learning	2	8
EN4017	Fostering Literacy 1	2	8
MA4024	Mathematics Curriculum Studies 1	2	4
PE4003	Physical Education Studies 1	1	4
PT4911	Practice Teaching 2		12
SB4904	School Studies 1		10
SS4004	Studies in the Natural/Social World 1	3	8

Year 2

Semester 1

AR4013	Introduction to the Arts 2	2	4
ED4315	Educational Issues and Practices	2	8
ED4605	Contexts for Teaching and Learning	2	8
ED4606	Developing Children's Potential	4	12
EN4018	Fostering Literacy 2	2	4
MA4015	Mathematics Curriculum Studies 2	2	8
PE4004	Physical Education Studies 2	1	4
PT4912	Practice Teaching 3		12
SB4905	School Studies 2		8
SS4005	Studies in the Natural/Social World 2	1	4

Semester 2

ED4098	Developing Autonomy in Planning	3	10
PT4913	Practice Teaching 4		8
SB4906	Field Studies Enrichment		4

GRADUATE DIPLOMA IN TEACHING (SECONDARY)

Kelvin Grove Campus.

Studies leading to the Graduate Diploma in Teaching (Secondary) may be undertaken in one of the following ways:

- (a) as a one year full-time course for students who have completed a degree (or equivalent) referred to as Program 1;
- (b) as concurrent studies with the third and fourth years of a degree at Griffith University, referred to as Program 2;
- (c) as a one year full-time course for students who have completed a degree (or equivalent) specialising in music studies, referred to as Program 3;
- (d) as a two year part-time evening course which prepares holders of an appropriate degree for science or science and mathematics teaching, referred to as Program 4.

To be eligible for Programs 1 and 4, in addition to the basic qualification, students should have adequate background to undertake curriculum studies in two secondary school subjects.

To be eligible for Program 2, students must have satisfactorily completed the first two years of a Bachelor's degree, provided that their studies in the Griffith University program include sufficient units to satisfy the Graduate Diploma requirements relating to pre- and co-requisites for curriculum studies in the teaching subjects selected. Students are expected to have appropriate studies in two teaching subjects. Detailed information on the prerequisite requirements is available from the Student Secretariat at Griffith University.

Program 3 is designed for students intending to become *either* classroom music teachers (primary and secondary) *or* instrumental music teachers (primary and secondary). To be eligible for Program 3, students should have adequate background to undertake *either* classroom music teaching (primary and secondary) *or* instrumental music teaching (primary and secondary).

Program 1, 2 and 3 are undertaken full-time on the Kelvin Grove campus over two semesters. However, Program 2 students, after spending this third year of their studies at Kelvin Grove, resume their degree studies in a fourth year at Griffith University during which they continue with further concurrent Graduate Diploma studies.

The programs have common objectives and philosophies. All aim to prepare secondary teachers for the future as well as for today's perceived needs. The course is based on the belief that a teacher education program should be determined by the nature of the teacher's roles and also by the nature of the students who undertake the course. It seeks to relate theory and practice and to be interdisciplinary in approach.

The course is structured in two phases, each phase having its own emphasis.

Phase 1 concentrates on various aspects of classroom teaching, reflects the predominant concern of student teachers with classroom practice and prepares students for practice teaching, thus maximising the usefulness of that practical experience in schools.

Phase 2 reflects students' increased understanding and growing awareness of the complexity of teaching. There is an increasing concern with the roles of the teacher in a wider context within the school, the profession and the community.

COURSE REQUIREMENTS (PROGRAMS 1 and 2)

Program 1

Semester 1		Hrs/ Wk	Cdt Pts
ED4302	Classrooms in Social Context	3	10
ED4303	Teaching and Learning	3	10
PT4902	Practice Teaching (17 days)		15
TS4600	Studies in Teaching 1	3	5
Curriculum Area A Selected from List 22			10
Curriculum Area B Selected from List 22			10
Elective	Selected from List 24		5

Semester 2

ED4304	Philosophy for the Contemporary Teacher	2	5
ED4305	Sociology, Schools and Society	2	5
ED4306	Teachers and School Programs	2	5
PT4903	Practice Teaching (35 days)		25
PY4300	Psychology and Teaching	2	5
TS4602	Studies in Teaching 2	3	5
Curriculum Area A Selected from List 23			10
Curriculum Area B Selected from List 23			10
Elective	Selected from List 24		5

Program 2

Year 1

Semester 1

ED4302	Classrooms in Social Context	3	10
ED4304	Teaching and Learning	3	10
PT4902	Practice Teaching (17 days)		15
TS4600	Studies in Teaching 1	3	5
Curriculum Area A Selected from List 22			10
Curriculum Area B Selected from List 22			10
Elective	Selected from List 24		5

Semester 2

ED4307	Sociology of Education	3	10
PT4903	Practice Teaching (35 days)		25
PY4301	Psychology and the School	4	10
TS4601	Studies in Teaching 2	3	5
Curriculum Area A Selected from List 23			10
Curriculum Area B Selected from List 23			10
Elective	Selected from List 24		5

Year 2

Semester 1

ED4308	Philosophy and the Teacher	3	5
PT4904	Practice Teaching (10 days)		7
TS4603	Studies in Teaching 3	3	5

COURSE DETAILS

Semester 2

ED4309	Personal Philosophy for Education Today	3	5
PT4905	Practice Teaching (10 days)		8
TS4604	Studies in Teaching 4	3	5

Program 3

Semester 1

ED4302	Classrooms in Social Context	3	10
ED4303	Teaching and Learning	3	10
PT4902	Practice Teaching (17 days)		15
TS4600	Studies in Teaching 1	3	5
Curriculum Area A	Selected from List 22		10
Curriculum Area B	Selected from List 22		10
Elective	Selected from List 24		5

Semester 2

ED4304	Philosophy for the Contemporary Teacher	2	5
ED4305	Sociology, Schools and Society	2	5
ED4306	Teachers and School Programs	2	5
PT4903	Practice Teaching (35 days)		25
PY4300	Psychology and Teaching	2	5
TS4602	Studies in Teaching 2	3	5
Curriculum Area A	Selected from List 23		10
Curriculum Area B	Selected from List 23		10
Elective	Selected from List 24		5

Program 4 (Part-time Mode Mathematics/Science only)

Year 1

Semester 2 (July)

ED4303	Teaching and Learning	3	10
TS4600	Studies in Teaching 1	2	5
Curriculum Area A	MA4001 Mathematics Curriculum 1 or <i>one</i> unit selected from Senior Science Curriculum 1 units (continued in following semester)		
Curriculum Area B	SC4006 Junior Science Curriculum 1 (continued in following semester)		

Semester 1 (February)

ED4302	Classrooms in Social Context	3	10
PT4907	Practice Teaching (10 days)		10
Curriculum Area A	Complete Curriculum 1 units		10
Curriculum Area B	begun in Semester 1 of the Course		10
Elective	Selected from List 24		5

Year 2

Semester 2 (July)

ED4304	Philosophy for Contemporary Teachers	2	5
PY4300	Psychology and Teaching	2	5
PT4908	Practice Teaching (20 days)		15
Curriculum Area A	MA4002 Mathematics Curriculum 2 or Senior Science Curriculum Area 2 (in same specialisation as for previous semesters) (continued in following semester)		

Curriculum Area B	SC4007 Junior Science Curriculum 2		
Elective	Selected from List 24	2	5

Semester 1 (February)

ED4305	Sociology, Schools and Society	2	5
ED4306	Teachers and School Programs	2	5
PT4909	Practice Teaching (20 days)		15
TS4602	Studies in Teaching 2	2	5
Curriculum Area A	} Complete Curriculum 2 units } begun in Semester 2 of Year 2		10
Curriculum Area B			10

Special Requirement (All programs):

All Graduate Diploma in Teaching (Secondary) students are required to undertake basic First Aid Studies to be offered in a special six-hour program which is a compulsory (non-credit) component of the course. Those students who are suitably qualified at the time of admission may seek exemption from these studies by arrangement with the Course Supervisor.

LIST 22: CURRICULUM 1 UNITS

(select 2, subject to approval)

AC4003	Accounting Curriculum 1	3	10
AR4010	Art Curriculum 1	3	10
DR4010	Drama Curriculum 1	5	10
EC4010	Economics Curriculum 1	3	10
EN4000	English Curriculum 1	4	10
GE4000	Geography Curriculum 1	4	10
HI4002	History and Social Science Curriculum 1	3	10
HS4000	Home Economics Curriculum 1	4	10
MA4001	Mathematics Curriculum 1	3	10
ME4005	Film and Media Studies Curriculum 1	4	10
ML4000	French Curriculum 1	4	10
ML4002	German Curriculum 1	4	10
ML4005	Italian Curriculum 1	4	10
ML4007	Japanese Curriculum 1	4	10
ML4009	Chinese Curriculum 1	4	10
ML4011	Indonesian Curriculum 1	4	10
PE4001	Physical Education Curriculum 1	3	10
SC4006	Junior Science Curriculum 1	4	10

Music Education Curriculum 1 Units

Primary/Secondary Strand

MU4022	Music Curriculum Studies 1*	3	10
MU4023	School Music Approaches 1	4	10

Instrumental Strand

MU4024	Instrumental Curriculum and <i>either</i>	3	10
MU4025	Instrumental Music 1A (String Majors) <i>or</i>	4	10
MU4026	Instrumental Music 1B (Wind Majors and Percussion Majors)	4	10

Senior Science Curriculum 1 units#

BI4000	Senior Science Curriculum — Biology 1	4	10
CH4000	Senior Science Curriculum — Chemistry 1	4	10
ER4000	Senior Science Curriculum — Earth Science 1	4	10
PH4000	Senior Science Curriculum — Physics 1	4	10
SC4008	Senior Science Curriculum — Agriculture 1	4	10

COURSE DETAILS

* Available also to suitably qualified music students in Program 1
 # SC4006 is a co-requisite for units in this list.

LIST 23: CURRICULUM 2 UNITS (select 2, subject to approval)

AC4004	Accounting Curriculum 2	3	10
AR4011	Art Curriculum 2	3	10
DR4011	Drama Curriculum 2	5	10
EC4011	Economics Curriculum 2	3	10
EN4001	English Curriculum 2	4	10
GE4001	Geography Curriculum 2	4	10
HI4003	History and Social Science Curriculum 2	3	10
HS4001	Home Economics Curriculum 2	4	10
MA4002	Mathematics Curriculum 2	3	10
ME4006	Film and Media Studies Curriculum 2	4	10
ML4001	French Curriculum 2	4	10
ML4003	German Curriculum 2	4	10
ML4006	Italian Curriculum 2	4	10
ML4008	Japanese Curriculum 2	4	10
ML4010	Chinese Curriculum 2	4	10
ML4012	Indonesian Curriculum 2	4	10
PE4002	Physical Education Curriculum 2	3	10
SC4007	Junior Science Curriculum 2	4	10

Music Education Curriculum 2 Units

Primary/Secondary Strand

MU4027	Music Curriculum Studies 2*	3	10
MU4028	School Music Approaches 2	3	10

Instrumental Strand

MU4027	Music Curriculum Studies 2	3	10
MU4029	Instrumental Music 2	4	10

Senior Science Curriculum 2 units#

BI4001	Senior Science Curriculum — Biology 2	4	10
CH4001	Senior Science Curriculum — Chemistry 2	4	10
ER4001	Senior Science Curriculum — Earth Science 2	4	10
PH4001	Senior Science Curriculum — Physics 2	4	10
SC4009	Senior Science Curriculum — Agriculture 2	4	10

* Available also to suitably qualified music students in Program 1.
 # SC4007 is a co-requisite for units in this list.

LIST 24: ELECTIVES

AVAILABILITY IN 1987

Availability of all units listed depends on the existence of viable class sizes. Students should, therefore, consider a preferential order of electives offered in each semester in the event that their first choice does not run.

UNIT CODE AND TITLE		Sem. Sem.	
		1	2
BI4002	Senior Biology Workshop	X	
CH4002	Senior Chemistry	X	
CO4800	Computers in Education	X	
DR4012	Educational Drama	X	

ED4802	Developing Teaching Resources	X	X
ED4805	Measurement and Assessment in Education		X
ED4806	Photography for Teachers	X	X
ED4809	The Teacher and Multiculturalism	X	
ED4810	Teachers and the Law	X	X
ED48413	Independent Study*	by arrangement only	
ER4002	Senior Earth Science Workshop	X	
MA4003	Invitation to Maths		X
PE4801	Leisure: Current Trends and Issues		X
PE4802	Sports Organisation	X	
PH4002	Senior Physics Workshop	X	
PY4800	Adolescent Development and Change	X	
PY4801	Behaviour and Discipline Problems	X	
PY4803	Helping Students with Learning Problems		X
PY4805	Personal and Group Dynamics in Teaching		X
PY4807	The Teacher as Counsellor	X	
PY4808	Transition from School to Work		X
SC4010	Senior Agriculture Workshop	X	
SS4800	Environmental Education		X
SS4801	Peace Education	X	

* An independent study elective is available but it should be noted that this is exceptional. A suitable course of study must be planned with lecturing staff and supported by the Head of the department concerned. The Course Supervisor would then seek the approval of the Course Advisory Committee for the proposal.

NOTE: X indicates that the elective may be available in the day or evening program depending on numbers interested and availability of staff for the unit concerned.

BACHELOR OF APPLIED SCIENCE (HOME ECONOMICS)

Kelvin Grove Campus. Full-time only (three years)

Home economics is an integrated discipline involving the study of laws, conditions, principles and ideals which are concerned with people's physical environment, their nature as social beings and especially the relationship between these two factors.

The Bachelor of Applied Science degree program involves the study of the principles and practice of home economics based on relevant contributions from the physical, biological and social sciences, economics, management and design.

Home economists function effectively as professional communicators, managers and educators. Professional home economists have confidence in their own values, have knowledge of human and material resources and are skilful in decision-making and management related to these resources. Their theoretical knowledge, practical skills, attitudes and values are used to improve the flow of information between government, industry, commerce and members of the community. They are able to interpret and transmit knowledge and operate effectively in consumer and producer organisations.

Home economists may also function as educators, in a professional capacity or otherwise, by identifying and communicating basic principles upon which the living standard of individuals and communities might be improved and a better understanding between the peoples of the world promoted.

A student who successfully completes units which total 320 credit points shall be eligible to graduate from the course provided that no more than three grades of 3 have been awarded.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
BI3025	Biological Science	5	10
CH3025	Chemistry	5	10
EC3025	Economics	4	10
PH3025	Introduction to Physics	5	10
SS3025	Contemporary Social Science	4	10

Semester 2

BC3025	Biochemistry	5	10
CS3025	Consumers and the Law	4	10
DS3025	Design Studies	4	10
EN3025	Communications	4	10
TX3025	Textile Science	4	10

Year 2

Semester 1

HO3025	Housing Studies	4	10
MB3025	Microbiology	5	10
PL3025	Human Physiology	4	10
SY3025	Sociology of the Family	3	10
TX3026	Textile Design	6	10

Intersemester Period

HS3025	Practicum 1		10
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Semester 2

FD3025	Food Studies	6	10
FD3026	Food Science and Technology	4	10
MG3025	Introduction to Management	3	10
NU3025	Nutrition	4	10
PY3025	Social Psychology	4	10

Year 3

Semester 1

HS3027	Research Methods	3	10
MG3026	Resource Management	3	10
Elective	To be selected from List 30		
Elective	To be selected from List 30		
Elective	To be selected from List 30		

Intersemester Period

HS3026	Practicum 2		10
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Semester 2

HS3028	Research Project	2	10
MG3027	Business Organisation	3	10
Elective	To be selected from List 31		
Elective	To be selected from List 31		
Elective	To be selected from List 31		

ELECTIVE LISTS

LIST 30

FD3027	Food Management for Families	5	10
FD3028	Food Production and Presentation	6	10
HS3029	The Home Economist as Counsellor	3	10
HS3031	Independent Study 1	1	10
MK3025	Product Development	3	10
PY3027	Developmental Psychology	3	10

LIST 31

HS3032	Independent Study 2	1	10
MG3011	Personnel Management	3	10
MK3011	Marketing Strategies	4	10
NU3026	Social Nutrition	4	10
PY3026	Interpersonal Relations	4	10
TX3027	Textile Marketing	4	10

COURSE DETAILS

BACHELOR OF ARTS (DANCE, DRAMA, VISUAL ARTS)

Kelvin Grove Campus. Full-time only (three years)

The Bachelor of Arts Degree with majors in:

- Dance
- Drama
- Visual Arts

is designed to produce graduates capable of providing both artistic leadership and community development. The course aims to provide informed practitioners of the arts who are capable of that articulate advocacy and decision-making necessary to reinforce and develop the arts in contemporary Australian society. This will be achieved by graduates working both as designated artists and by demonstrating and explaining the nature of the arts in such a way that will make the arts generally accessible.

The Bachelor of Arts is offered on the Kelvin Grove campus and requires a minimum three years of full-time study to complete.

The course includes four related strands of study:

- Common Studies (30 credit points required)
- Discipline Studies (210 credit points required)
- Elective Studies (60 credit points required)
- Practicum (45 credit points required)

COURSE REQUIREMENTS

Dance Strand

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
AE3000	The Creative Process	3	10
AR3005	Arts and Society	3	10
DA3000	Contemporary Technique 1	7	10
DA3006	Classical Technique 1	6	10
DA3015	Music 1	2	5
DA3023	Practicum 1A		5
DA3043	Choreography Workshop	3	5

Semester 2

AR3006	Signs and Meanings	3	10
DA3001	Contemporary Technique 2	7	10
DA3007	Classical Technique and Folk	6	10
DA3014	Choreography	3	10
DA3020	Elementary Production Techniques	3	10
DA3040	Practicum 1B		10

Year 2

Semester 1

DA3002	Contemporary Technique 3	7	10
DA3008	Classical Technique 2	4	5
DA3012	Cultural Traditions in Dance	3	10
DA3016	Music 2	3	10
DA3021	Stagecraft	3	10
DA3024	Practicum 2A		5
DA3029	Choreography and Performance	3	5

Semester 2

DA3003	Contemporary Dance 1	7	10
DA3009	Classical Technique and Repertoire	4	5
DA3013	Language of Dance	3	10
DA3018	Anatomy 1	2	5
DA3041	Practicum 2B		10
Elective(s)	20 credit points to be selected from List 115		

Year 3

Semester 1

DA3004	Contemporary Dance 2	7	10
DA3010	Classical Technique 3	4	5
DA3017	Music 3	3	5
DA3022	Dance in Society	3	10
DA3025	Practicum 3A		5
Elective(s)	20 credit points to be selected from List 115		

Semester 2

DA3005	Contemporary Dance 3	7	10
DA3011	Classical Technique 4	5	5
DA3019	Anatomy 2	2	5
DA3036	Independent Study		10
DA3042	Practicum 3B		10
Elective(s)	20 credit points to be selected from List 115		

Drama Strand

Year 1

Semester 1

AE3000	The Creative Process	3	10
AR3005	Arts and Society	3	10
DR3006	Voice and Movement 1	6	10
DR3008	Stagecraft 1	6	10
DR3014	Elements of Drama	5	10

Semester 2

AR3006	Signs and Meanings	3	10
DR3004	Acting 1	6	10
DR3007	Voice and Movement 2	5	10
DR3012	Development of Theatre 1	3	10
DR3015	Introductory Theatre Studies	5	10
DR3025	Practicum 1		15

Year 2

Semester 1

DR3009	Stagecraft 2	6	10
DR3010	Analysis 1	3	10
DR3013	Development of Theatre 2	3	10
DR3018	Directing	5	10
DR3019	Drama Process	5	10
DR3026	Practicum 2		15

COURSE DETAILS

Semester 2

DR3005	Acting 2	5	10
DR3017	Playwrighting	3	10
DR3022	Design	3	10
Elective(s)	20 credit points to be selected from List 115		

Year 3

Semester 1

DR3011	Analysis 2	3	10
DR3020	Society, Ideas and Forms	4	10
DR3021	Workshop Production	6	10
DR3027	Practicum 3		15
Elective(s)	20 credit points to be selected from List 115		

Semester 2

DR3016	Group Theatre	5	10
DR3023	Theatre Studies Option	4	10
DR3024	Play Study	3	10
Elective(s)	20 credit points to be selected from List 115		

Visual Arts Strand

Year 1

Semester 1

AE3000	The Creative Process	3	10
AR3005	Arts and Society	3	10
DP3001	Drawing 1	2	5
ME3000	Foundation Media Studies 1	12	25

Semester 2

AR3006	Signs and Meanings	3	10
AR3007	History of Australian Art	2	5
AR3013	Practicum 1		15
DP3002	Drawing 2	2	5
ME3001	Foundation Media Studies 2	10	30

Year 2

Semester 1

AR3008	Comparative Studies in Art and Culture	2	5
AR3009	Culture, Convention and Values in Art	3	10
DP3003	Drawing 3	2	5
ME3002	Advanced Media Studies 1	10	30

Semester 2

AR3010	The Western Tradition: Pre-Modern Period	3	5
AR3014	Practicum 2		15
DP3004	Drawing 4	2	5
ME3003	Advanced Media Studies 2	8	20
Elective(s)	20 credit points to be selected from List 115		

Year 3
Semester 1

AR3011	The Making of Modernism	2	5
DP3005	Drawing 5	2	5
ME3004	Advanced Media Studies 3	8	20
Elective(s)	20 credit points to be selected from List 115		

Semester 2

AR3012	The Contemporary Art World	2	5
AR3015	Practicum 3		15
DP3006	Drawing 6	2	5
ME3005	Advanced Media Studies 4	8	20
Elective(s)	20 credit points to be selected from List 115		

LIST 115

Dance

DA3026	Facilities and Management for Dance	3	10
DA3027	Dance Teaching in the Community	3	10
DA3028	Principles of Teaching: Studio Dance	3	10
DA3031	Accompaniment for Dance	3	10
DA3032	Children and Dance	3	10
DA3033	Advanced Choreography 1	5	20
DA3034	Advanced Choreography 2	5	20
DA3035	Advanced Choreography 3	5	20
DA3037	Advanced Performance 1	7	20
DA3038	Advanced Performance 2	7	20
DA3039	Advanced Performance 3	7	20

Drama

DR3028	Advanced Design 1		10
DR3029	Advanced Design 2		10
DR3035	Advanced Design 3		20
DR3036	Advanced Directing 1		10
DR3037	Advanced Directing 2		10
DR3038	Advanced Directing 3		10
DR3039	Advanced Playwrighting 1		10
DR3040	Advanced Playwrighting 2		10
DR3041	Independent Study: Drama		20

Visual Arts

AR3016	Independent Study: Visual Arts		20
ME3006	Extended Media Study 1	6	20
ME3007	Extended Media Study 2	3	10
ME3008	Extended Media Study 3	6	20
ME3009	Extended Media Study 4	3	10
ME3010	Extended Media Study 5	6	20
ME3011	Extended Media Study 6	3	10

BACHELOR OF ARTS (RECREATION MANAGEMENT)

Mount Gravatt Campus. Full-time only (three years)

The aim of the course is to provide vocational-professional preparation for senior and middle-level management personnel entering the commercial, private, public and voluntary sectors of the leisure industry. Graduates operate at two management levels in the service delivery of recreation:

- Policy level — policy setting and program formulation;
- Middle management level — administrative processes of policy implementation and the organisation, promotion and development of services.

The course also includes a study of leadership and supervision to facilitate linkage with the Associate Diploma in Recreation Studies and to provide graduates with wider employment opportunities.

The course consists of three developmental stages:

Stage 1: Core Foundation Units — acquisition of the analytical and methodological skills of research methods and the contributing disciplines of the social, life and environmental sciences. These skills will be exemplified in the context of the Australian socio-economic, political and recreation milieux.

Stage 2: Core Professional Units — development of the human and professional skills required for the planning, and management of recreation resources and their service delivery.

Stage 3: Market Segment and Elective Units — selection by students of a package of elective and market segment units commensurate with their career aspirations and/or interests. The market segments represented include:

- The Arts
- Outdoor Recreation
- Fitness, Health and Sport
- Tourism
- Community Recreation.

The course comprises 31 semester units or 280 credit points.

Continuing students should consult with the Course Coordinator to determine their plan of study for 1987.

COURSE REQUIREMENTS

Year 1		Hrs/	Cdt
Semester 1		Wk	Pts
RM3000	Social Psychology	4	10
RM3002	Environmental Science and Recreation	4	10
RM3007	Sociology of Leisure	4	10
RM3010	Towards a Philosophy of Recreation	4	10
RM3012	Computing for Recreation Managers	4	10
Semester 2			
RM3001	Psychology of Leisure	4	10
RM3011	The Political Economy of Recreation	4	10
RM3013	Research Methods	4	10

COURSE DETAILS

RM3015	Health and Exercise Science	4	10
RM3021	Group Communication	3	5
RM3023	Sports Practicum	2	5

Year 2
Semester 1

RM3003	The Recreation Planning Process	4	10
RM3008	Recreation and Community Groups	4	10
RM3014	Quantitative Analysis	4	10
RM3017	Recreation Management 1	4	10
RM3024	Arts Practicum	2	5
RM3025	Outdoor Recreation Practicum	3	5

Semester 2

RM3004	Outdoor Recreation Resource Planning	4	10
RM3018	Recreation Management 2	4	10
RM3022	Interpersonal Communication	3	5
RM3026	Recreation Agency Analysis	3	5
RM3028	Tourism	4	10
RM3030	The Arts and Recreation	4	10

Year 3
Semester 1

RM3005	Recreation Planning and Design	4	10
RM3019	Recreation Marketing	3	10
RM3027	Field Study Placement (Continued in Semester 2, Year 3)		
Elective	To be selected from Lists 40 and 41		
Elective	To be selected from Lists 40 and 41		

Semester 2

RM3020	Case Studies	3	10
RM3027	Field Study Placement		10
Elective	To be selected from Lists 40 and 41		
Elective	To be selected from Lists 40 and 41		

ELECTIVE LISTS:

LIST 40: Market Segment Electives (at least two units are to be selected)

RM3006	Outdoor Recreation Management	4	10
RM3009	Community Recreation Management	4	10
RM3029	Tourism Management	4	10
RM3031	Arts Planning and Management	4	10
RM3032	Sport and Fitness Centre Management	4	10

LIST 41

RM3016	Advanced Exercise Science	4	10
RM3033	Research Project	4	10
RM3034	Therapeutic Recreation Management	4	10

BACHELOR OF BUSINESS**Kedron Park Campus. Full-time (three years) and part-time (six years).**

The course is designed to produce graduates who have a sound theoretical base in the sciences underlying business but who are immediately useful on graduation in their chosen vocation. In general the units comprising the degree are oriented towards practical studies.

The degree has five major areas of study comprising accounting, administrative studies, computing, industrial relations and marketing. Twenty four units must be completed incorporating a major and electives taken from other majors. There are several minor specialisations consisting of five units, not more than two of which may be units common to all major areas of study. A student may elect to take a major/minor combination or a major plus a number of electives. In the former case the academic record of the student will specify the major/minor combination completed. In all cases prerequisites have to be met. For normal progress students may find it necessary to rearrange the recommended sequence of units in the major so that prerequisites are met in the minor.

A student who successfully completes a total of 24 units (240 credit points) shall be eligible to graduate from the course provided that no more than three grades of 3 have been awarded.

All majors and minors may not be offered every year. The College endeavours to ensure that when substantial changes to a course occur students already enrolled are not disadvantaged with respect to completion of the course.

The structure of the course, identifying the common units, is shown in Table 1.

COURSE REQUIREMENTS**Full-time Mode: Accounting Major**

Year 1

		Hrs/ Wk	Cdt Pts
AC3000	Accounting	4	10
CO3022	Business Computing	4	10
LW3000	Introduction to Law	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

AC3001	Financial Accounting 1	4	10
AD3000	Organisational Communication 1	4	10
EC3015	Economics 1	4	10
ST3001	Quantitative Methods 2	4	10

Year 2

		Hrs/ Wk	Cdt Pts
AC3003	Financial Accounting 2	4	10
AC3010	Computing for Accounting	4	10
EC3016	Economics 2	4	10
LW3002	Company Law	4	10

Semester 2

AC3002	Business Finance 1	4	10
AC3004	Managerial Accounting 1	4	10

AC3005	Auditing	4	10
LW3004	Taxation Law and Practice	4	10

Year 3
Semester 1

AC3006	Business Finance 2	4	10
AC3009	Managerial Accounting 2	4	10
Elective			
Elective			

Semester 2

AC3007	Financial Accounting 3	4	10
AC3008	Business Finance 3	4	10
LW3001	Commercial Law	4	10

Part-time Mode: Accounting Major

Year 1
Semester 1

AC3000	Accounting	4	10
LW3000	Introduction to Law	4	10

Semester 2

AC3001	Financial Accounting 1	4	10
LW3001	Commercial Law	4	10

Year 2
Semester 1

AC3003	Financial Accounting 2	4	10
ST3000	Quantitive Methods 1	4	10

Semester 2

AC3004	Managerial Accounting 1	4	10
ST3001	Quantitive Methods 2	4	10

Year 3
Semester 1

CO3022	Business Computing	4	10
LW3002	Company Law	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
EC3015	Economics 1	4	10

Year 4
Semester 1

AC3010	Computing for Accounting	4	10
EC3016	Economics 2	4	10

COURSE DETAILS

Semester 2

AC3002	Business Finance 1	4	10
AC3005	Auditing	4	10

Year 5 Semester 1

AC3006	Business Finance 2	4	10
Elective			

Semester 2

AC3008	Business Finance 3	4	10
LW3004	Taxation Law and Practice	4	10

Year 6 Semester 1

AC3009	Managerial Accounting 2	4	10
Elective			

Semester 2

AC3007	Financial Accounting 3	4	10
Elective			

Full-time Mode: Administrative Studies Major

Year 1 Semester 1

AC3000	Accounting	4	10
CO3022	Business Computing	4	10
LW3000	Introduction to Law	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
EC3015	Economics 1	4	10
ST3001	Quantitative Methods 2	4	10
Elective			

Year 2 Semester 1

AD3004	Written Communication	4	10
LW3007	Australian Government	4	10
MG3010	Principles of Management	4	10
Elective			

Semester 2

AD3002	Spoken Communication	4	10
AD3005	Local Government	4	10
MG3011	Personnel Management	4	10
Elective			

Year 3

Semester 1

AD3003	Group Communication	4	10
LW3006	Administrative Law	4	10
MG3012	Management Policy and Strategy	4	10
Elective			

Semester 2

AD3001	Organisational Communication 2	4	10
AD3006	Media Management	4	10
AD3007	Project	4	10
Elective			

Part-time Mode: Administrative Studies Major

Year 1

Semester 1

AC3000	Accounting	4	10
LW3000	Introduction to Law	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
EC3015	Economics 1	4	10

Year 2

Semester 1

AD3004	Written Communication	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

AD3002	Spoken Communication	4	10
ST3001	Quantitative Methods 2	4	10

Year 3

Semester 1

CO3022	Business Computing	4	10
MG3010	Principles of Management	4	10

Semester 2

MG3011	Personnel Management	4	10
Elective			

Year 4

Semester 1

LW3007	Australian Government	4	10
MG3012	Management Policy and Strategy	4	10

Semester 2

AD3005	Local Government	4	10
AD3006	Media Management	4	10

COURSE DETAILS

Year 5

Semester 1

AD3003	Group Communication	4	10
LW3006	Administrative Law	4	10

Semester 2

AD3001	Organisational Communication 2	4	10
Elective			

Year 6

Semester 1

Elective
Elective

Semester 2

AD3007	Project		10
Elective			

Full-time Mode: Computing Major

Year 1

Semester 1

AC3000	Accounting	4	10
CO3022	Business Computing	4	10
LW3000	Introduction to Law	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
CO3011	Business Systems 1	4	10
CO3023	Commercial Programming 1	4	10
ST3001	Quantitative Methods 2	4	10

Year 2

Semester 1

CO3015	Commercial Programming 2	4	10
CO3024	Computer Systems Management	4	10
CO3025	Database Design	4	10
Elective			

Semester 2

CO3012	Business Systems 2	4	10
CO3014	Computer Organisation	4	10
CO3016	Data Management	4	10
EC3015	Economics 1	4	10

Year 3

Semester 1

CO3013	Programming Languages	4	10
CO3018	Online Systems	4	10
CO3026	Database Technology	4	10
Elective			

Semester 2

CO3021	Information Systems Management	4	10
CO3027	Decision Support Systems	4	10
Elective			
Elective			

**Part-time Mode: Computing Major
(for students commencing study in odd years)**

Year 1

Semester 1

CO3022	Business Computing	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

CO3023	Commercial Programming 1	4	10
ST3001	Quantitative Methods 2	4	10

Year 2

Semester 1

AC3000	Accounting	4	10
LW3000	Introduction to Law	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
CO3011	Business Systems 1	4	10

Year 3

Semester 1

CO3015	Commercial Programming 2	4	10
Elective			

Semester 2

CO3012	Business Systems 2	4	10
EC3015	Economics 1	4	10

Year 4

Semester 1

CO3024	Computer Systems Management	4	10
CO3025	Database Design	4	10

Semester 2

CO3014	Computer Organisation	4	10
CO3016	Data Management	4	10

Year 5

Semester 1

CO3018	Online Systems	4	10
Elective			

COURSE DETAILS

Semester 2

CO3021	Information Systems Management	4	10
Elective			

Year 6

Semester 1

CO3013	Programming Languages	4	10
CO3026	Database Technology	4	10

Semester 2

CO3027	Decision Support Systems	4	10
Elective			

Part-time Mode: Computing Major (for students commencing study in even years)

Year 1

Semester 1

CO3022	Business Computing	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

CO3023	Commercial Programming 1	4	10
ST3001	Quantitative Methods 2	4	10

Year 2

Semester 1

AC3000	Accounting	4	10
LW3000	Introduction to Law	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
CO3011	Business Systems 1	4	10

Year 3

Semester 1

CO3024	Computer Systems Management	4	10
CO3025	Database Design	4	10

Semester 2

CO3014	Computer Organisation	4	10
CO3016	Data Management	4	10

Year 4

Semester 1

CO3015	Commercial Programming 2	4	10
Elective			

Semester 2

CO3012	Business Systems 2	4	10
EC3015	Economics 1	4	10

Year 5
Semester 1

CO3013	Programming Languages	4	10
CO3026	Database Technology	4	10

Semester 2

CO3027	Decision Support Systems	4	10
Elective			

Year 6
Semester 1

CO3018	Online Systems	4	10
Elective			

Semester 2

CO3021	Information Systems Management	4	10
Elective			

Full-time Mode: Industrial Relations Major

Year 1
Semester 1

AC3000	Accounting	4	10
CO3022	Business Computing	4	10
LW3000	Introduction to Law	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
EC3015	Economics 1	4	10
IR3011	Work and Industry	4	10
ST3001	Quantitative Methods 2	4	10

Year 2
Semester 1

EC3016	Economics 2	4	10
IR3000	Industrial Relations Systems	4	10
IR3004	Industrial Sociology	4	10
MG3010	Principles of Management	4	10

Semester 2

IR3001	Employment Law	4	10
IR3003	Political Economy	4	10
MG3011	Personnel Management	4	10
Elective			

COURSE DETAILS

Year 3 Semester 1

IR3006	Workplace Industrial Relations	4	10
IR3009	Applied Industrial Relations	4	10
Elective			
Elective			

Semester 2

EC3012	Labour Economics	4	10
IR3007	Project		10
IR3012	Contemporary Industrial Relations Issues	4	10
Elective			

Part-time Mode: Industrial Relations Major

Year 1 Semester 1

AC3000	Accounting	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

IR3011	Work and Industry	4	10
ST3001	Quantitative Methods 2	4	10

Year 2 Semester 1

IR3000	Industrial Relations Systems	4	10
LW3000	Introduction to Law	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
IR3001	Employment Law	4	10

Year 3 Semester 1

EC3015	Economics 1	4	10
MG3010	Principles of Management	4	10

Semester 2

EC3016	Economics 2	4	10
IR3003	Political Economy	4	10

Year 4 Semester 1

IR3004	Industrial Sociology	4	10
Elective			

Semester 2

EC3012	Labour Economics	4	10
MG3011	Personnel Management	4	10

Year 5
Semester 1

IR3006 Elective	Workplace Industrial Relations	4	10
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Semester 2

IR3012 Elective	Contemporary Industrial Relations Issues	4	10
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Year 6
Semester 1

IR3009 Elective	Applied Industrial Relations	4	10
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Semester 2

IR3007 Elective	Project		10
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Full-time Mode: Marketing Major

Year 1
Semester 1

AC3000	Accounting	4	10
CO3022	Business Computing	4	10
LW3000	Introduction to Law	4	10
ST3000	Quantitative Methods 1	4	10

Semester 2

AD3000	Organisational Communication 1	4	10
EC3015	Economics 1	4	10
MK3010	Introductory Marketing	4	10
ST3001	Quantitative Methods 2	4	10

Year 2
Semester 1

EC3016	Economics 2	4	10
MK3001	Consumer Behaviour	4	10
ST3002 Elective	Applied Statistics	4	10

Semester 2

EC3013	Business Economics	4	10
MK3003	Business Forecasting	4	10
MK3011 Elective	Strategic Marketing	4	10

Year 3
Semester 1

MK3004	Market Research	4	10
MK3006	Logistics	4	10

COURSE DETAILS

MK3007 Elective	Computer Applications in Marketing	4	10
Semester 2			
MK3008 MK3012 Elective Elective	Applied Market Research International Marketing	4 4	10 10
Part-time Mode: Marketing Major			
Year 1			
Semester 1			
AC3000 LW3000	Accounting Introduction to Law	4 4	10 10
Semester 2			
EC3015 MK3010	Economics 1 Introductory Marketing	4 4	10 10
Year 2			
Semester 1			
EC3016 ST3000	Economics 2 Quantitative Methods 1	4 4	10 10
Semester 2			
AD3000 ST3001	Organisational Communication 1 Quantitative Methods 2	4 4	10 10
Year 3			
Semester 1			
CO3022 ST3002	Business Computing Applied Statistics	4 4	10 10
Semester 2			
EC3013 MK3011	Business Economics Strategic Marketing	4 4	10 10
Year 4			
Semester 1			
MK3001 MK3007	Consumer Behaviour Computer Applications in Marketing	4 4	10 10
Semester 2			
MK3003 Elective	Business Forecasting	4	10

Year 5
Semester 1

MK3004	Market Research	4	10
MK3006	Logistics	4	10

Semester 2

MK3012	International Marketing	4	10
Elective			

Year 6
Semester 1

Elective
Elective

Semester 2

MK3008	Applied Market Research	4	10
Elective			

MINOR SPECIALISATIONS

Accounting Minor

AS3000	Accounting	4	10
AC3001	Financial Accounting 1	4	10
AC3003	Financial Accounting 2	4	10
AC3004	Managerial Accounting 1	4	10
AC3010	Computing for Accounting	4	10
LW3002	Company Law	4	10

Administrative Studies Minor (five units to be selected)

AD3000	Organisational Communication 1	4	10
AD3001	Organisational Communication 2	4	10
AD3002	Spoken Communication	4	10
AD3003	Group Communication	4	10
AD3004	Written Communication	4	10
LW3000	Introduction to Law	4	10

Computing Minor (five units to be selected)

AC3010	Computing for Accounting	4	10
CO3011	Business Systems 1	4	10
CO3013	Programming Languages	4	10
CO3014	Computer Organisation	4	10
CO3015	Commercial Programming 2	4	10
CO3022	Business Computing	4	10
CO3023	Commercial Programming 1	4	10

Computing Applications Minor

AC3010	Computing for Accounting	4	10
AC3011	Computer Applications in Public Practice	4	10
AC3012	Computer Applications in Taxation	4	10
CO3022	Business Computing	4	10
CO3025	Database Design	4	10

COURSE DETAILS

Industrial Relations Minor (five units to be selected)

EC3015	Economics 1	4	10
EC3016	Economics 2	4	10
IR3000	Industrial Relations Systems	4	10
IR3001	Employment Law	4	10
IR3004	Industrial Sociology	4	10
IR3006	Workplace Industrial Relations	4	10
IR3009	Applied Industrial Relations	4	10
IR3011	Work and Industry	4	10

ICSA Minor

AC3006	Business Finance 2	4	10
AC3008	Business Finance 3	4	10
LW3003	Company Secretarial Practice	4	10
LW3005	Business Practices and Procedures	4	10
{MG3001	Personnel Management or	4	10
{IR3000	Industrial Relations Systems	4	10

Information Systems Minor (five units to be selected)

AC3010	Computing for Accounting	4	10
CO3011	Business Systems 1	4	10
CO3016	Data Management	4	10
CO3021	Information Systems Management	4	10
CO3022	Business Computing	4	10
CO3024	Computer Systems Management	4	10
CO3025	Database Design	4	10

Marketing Minor (five units to be selected)

EC3015	Economics 1	4	10
EC3016	Economics 2	4	10
MK3001	Consumer Behaviour	4	10
MK3003	Business Forecasting	4	10
MK3007	Computing for Marketing	4	10
MK3010	Introductory Marketing	4	10
MK3011	Strategic Marketing	4	10

TABLE 1: COURSE STRUCTURE — BACHELOR OF BUSINESS

Maj.		ACCOUNTING	ADMINISTRATIVE STUDIES	COMPUTING	INDUSTRIAL RELATIONS	MARKETING
Sem.						
Y E A R	1	AC3000 Accounting CO3022 Business Computing LW3000 Introduction to Law ST3000 Quantitative Methods 1				
	2	AD3000 Organisational Communication 1 ST3001 Quantitative Methods 2				
		EC3015 Economics 1		CO3011 Business Systems 1 CO3023 Commercial Programming 1	EC3015 Economics 1	
		AC3001 Financial Accounting 1	Elective		IR3011 Work and Industry	MK3010 Introductory Marketing
Y E A R	1	AC3003 Financial Accounting 2 AC3010 Computing for Accounting EC3016 Economics 2 EC3016 Economics 2 LW3002 Company Law	AD3004 Written Communication LW3007 Australian Government MG3010 Principles of Management Elective	CO3014 Computer Organisation CO3015 Commercial Programming 2 CO3024 Computer Systems Management CO3025 Database Design	EC3016 Economics 2 IR3000 Industrial Relations Systems IR3004 Industrial Sociology MG3010 Principles of Management	EC3016 Economics 2 MK3001 Consumer Behaviour ST3002 Applied Statistics Elective
	2	AC3002 Business Finance 1 AC3004 Managerial Accounting 1 AC3005 Auditing LW3004 Taxation Law and Practice	AD3002 Spoken Communication AD3005 Local Government MG3011 Personnel Management Elective	CO3012 Business Systems 2 CO3016 Data Management EC3015 Economics 1 Elective	IR3001 Employment Law IR3003 Political Economy MG3011 Personnel Management Elective	EC3013 Business Economics MK3003 Business Forecasting MK3001 Strategic Marketing Elective
Y E A R	1	AC3006 Business Finance 2 AC3009 Managerial Accounting 2 Elective Elective	AD3003 Group Communication LW3006 Administrative Law MG3012 Management Policy and Strategy Elective	CO3018 Online Systems CO3026 Database Technology CO3027 Decision Support Systems Elective	IR3006 Workplace Industrial Relations IR3009 Applied Industrial Relations Elective Elective	MK3004 Market Research MK3006 Logistics MK3007 Computer Applications in Marketing Elective
	2	AC3007 Financial Accounting 3 AC3008 Business Finance 3 LW3001 Commercial Law Elective	AD3001 Organisational Communication 2 AD3006 Media Management AD3007 Project Elective	CO3013 Programming Languages CO3021 Information Systems Management Elective Elective	EC3012 Labour Economics IR3007 Project IR3012 Contemporary Industrial Relations Issues Elective	MK3008 Applied Market Research MK3012 International Marketing Elective Elective

BACHELOR OF EDUCATION

Carseldine, Kelvin Grove and Mount Gravatt Campuses. Full-time, part-time and external.

INTRODUCTION

Studies towards the Bachelor of Education degree are available through three linking programs each pitched at a different level. These are:

- **Reorientation to Teaching program:** course designed to give specific categories of former teachers an opportunity to learn of recent developments in education;
- **Extended Bachelor of Education program:** a course of units (normally a minimum of four) designed to replace the Diploma of Teaching (Upgrading); and
- **Bachelor of Education:** designed for three-year-trained (or equivalent) teachers wishing to pursue degree studies in education.

Specific details are provided below.

ENTRY REQUIREMENTS

The entry requirements for each of the three programs are:

Reorientation to Teaching program: teachers with fewer than three years' initial teacher education studies and less than three years' teaching experience in the last eight years.

Extended Bachelor of Education program: teachers with fewer than three years' initial teacher education studies and a minimum of three years' teaching experience in the last eight years.

Bachelor of Education: teachers with a Diploma of Teaching or equivalent qualification and at least one year of teaching experience.

ENROLMENT PROCEDURES

(Continuing students, all programs)

Continuing students receive a re-enrolment form, and a set of instructions to assist in the selection of appropriate units. Re-enrolment forms should be completed and **both copies** returned by **14 November 1986** so that unit selection may be checked and allocations confirmed by means of the duplicate copy of the form.

STUDY LOAD

(All programs)

When completing forms students should note the following:

- **Full-time students:** Students who wish to enrol on a full-time basis normally enrol in four units each semester and select day lectures when offered. However, it should be noted that almost all units involve evening classes.
- **Part-time students:** Part-time students normally enrol in no more than two units per semester.
- **External students:** Students who reside in the Brisbane metropolitan area will not usually be accepted for external enrolment. External students normally enrol in no more than two units per semester. Brisbane students who wish to make a special case for external status should do so by way of an attachment.

REORIENTATION TO TEACHING PROGRAM

Former teachers who have had fewer than three years' pre-service teacher education and less than three years' teaching experience in the last eight years, are required to complete a reorientation-to-teaching program.

This program is available from Darling Downs Institute of Advanced Education, Post Office Darling Heights, Toowoomba, Q 4350.

On successful completion of the program, participants are eligible for entry into the 'Extended' Bachelor of Education course.

EXTENDED BACHELOR OF EDUCATION PROGRAM

Students who have less than three years of training are required to undertake additional studies prior to the eight units required for the Bachelor of Education award. The additional studies are as follows:

For Primary and Early Childhood Teachers

Part 1 — Compulsory Units

		Hrs/ Wk	Cdt Pts
LA3031	Recent Developments in Language/Reading	3	10
MA3031	Modern Topics in Teaching Mathematics	3	10
plus			

Part 2 — Two of the following units determined by the Course Administrator after reviewing the student's academic background.

PI3302	Philosophy of Education	3	10
PY3302	Human Development and Learning	3	10
SY3302	Sociology of Education	3	10

For TAFE and Secondary Teachers

Part 1 — Compulsory Units

CU3035	Introduction to Curriculum Construction	3	10
ED3302	Secondary Education Today	3	10
plus			

Part 2 — Two of the following units determined by the Course Administrator after reviewing the student's academic background.

PI3302	Philosophy of Education	3	10
PY3302	Human Development and Learning	3	10
SY3302	Sociology of Education	3	10

Any student who has completed four or more units of an Upgrading course will be eligible to transfer to the final eight units of the Bachelor of Education course irrespective of the nature of the units completed, i.e. they need not be those specified in Part 1 and Part 2 above.

THE BACHELOR OF EDUCATION

The Bachelor of Education course is offered concurrently on the Carseldine, Kelvin Grove and Mount Gravatt Campuses and supersedes the three former campus-based courses.

The course is designed to promote the further personal and professional development of teachers from the preschool, primary, secondary, special education and TAFE sectors. It will provide opportunities for development of a critical understanding of the contemporary curriculum field and for examination of different views of education and

COURSE DETAILS

their underlying assumptions in the light of teaching experience. There will also be opportunity for personal growth through a re-examination of the teaching-learning process and for participation in advanced studies that enable specialisation in disciplines related to the student's teaching career and studies that broaden and strengthen their earlier tertiary education.

The course is offered in the external mode and by part-time study in the evening on the Carseldine, Kelvin Grove and Mount Gravatt Campuses. It is also possible to complete the course as a full-time student. Day classes are scheduled for a small number of units.

The minimum time in which the course may be completed is two semesters full-time and four semesters part-time.

COURSE STRUCTURE

Students are required to complete successfully 80 credit points as follows:

Strand			
Studies in Education —	ED3300 Contemporary Issues in Education		10
		10 credit points from List 103	10
Curriculum Studies —	CU3030 Teachers and the Curriculum		10
		10 credit points from List 102	10
Studies in the Teaching/Learning Process		10 credit points selected from)	20
Specialist Studies		not less than 2 of 3	
Liberal Studies		strands (Lists 104, 105, 106 respectively)	
plus			
20 credit points selected from any strand (Lists 102, 103, 104, 105, 106)			20
			80

LIST 102: CURRICULUM STUDIES STRAND

AR3030	Art Curriculum, Design and Development	3	10
CO3040	Computers in the School Curriculum	3	10
CS3030	Consumer Education	3	10
CU3031	Developing Classroom Curriculum Programs	3	10
CU3032	Evaluation in Curriculum Development	3	10
CU3033	Curriculum: Making it Happen at School	3	10
DA3030	Advanced Curriculum in Dance	3	10
DR3030	Drama Across the Curriculum	3	10
DY3030	Adult Development and Learning	3	10
EE3030	Early Education: Curriculum Development	3	10
EE3031	Early Education: Reading	3	10
EE3032	Mathematics: Early Childhood	3	10
EN3030	English Language Curriculum Issues	3	10
HE3030	Health Education Curriculum Planning	3	10
HS3030	Home Economics Applied Curriculum	3	10
IA3030	Curriculum Studies in Manual Arts	3	10
MA3030	Curriculum Development in Mathematics	3	10
MU3030	Music in the Curriculum	3	10
MU3031	Music Curriculum: Secondary	3	10
PE3030	Physical Education Curriculum: Secondary	3	10
PE3031	Physical Education Curriculum: Primary	3	10
SC3030	Primary Science Curriculum Development	3	10
SC3031	Secondary Science Curriculum Development	3	10
SE3030	Curriculum in Special Education	3	10
SS3030	Social Education: Curriculum Development	3	10
SS3031	Social Education in the Curriculum	3	10

LIST 103: STUDIES IN EDUCATION STRAND

ED3301	Students, Teachers and Knowledge	3	10
PI3300	Philosophical Perspectives on Education	3	10
PI3301	Philosophy in the Classroom	3	10
PY3300	Applied Strategies in Classroom Learning	3	10
PY3303	Interpersonal Psychology in Education	3	10
SY3300	Society, Social Policy and Education	3	10
SY3301	Sociology of the School	3	10

LIST 104: STUDIES IN THE TEACHING/LEARNING PROCESS STRAND

PY3600	Creativity in Problem-solving	3	10
PY3602	Innovative Teaching Methods	3	10
SE3600	Special Education Techniques	3	10
TS3600	Classroom Management: Models and Practice	3	10
TS3601	Perspectives on Educational Technology	3	10
TS3602	Teachers and Isolated Learners	3	10
TS3603	Teaching Strategies	3	10

LIST 105: SPECIALIST STUDIES STRAND

Art

AR3700	Advanced Three-Dimensional Studies	3	10
CE3700	Advanced Ceramics	3	10
TE3700	Woven Textiles	3	10

Commercial Studies

AC3700	Advanced Financial Accounting	3	10
LW3004	Taxation Law and Practice	4	10
LW3005	Business Practices and Procedures	4	10
SK3700	Advanced Secretarial Studies	3	10

Computers in Education

CO3700	Computer Applications in Education	3	10
CO3701	Computers and Education	3	10
CO3702	Developing Educational Computer Software	3	10

Counselling and Personal Development

CL3700	Counselling: A Helping Relationship	3	10
CL3701	Counselling: Methods of Change	3	10
PY3701	Human Sexuality	3	10
PY3702	Working with Groups	3	10
SY3700	Studies in Alcohol and other Drugs	3	10

Dance

DA3700	Dance Integration	3	10
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Drama

DR3700	Specialist Educational Drama	3	10
DR3701	Specialist Theatre Learning	3	10

COURSE DETAILS

* Early Childhood Studies

EE3700	Working with Parents and Community	3	10
EE3701	Early Education Development and Learning	3	10

Educational Management and Administration

ED3701	School Organisation and Development	3	10
ED3702	The Community and School Administration	3	10

Educational Research

ED3703	Educational Research and Practice	3	10
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History of Education and Comparative Education

ED3704	Educational Planning and Policy	3	10
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Home Economics

CT3003	Apparel Production	4	10
CT3700	Clothing Design	3	10
NU3700	Nutrition Appreciation	3	10

* Languages and Literature

EN3700	The Teacher and the Writing Process	3	10
LA3700	Language Interaction and the Classroom	3	10
LI3700	Children's Literature	3	10

Manual Arts

IA3700	Design and Technology	3	10
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Mathematics

MA3700	Corrective Mathematics	3	10
MA3701	Teaching Problem-solving in Mathematics	3	10
MA3702	Mathematics through Modelling	3	10
MA3703	Numerical Analysis	3	10

Measurement and Assessment in Education

ED3700	Assessment Issues in Education	3	10
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Physical Education

PE3700	Motor Development and Learning	3	10
PE3701	Adapted Physical Education	3	10
PE3702	Administration in Physical Education	3	10

Reading

RE3700	Trends in the Teaching of Reading	3	10
RE3701	Reading Problems	3	10
RE3702	Psychology of Reading Disability	3	10
RE3703	Learning to Learn Through Reading	3	10

Science and Agriculture

AG3700	Contemporary Agricultural Education	3	10
BC3700	Chemistry in Living Systems	3	10
BI3700	Australian Fauna	3	10
BI3701	Australian Flora	3	10
ER3700	Earth Science	3	10
PH3700	Topics in Modern Physics	3	10

Social and Cultural Studies

HI3700	The Study of History	3	10
HI3701	Asian Studies	3	10
SC3700	Environmental Hazards	3	10

Special Education

SE3700	Non-traditional Classroom Management	3	10
SE3701	Communication Development	3	10
SE3702	Exceptional Learners in Regular Schools	3	10
SE3703	Assessment of Children with Handicaps	3	10
SE3704	Comparative Studies in Special Education	3	10
SE3705	Early Intervention Studies	3	10
SE3706	Educating Gifted and Talented Children	3	10
SE3707	Exceptional Learners in TAFE Colleges	3	10
SE3708	Psychosocial Foundations of Handicap	3	10
SE3709	The Development of Special Education	3	10

LIST 106: LIBERAL STUDIES STRAND

Art

AR3800	Visual Awareness and Communication	3	10
AR3802	History of Painting and Graphics	3	10
DP3800	Drawing	3	10
GR3800	Studies in Graphic Printmaking	3	10
TE3800	Textiles: Function and Design	3	10

Commercial Studies

ED3800	School Finance	3	10
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Computers in Education

CO3800	Microprocessors: Computer Electronics	3	10
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Counselling and Personal Development

SY3800	Career Life Patterns of Women Teachers	3	10
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Dance

DA3800	Elements of Dance	3	10
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Drama

DR3800	Educational Drama	3	10
DR3801	Theatre Learning	3	10

COURSE DETAILS

Health Education

HE3800	Adolescent Health	3	10
HE3801	Occupational and Environmental Health	3	10

History and Comparative Education

ED3801	Comparative Education	3	10
ED3802	History of Australian Education	3	10
ED3803	Economics of Education	3	10
ED3804	International Education Field Study	3	10

* Languages and Literature

LI3800	Modern Drama	3	10
LI3801	The Appeal of Literature	3	10
LI3802	Australian Literature and Film	3	10
LI3804	Nineteenth Century English Literature	3	10
SY3801	Mass Media, Society and Culture	3	10

Manual Arts

IA3800	Technology and Culture	3	10
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Mathematics

MA3800	History of Mathematics	3	10
MA3801	Historical Development of Geometry	3	10

Philosophy of Human Nature and the Human Condition

PI3800	Reform and Innovation in Education	3	10
PI3801	Contemporary Moral Problems	3	10

Physical Education

PE3800	Sociology of Sport	3	10
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Science and Agriculture

BI3800	The Human Species	3	10
SC3800	Interplay of Science and Society	3	10
SS3800	Environmental Education	3	10

Social and Cultural Studies

ED3805	Education for a Multicultural Society	3	10
ED3806	Issues in Aboriginal Education	3	10
ED3807	Religious Education	3	10
GE3800	Australian Landscapes	3	10
HI3800	Australian Studies	3	10
HI3801	Australia's Near Neighbour Indonesia	3	10
HI3802	American Studies	3	10
SS3801	Cultural Aspects of the Human Setting	3	10
SS3802	Patterns and Processes of Development	3	10
SY3802	Social Change and Women in Australia	3	10

ED3027, Independent Study (10 credit points) Students should note that approval to enrol in ED3027 has to be obtained. Application forms and information booklets which give full information on the availability of units, are available from the Bachelor of Education Administrator, (07) 352 8104.

DIPLOMA OF TEACHING (EARLY CHILDHOOD)

Kelvin Grove Campus. Full-time only (three years)

This course provides professional education for teachers specialising in working with children from 0 to 8 years of age.

The Diploma incorporates an Aboriginal and Torres Strait Islander Program which enables special entry Aboriginal and Islander students to complete the course over three and a half years.

Graduates may teach in community kindergartens, state pre-schools, early education classes, junior classes of primary schools, child care centres, hospital schools and special centres such as Lady Gowrie Child Centres.

To satisfy the requirements of the course students must complete a minimum of six semesters of full-time study and accumulate at least 360 credit points. Students in the Aboriginal and Torres Strait Islander Program complete an additional semester of full-time study. Credit points are allocated to units in five strands of study:

Studies in Human Development and Learning: the process of human development and learning throughout life, with particular emphasis on the years from 0 to 10 years; the influence of home and community environments on the development and learning of young children; applying knowledge and understanding of development and learning to the role of the early childhood teacher (70 credit points required: 6 compulsory units and 1 elective unit).

Studies in Curriculum and Teaching: the nature of early childhood curriculum in the home and in early childhood settings; the knowledge, understanding and skills in discipline areas necessary for planning and implementing developmental learning experiences for young children; communication with children, parents and others; teaching strategies appropriate to the early childhood teacher's role (120 credit points required: 13 compulsory units and 1 elective unit).

Studies in Education: the concept of education from the perspectives of philosophy, sociology and history of education in relation to young children and families, and to schools and their communities; the relationship between education and the nature of contemporary society (50 credit points required: 4 compulsory units and 2 elective units).

Liberal Studies: a diversity of areas of knowledge and experience from which to select personal interests; a major study of one area throughout the course (60 credit points required: 10 elective units).

Field Studies: practice teaching sessions including observation, planning, evaluating and teaching in kindergartens, pre-schools and lower primary schools for 20 weeks; combined with observation of and interaction with young children, families and community members as part of the requirements of units in other strands (60 credit points required: 6 sessions of 1 to 4 weeks' duration).

General Education (Aboriginal and Torres Strait Islanders only): non-credit point units undertaken only by students in the Aboriginal and Torres Strait Islander Program, during the first three semesters. They include study skills, and oral and written communication.

COURSE REQUIREMENTS

Year 1		Hrs/	Cdt
Semester 1		Wk	Pts
ED2345	Education and the Family	3	10
EE2053	Introduction to Curriculum	3	10

COURSE DETAILS

EE2300	Development and Learning: Life Span	3	10
EE2600	Teaching Strategies 1	3	5
PT2917	Practice Teaching: Early Childhood		5
Elective	To be selected from List 120		5
Elective	To be selected from List 120		5
Elective	To be selected from List 120		5

Semester 2

ED2352	Education and Schooling	3	10
EE2054	Curriculum for Early Learning: 0-5 Years	3	10
EE2301	Development and Learning: 0-4 Years	3	10
EE2601	Teaching Strategies 2	3	5
PT2918	Practice Teaching: Pre-school 1		5
Elective	To be selected from List 120		5
Elective	To be selected from List 120		5
Elective	To be selected from List 120		5

Year 2

Semester 1

EE2055	Curriculum for the Pre-school Years: I	3	10
EE2056	Curriculum for the Pre-school Years: II	3	10
EE2302	Development and Learning: 3-6 Years	3	10
EE2602	Teaching Strategies 3	3	5
PT2919	Practice Teaching: Pre-school 2		10
Elective	To be selected from List 119 Group 1		5
Elective	To be selected from List 119 Group 2		5
Elective	To be selected from List 121		5

Semester 2

EE2058	Curriculum for the Early School Years: I	3	10
EE2059	Curriculum for the Early School Years: II	3	10
EE2060	Curriculum for the Early School Years: III	4	10
EE2303	Development and Learning: 5-10 Years	3	10
EE2603	Teaching Strategies 4	3	5
PT2920	Practice Teaching: School 1		10
Elective	To be selected from List 121		5

Year 3

Semester 1

ED2357	Education and Society 1	3	10
EE2068	Literacy and Numeracy: the Early Years	3	10
EE2604	The Early Childhood Teacher 1	3	10
PT2921	Practice Teaching: School 2		15
Elective	To be selected from List 118		10
Elective	To be selected from List 121		10

Semester 2

ED2358	Education and Society 2	3	10
EE2067	Exceptionality and Young Children	3	10
EE2605	The Early Childhood Teacher 2	3	10
PT2922	Practice Teaching: Pre-school 3		15
Elective	To be selected from List 118		10
Elective	To be selected from List 121		10

COURSE DETAILS

ELECTIVE LISTS

Lists 118, 119, 120, 121

LIST 118: STUDIES IN DEVELOPMENT AND LEARNING/CURRICULUM AND TEACHING ELECTIVES (20 credit points required)

EE2069	Child Care	3	10
EE2070	Research in Early Childhood Education	3	10
EE2071	Programs for Children Under Three	3	10
EE2074	Special Programs for Young Children	3	10
EE2077	Drama with Special Children	4	10
EE2078	Special Physical Education	3	10
EE2606	Microcomputers in Early Education	3	10
EE2607	Media for Early Childhood Teachers	3	10
EE2608	Working with Parents	3	10
EE2609	Teaching English as a Second Language	4	10

LIST 119: STUDIES IN EDUCATION ELECTIVES (10 credit points required — 5 from each group)

Group 1

ED2346	Families in Australia	2	5
ED2347	Families in Crisis	2	5
ED2348	Philosophy and Young Children	2	5
ED2349	The Image of Childhood	2	5
ED2350	The Meaning of Play	2	5
ED2351	Sociology of Parenthood	2	5

Group 2

ED2353	Alternative Education	2	5
ED2354	Gender, School and Society	2	5
ED2355	Schools and Communities	2	5
ED2356	Socialisation Through Play	2	5
ED2362	Legal Issues and the Teacher	2	5

LIST 120: FIRST YEAR LIBERAL STUDIES ELECTIVES

In first year, students are required to take 30 credit points of Liberal Studies (15 each semester) from six different areas of study.

AR2803	Understanding Art	2	5
CO2802	Personal Computing	2	5
DA2804	Dance Techniques 1	2	5
DR2814	Communication Through Drama	3	5
EN2803	Language and Communication	2	5
MA2809	Foundations of Mathematics	3	5
MU2814	Exploring Music	3	5
PE2819	Introduction to Human Movement	3	5
PY2801	Interpersonal Problem-Solving	3	5
SC2816	Discovering Science	2	5
SS2805	Introduction to the Social Sciences	2	5

LIST 121: SECOND AND THIRD YEAR LIBERAL STUDIES ELECTIVES

In second year, students are required to take 10 credit points of Liberal Studies (5 credit points each semester) from any two areas of study.

In third year, students are required to take 20 credit points (10 each semester) in any area(s) of study. Ten of these credit points must contribute to the requirements for the major study. The remaining 10 credit points must be taken in an area previously studied in years one or two.

Major Study. Each student must complete a major study by taking 20 credit points in the same area of study during the three years of the course. Five of these credit points must be obtained in years one or two.

First Aid Studies. Successful completion of a current St John's Ambulance First Aid course is a requirement of graduation from this course. First Aid studies are included in the year one elective — PE2819 Introduction to Human Movement — and are available through special units offered on the Kelvin Grove campus.

Computing

CO2039	Problem-Solving with Computer Graphics	3	5
CO2802	Personal Computing	2	5
CO2804	Writing and Computers	2	5
CO2805	Artificial Intelligence and Human Mind	2	5
CO2806	Computers and the Arts	2	5
CO2812	Computer Programming	5	10

Dance

DA2804	Dance Techniques 1	2	5
DA2805	Dance Conditioning and Fitness	2	5
DA2806	Classical Ballet Technique	2	5
DA2807	Dance Techniques 2	3	10
DA2808	Dance Composition and Stagecraft	3	10
DA2809	National and Folk Dance	3	10

Human Movement

OE2800	Outdoor Pursuits	4	10
PE2819	Introduction to Human Movement	3	5
PE2820	Dance for Recreation	4	10
PE2821	Games for Recreation	2	5
PE2822	Leisure Education	2	5
PE2823	Rhythmic Movement	2	5
PE2824	Personal Health and Fitness	4	10
PE2825	Gymnastics	2	5

Language and Communication

EN2041	Australian Cinema	3	5
EN2044	Contrasts in Australian Literature	4	10
EN2050	Fantasy and Science Fiction	2	5
EN2052	Film: Language and Structure	4	10
EN2054	The Language of Film	3	5
EN2057	The Mass Media and Society	4	10
EN2058	The Mass Media in Australia	2	5
EN2062	Modern Literature in Social Perspective	4	10
EN2069	Television and Culture	2	5
EN2070	Women in Literature and the Media	2	5
EN2803	Language and Communication	2	5
ML2058	French Cultural Studies	4	10
ML2061	French Language 1	4	10
ML2072	German Language 1	4	10
ML2075	German Language, History and Culture	2	5

COURSE DETAILS

Mathematics

MA2809	Foundations of Mathematics	3	5
MA2810	Models: Mathematics on Parade	3	5
MA2811	Numbers For All Ages	3	5
MA2812	Recreational Mathematics For All	2	5

Music

MU2800	Guitar Workshop	2	5
MU2802	Piano for Beginners	2	5
MU2803	Piano Workshop 1	2	5
MU2814	Exploring Music	3	5
MU2815	Orff-Schulwerk	2	5
MU2816	Musicianship	3	10
MU2817	Group Instrumental	4	10

Oral Communication and Drama

DR2800	Advanced Improvisation	2	5
DR2801	Current Theatre	2	5
DR2803	Introductory Improvisation	2	5
DR2805	Movement for Relaxation	2	5
DR2806	Theatre Games	2	5
DR2807	Workshop Theatre	2	5
DR2814	Communication Through Drama	3	5
DR2815	Puppetry	3	5
DR2816	Play Production	5	10
DR2817	Children's Theatre	5	10

Personal and Interpersonal Relationships

ED2362	Prejudice and Racism	3	10
PY2800	Becoming an Effective Person	2	5
PY2801	Interpersonal Problem Solving	2	5
PY2802	Intimacy and Alienation	2	5
PY2804	Sexuality and Personal Relations	2	5

Science and Technology

BI2801	Biology in an Isolated Continent	3	5
ER2800	The Incredible Universe	3	5
SC2816	Discovering Science	2	5
SC2817	Physical Science	3	5
SC2818	Science and Environment	4	10
SC2819	Science, Technology and Societies	4	10

Social Science

GE2021	Living in Cities	3	10
GE2044	Asian Geographical Studies	3	10
GE2800	Living Better with Less	2	5
GE2801	The Built Environment	2	5
GE2802	Living in a Nuclear Age	2	5
HI2017	Modern China and Japan	3	10
HI2045	Contemporary World History	3	10
HI2800	The Australian Social Character	2	5
HI2801	Women in History	2	5
HI2802	Myths in History	2	5
PO2800	Contemporary Political Issues	2	5

SS2038	Aboriginal Culture Studies	3	10
SS2046	Aborigines and Torres Strait Islanders	3	5
SS2800	Technological Change	2	5
SS2805	Introduction to the Social Sciences	2	5

Visual Arts

AR2800	Twentieth Century Arts and Culture	2	5
AR2803	Understanding Art	2	5
CE2800	Elementary Ceramics	2	5
CE2805	Ceramics 2	4	10
DP2800	Painting and Drawing	2	5
DP2808	Drawing	3	5
DS2800	Lettering and Layout	2	5
DS2801	Printmaking 1	2	5
DS2805	Printmaking 2	3	10
PG2800	Photography as an Art Form	2	5
SU2800	Sculpture	3	5
SU2802	Sculpture 2	3	10
TE2800	Fibre Arts	2	5
TE2805	Textiles 2	4	10

COURSE REQUIREMENTS SEMESTERS 1-3: ABORIGINAL AND TORRES STRAIT ISLANDER PROGRAM

Year 1

Semester 2 (July)

AR2803	Understanding Art	2	5
DR2814	Communication Through Drama	3	5
EE2064	Introduction to Curriculum 1	2	5
EE2307	Development and Learning: Life Span 1	2	5
EE2705	Study Skills and Communication 1	4	
MU2814	Exploring Music	2	5
SS2046	Aborigines and Torres Strait Islanders	2	5

Year 2

Semester 1

ED2345	Education and the Family	3	10
EE2065	Introduction to Curriculum 2	2	5
EE2308	Development and Learning: Life Span 2	2	5
EE2600	Teaching Strategies 1	3	5
EE2706	Study Skills and Communication 2	3	
MA2809	Foundations of Mathematics	3	5
PE2819	Introduction to Human Movement	2	5
PT2917	Practice Teaching: Early Childhood		5

Semester 2

ED2352	Education and Schooling	3	10
EE2054	Curriculum for Early Learning: 0-5 Years	3	10
EE2301	Development and Learning: 0-4 Years	3	10
EE2601	Teaching Strategies 2	3	5
EE2707	Study Skills and Communication 3	3	
PT2918	Practice Teaching: Pre-school 1		5
SC2816	Discovering Science	3	5

COURSE DETAILS

On completion of the above enter Year 2, Semester 1, of the regular three year course. Details regarding the final two years are therefore as described in the preceding entry.

DIPLOMA OF TEACHING (PRIMARY, AND PRIMARY WITH SPECIALIST STUDIES IN EARLY EDUCATION, PHYSICAL EDUCATION OR SPECIAL EDUCATION)

Carseldine and Mount Gravatt Campuses. Full-time only (three years)

This course aims to develop personal and professional qualities appropriate for beginning teachers in primary schools. Over three years students undertake studies which are designed to develop an understanding of the theoretical and practical issues associated with teaching. This understanding is developed by focussing initially on the basic issues of teaching and learning and later on issues associated with autonomous teaching in schools.

The course is available at the Carseldine and Mount Gravatt campuses and the structure from which patterns of study are derived is identical on both campuses. However, there are differences in approach on the two campuses and the Specialist Studies in Special Education is available only at the Mount Gravatt campus.

The differences in approach at the two campuses mean that there are differences in units of study although the overall aims and structures are the same. These approaches with their differences in specialisations are outlined separately.

Within both approaches it is possible to undertake the basic generalist studies which enable graduates to be employed in the primary school system or to undertake a modification of these to specialise in the areas of Early Education, Physical Education or Special Education (only available on the Mount Gravatt campus). Selected students begin these studies in their second year and on graduation may apply for employment as primary school teachers or as teachers in specialist areas. For graduates who have specialised in Early Education there are employment opportunities in pre-school or early childhood centres; those who undertake studies in Special Education may seek employment in different areas of the special education system. Students who are selected for specialist studies in Physical Education may wish to become physical education resource teachers attached to a primary school after gaining appropriate experience.

COURSE DETAILS

DIPLOMA OF TEACHING (PRIMARY) CARSELDINE COURSE

The course has five strands:

Foundation Studies (60 credit points required): Units in this strand draw upon the disciplines of psychology, sociology and philosophy of education to address concerns ranging from child development and learning to major issues in education.

Teaching/Learning Studies (48 credit points required): Units focus on teaching/learning strategies and skills which facilitate teaching, learning and management for a range of learners in differing situations.

Curriculum Studies (152 credit points required): These units focus on the subjects which comprise the primary school curriculum. Although discrete disciplinary studies are stressed in this strand, equal emphasis is given to cross-disciplinary and inter-disciplinary studies as the course proceeds.

Liberal Studies (40 credit points required): In this strand emphasis is placed on personal development. Studies focus on one core unit in Australian culture and students elect to study other units in areas of interest.

Field Studies (62 credit points required): In these units activities are designed which assist students to interrelate disciplinary knowledge and understanding in a range of classroom and school situations.

The course consists of six semesters — one half of the students enrolled in it complete the six semesters in the order set down below while the other half complete them in the order 2, 1, 4, 3, 6, 5.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CO2041	Computing in the Primary School	2	6
ED2334	Understanding Children: Development	3	10
ED2601	Communication Processes in the Classroom	3	8
PE2085	Health and Physical Education	5	12
PT2911	Practice Teaching		10
SS2053	Foundations in the Humanities	6	14

Semester 2

AR2040	Art and Music Education	6	12
ED2335	Understanding Children: Learning	3	10
ED2600	Analysis of Teaching and Learning	3	8
ED2602	Educational Technology and the Classroom	3	8
MA2089	Studies in Mathematics and Science	6	12
PT2912	Practice Teaching		10

Year 2

Semester 1

AR2041	Art Education	2	6
ED2336	Social, School and Political Contexts	3	10
ED2603	Contexts for Teaching and Learning	3	8
HE2015	School Health Education	2	6
LA2042	Language Processes and Programs	3	6

PT2913	Practice Teaching		10
SS2054	Social Studies Education	2	6
Elective	To be selected from List 130	3	8

Semester 2

ED2337	Cultural, Learning and Future Contexts	3	10
HE2900	Community Studies: First Aid	1	2
LS2800	Studies in Australian Culture	3	8
MA2090	Mathematics Education	3	6
MU2102	Music Education	2	6
PE2086	Physical Education	2	6
PT2914	Practice Teaching		10
SC2081	Science Education	2	6
Elective	To be selected from List 130	3	8

Year 3

Semester 1

AR2042	The World of the Arts	3	8
ED2338	Issues of Knowledge, Quality and Power	3	10
ED2605	Children with Learning Problems	3	8
EN2071	Communication: Focus on Literacy	3	8
MA2091	Mathematics and Technology	3	8
PT2915	Practice Teaching		10
Elective	To be selected from List 130	3	8

Semester 2

ED2094	Class Program Development	3	8
ED2339	Issues of Equality, Values and Competition	3	10
ED2604	Developing Children's Potential	3	8
EN2072	Communication: Focus on Integration	3	8
MA2091	Mathematics and Technology	3	8
PT2916	Practice Teaching		10
SS2055	The Natural and Social World	3	8
Elective	To be selected from List 130	3	8

Note: In of Years 2 and 3 students undertake school/community studies units which involve attendance at schools on one day a week during the semester, for eight weeks in both semesters of Year 2, and for nine weeks in both semesters of Year 3. The College contact hours are reduced accordingly during these weeks to provide this time for the related child, class and school studies to be undertaken in schools. These studies are assessed as part of the College units.

MOUNT GRAVATT COURSE

The approach in the Diploma of Teaching at Mount Gravatt campus is based on the application of foundation disciplines and subject areas within the primary school. As a result, the course and its specialisations consist of sequences of units from the various disciplines as well as units in each of the subject areas of the primary curriculum.

Within this approach it is possible to undertake the basic generalist studies which enable graduates to be employed in the primary school system or to undertake a modification of these to specialise in the following areas of Early Education, Special Education or Physical Education. Selected students begin these studies in their second year and on graduation may apply for employment as basic primary school teachers or as teachers in specialist areas. As a result of specialist studies in early education employment opportunities exist in pre-schools or early childhood centres, while, as a result of studies in Special Education, graduates may seek employment in different areas of the special

COURSE DETAILS

education system. Students who are selected for specialist studies in Physical Education may wish to become a Physical Education resource teacher attached to a primary school after gaining appropriate experience.

COURSE STRUCTURE

This course has five strands:

Foundation Studies (40 credit points required): Units in this strand are drawn from the foundation disciplines of philosophy, psychology and sociology. As such they focus on the nature of the learner, the process by which learning takes place and the socio-cultural contexts of schools.

Teaching/Learning Studies (48 credit points required): These units are designed to bring about an awareness of the teaching/learning situation and enable beginning teachers to develop appropriate strategies to meet the needs of learners in a range of situations.

Curriculum Studies (172 credit points required): These units focus on the subjects which form the primary school curriculum. Sequences of units are offered in each subject area.

Liberal Studies (40 credit points required): In this strand there is one core unit which focuses on the role of computers in a technological world. Students elect to study the other four units in areas of personal interest.

Field Studies (60 credit points required): Each of these units enables students to gain practical experience relevant to their stage of development.

The course consists of six semesters. One half of the students enrolled will complete the six semesters below in the order 1, 2, 3, 4, 5, 6 while the other half will complete them in the order 2, 1, 4, 3, 6, 5, (except for practice teaching units; these are completed in sequence by all students).

COURSE REQUIREMENTS

Year 1

Semester 1		Hrs/ Wk	Cdt Pts
ED2608	Communication in Teaching	3	8
LA2043	Perspectives in Literacy	3	8
MU2092	Primary School Music	3	8
PT2905	Practice Teaching Primary 1		10
PY2316	Psychology of the Learner	3	8
SC2082	Introduction to Science Education	3	8
SS2056	Introduction to Social Studies	3	8

Semester 2

AR2043	Introductory Studies in Art	3	8
ED2607	Issues in Teaching and Learning	3	8
LA2044	Fostering Emergent Literacy	3	8
MA2075	Introduction to Mathematics Education	3	8
PE2087	Introduction to Physical Education	3	8
PT2906	Practice Teaching — Primary 2		10
RS2600	Technology and Resources in Teaching	3	8

Year 2
Semester 1

{	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
{	MU2093	Curriculum Studies in Music	3	8
	CO2810	Studies in Computing	3	8
	ED2343	The Learner, School and Society	3	8
	PT2907	Practice Teaching — Primary 3		10
	PY2317	Psychology of Child Development	3	8
	SC2083	Curriculum Studies in Science	3	8
	SS2057	Curriculum Studies in Social Studies	3	8
	Elective	To be selected from List 132		

Semester 2

{	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
{	MU2093	Curriculum Studies in Music	3	8
	ED2609	Managing Teaching and Learning	3	8
	LA2045	Developing Literacy	3	8
	MA2092	Curriculum Studies in Mathematics	3	8
	PE2088	Curriculum Studies in Physical Education	3	8
	PT2908	Practice Teaching — Primary 4		10
	Elective	To be selected from List 132		

Year 3
Semester 1

{	AR2044	Curriculum Studies in Art or	3	8
	AR2045*	Advanced Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
{	DR2092*	Advanced Curriculum Studies in Drama or	3	8
	MU2093	Curriculum Studies in Music or	3	8
{	MU2094*	Advanced Curriculum Studies in Music	3	8
	ED2344	Decision-Making in Education	3	8
	LA2046	Literacy Studies: Advanced	3	8
	PT2909	Practice Teaching — Primary 5		10
	PY2318	Psychosocial Aspects of Primary Teaching	3	8
	SC2084	Advanced Curriculum in Science	2	4
	SS2058	Advanced Curriculum in Social Studies	3	8
	Elective	To be selected from List 132		

Semester 2

{	AR2044	Curriculum Studies in Art or	3	8
	AR2045*	Advanced Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
{	DR2092*	Advanced Curriculum Studies in Drama or	3	8
	MU2093	Curriculum Studies in Music or	3	8
{	MU2094*	Advanced Curriculum Studies in Music	3	8
	ED2610	Approaching Autonomy in Teaching or	3	8
{	ED2611	Teaching in the Multiple Year Classroom	3	8
	MA2093	Advanced Curriculum in Mathematics	3	8
	PE2089	Advanced Curriculum in Physical Education	3	8
	PT2910	Practice Teaching — Primary 6		10
	SE2600	Atypical Children in Primary Schools	3	8
	Elective	To be selected from List 132		

* Students will be able to take the Advanced Curriculum in Expressive Arts units (AR2045, DR2092, MU2094) only if they are in their final semester.

COURSE DETAILS

DIPLOMA OF TEACHING (PRIMARY WITH SPECIALIST STUDIES IN EARLY EDUCATION) CARSELDINE COURSE

As an alternative to taking studies across all areas of the primary school in the Diploma of Teaching (Primary), selected students may undertake a modification of this course which includes specialist units in early education studies. Such studies enable graduates to teach in early education, early childhood centres and primary schools.

Students who wish to be considered for these studies should apply before completion of Semester 2 of Year 1 of the Diploma of Teaching (Primary) course.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CO2041	Computing in the Primary School	2	6
ED2334	Understanding Children: Development	3	10
ED2601	Communication Processes in the Classroom	3	8
PE2085	Health and Physical Education	5	12
PT2911	Practice Teaching		10
SS2053	Foundations in the Humanities	6	14

Semester 2

AR2040	Art and Music Education	6	12
ED2335	Understanding Children: Learning	3	10
ED2600	Analysis of Teaching and Learning	3	8
ED2602	Educational Technology and the Classroom	3	8
MA2089	Studies in Mathematics and Science	6	12
PT2912	Practice Teaching		10

Year 2

Semester 1

AR2041	Art Education	2	6
ED2336	Social, School and Political Contexts	3	10
ED2700	Contexts for Teaching and Learning (E.E.)	3	8
ED2702	Early Education: Human Development	3	8
HE2015	School Health Education	2	6
LA2042	Language Processes and Programs	3	6
PT2913	Practice Teaching		10
SS2054	Social Studies Education	2	6
Elective	To be selected from List 130	3	8

Semester 2

ED2337	Cultural, Learning and Future Contexts	3	10
HE2900	Community Studies: First Aid	1	2
LS2800	Studies in Australian Culture	3	8
MA2090	Mathematics Education	3	6
MU2102	Music Education	2	6
PE2086	Physical Education	2	6
PT2914	Practice Teaching		10
SC2081	Science Education	2	6
Elective	To be selected from List 130	3	8

Year 3
Semester 1

AR2042	The World of the Arts	3	8
ED2605	Children with Learning Problems	3	8
ED2701	Curriculum Development in Early Education	1	4
ED2703	Issues in Education (E.E.)	3	10
EN2071	Communication: Focus on Literacy	3	8
MA2091	Mathematics and Technology	3	8
PT2915	Practice Teaching		10
Elective	To be selected from List 130	3	8

Semester 2

ED2339	Issues of Equality, Values and Competition	3	10
ED2604	Developing Children's Potential	3	8
ED2704	Integrated Curriculum Development (E.E.)	3	8
ED2705	Early Education Classroom Processes	3	8
EN2072	Communication: Focus on Integration	3	8
MA2091	Mathematics and Technology	3	8
PT2916	Practice Teaching		10
SS2055	The Natural and Social World	3	8
Elective	To be selected from List 130	3	8

Note: In of Years 2 and 3 students undertake School/Community Studies units which involve attendance at schools on one day a week during the semester, for eight weeks in both semesters of Year 2, and for nine weeks in both semesters of Year 3. The College contact hours are reduced accordingly during these weeks to provide this time for the related child, class and school studies to be undertaken in schools. These studies are assessed as part of the College units.

Note: Students undertaking specialist studies in Early Education enrol in a Level 1 Elective: DA2810 Movement for Young Children and a Level 2 Elective: AR2805 Expressive Arts and Early Childhood, from the Creative Arts category of Liberal Studies Electives.

MOUNT GRAVATT COURSE

As an alternative to taking studies across all areas of the primary school as in the Diploma of Teaching (Primary), selected students may undertake a modification of this course which includes specialist units in early education studies. Such studies enable graduates to teach in pre-schools, early education centres and primary schools.

Students who wish to be considered for these studies should apply before the completion of Semester 2 of Year 1of the Diploma of Teaching (Primary) course.

COURSE REQUIREMENTS

Year 1
Semester 1

		Hrs/ Wk	Cdt Pts
ED2608	Communication in Teaching	3	8
LA2043	Perspectives in Literacy	3	8
MU2092	Primary School Music	3	8
PT2905	Practice Teaching — Primary 1		10
PY2316	Psychology of the Learner	3	8
SC2082	Introduction to Science Education	3	8
SS2056	Introduction to Social Studies	3	8

COURSE DETAILS

Semester 2

AR2043	Introductory Studies in Art	3	8
ED2607	Basic Issues in Teaching and Learning	3	8
LA2044	Fostering Emergent Literacy	3	8
MA2075	Introduction to Mathematics Education	3	8
PE2087	Introduction to Physical Education	3	8
PT2906	Practice Teaching — Primary 2		10
RS2600	Technology and Resources in Teaching	3	8

Year 2

Semester 1

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	ED2343	The Learner, School and Society	3	8
	EE2700	Early Education Learning Environments	3	8
	EE2701	Curriculum Trends in Early Education	3	8
	PT2923	Practice Teaching — Pre-school 1		10
	PY2317	Psychology of Child Development	3	8
	SC2083	Curriculum Studies in Science	3	8
	SS2057	Curriculum Studies in Social Studies	3	8

Semester 2

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	CO2810	Studies in Computing	3	8
	ED2609	Managing Teaching and Learning	3	8
	EE2702	Integrated Studies in Early Education	3	8
	LA2045	Developing Literacy	3	8
	MA2092	Curriculum Studies in Mathematics	3	8
	PE2088	Curriculum Studies in Physical Education	3	8
	PT2924	Practice Teaching — Pre-school 2		10

Year 3

Semester 1

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	ED2344	Decision-Making in Education	3	8
	EE2708	Administration in Early Education	3	8
	LA2046	Literacy Studies: Advanced	3	8
	PT2925	Practice Teaching — Pre-school 3		10
	PY2318	Psychosocial Aspects of Primary Teaching	3	8
	SS2058	Advanced Curriculum in Social Studies	3	8
	Elective	To be selected from List 132		

Semester 2

	ED2610	Approaching Autonomy in Teaching	3	8
	EE2703	Home, School, Community Interaction	3	8
	EE2704	Movement Education in Early Childhood	3	8
	EE2709	Exceptional Children in Early Childhood	3	8

COURSE DETAILS

MA2093	Advanced Curriculum in Mathematics	3	8
PT2926	Practice Teaching — Pre-school 4		10
SE2600	Atypical Children in Primary Schools	3	8
Elective	To be selected from List 132		

COURSE DETAILS

DIPLOMA OF TEACHING (PRIMARY WITH SPECIALIST STUDIES IN PHYSICAL EDUCATION) CARSELDINE COURSE

As an alternative to taking studies across all areas of the primary school as in the Diploma of Teaching (Primary), selected students may undertake a modification of this course which includes specialist units in physical education. Such studies will enable graduates, after they have had appropriate experience in primary school, to become resource teachers in physical education in primary schools.

Students who wish to be considered for those studies should apply before the completion of Semester 2 of Year 1 of the Diploma of Teaching (Primary) course.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CO2041	Computing in the Primary School	2	6
ED2334	Understanding Children: Development	3	10
ED2601	Communication Processes in the Classroom	3	8
PE2085	Health and Physical Education	5	12
PT2911	Practice Teaching		10
SS2053	Foundations in the Humanities	6	14

Semester 2

AR2040	Art and Music Education	6	12
ED2335	Understanding Children: Learning	3	10
ED2600	Analysis of Teaching and Learning	3	8
ED2602	Educational Technology and the Classroom	3	8
MA2089	Studies in Mathematics and Science	6	12
PT2912	Practice Teaching		10

Year 2

Semester 1

AR2041	Art Education	2	6
ED2336	Social, School and Political Contexts	3	10
HE2015	School Health Education	2	6
LA2042	Language Processes and Programs	3	6
PE2702	Contexts for Teaching and Learning (P.E.)	3	8
PT2913	Practice Teaching		10
SS2054	Social Studies Education	2	6
Elective	To be selected from List 130	3	8

Semester 2

ED2337	Cultural, Learning and Future Contexts	3	10
HE2900	Community Studies: First Aid	1	2
LS2800	Studies in Australian Culture	3	8
MA2090	Mathematics Education	3	6
MU2102	Music Education	2	6
PE2086	Physical Education	2	6
PE2703	Teaching Games and Sports	3	10
PT2914	Practice Teaching		10
SC2081	Science Education	2	6
Elective	To be selected from List 130	3	8
Elective	To be selected from List 130	3	8

Year 3
Semester 1

ED2338	Issues of Knowledge, Quality and Power	3	10
ED2605	Children with Learning Problems	3	8
EN2071	Communication: Focus on Literacy	3	8
MA2091	Mathematics and Technology	3	8
PE2704	Resource Teaching and Consultancy	3	10
PE2706	Physical Education and the Arts	3	8
PT2915	Practice Teaching		10
Elective	To be selected from List 130	3	8

Semester 2

ED2339	Issues of Equality, Values and Competition	3	10
ED2604	Developing Children's Potential	3	8
EN2072	Communication: Focus on Integration	3	8
PE2705	Total Programming in Physical Education	3	8
PT2916	Practice Teaching		10
SS2055	The Natural and Social World	3	8
Elective	To be selected from List 130	3	8

Note: In semesters 1 and 2 of Years 2 and 3 students undertake School/Community Studies units which involve attendance at schools on one day a week during the semester, for eight weeks in semesters 1 and 2 of Year 2, and for nine weeks in semesters 1 and 2 of Year 3. The college contact hours are reduced accordingly during these weeks to provide this time for the related child, class and school studies to be undertaken in schools. These studies are assessed as part of the college units.

Students undertaking Specialist Studies in Physical Education enrol in a Level I Physical Education Elective in second year, Semester 1 or 2 of Year 2; and in a Level II Physical Education Elective in Semester 1 or 2 of Year 3.

MOUNT GRAVATT COURSE

As an alternative to taking studies across all areas of the primary school as in the Diploma of Teaching (Primary), selected students may undertake a modification of this course which includes specialist units in physical education. Such studies will enable graduates, after they have had appropriate experience in primary schools, to become resource teachers in physical education in primary schools.

Students who wish to be considered for those studies should apply before the completion of Semester 2 of Year 1 of the Diploma of Teaching (Primary) course.

COURSE REQUIREMENTS

Year 1
Semester 1

		Hrs/ Wk	Cdt Pts
ED2608	Communication in Teaching	3	8
LA2043	Perspectives in Literacy	3	8
MU2092	Primary School Music	3	8
PT2905	Practice Teaching — Primary 1		10
PY2316	Psychology of the Learner	3	8
SC2082	Introduction to Science Education	3	8
SS2056	Introduction to Social Studies	3	8

COURSE DETAILS

Semester 2

AR2043	Introductory Studies in Art	3	8
ED2607	Basic Issues in Teaching and Learning	3	8
LA2044	Fostering Emergent Literacy	3	8
MA2075	Introduction to Mathematics Education	3	8
PE2087	Introduction to Physical Education	3	8
PT2906	Practice Teaching — Primary 2		10
RS2600	Technology and Resources in Teaching	3	8

Year 2

Semester 1

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	ED2609	Managing Teaching and Learning	3	8
	CO2810	Studies in Computing	3	8
	LA2045	Developing Literacy	3	8
	MA2092	Curriculum Studies in Mathematics	3	8
	PE2088	Curriculum Studies in Physical Education	3	8
	PE2815	Team Sports	3	8
	PT2927	Practice Teaching — Physical Education 1		10

Semester 2

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	ED2343	The Learner, School and Society	3	8
	PE2700	Planning for Physical Education	3	8
	PE2816	Science of Human Movement Studies	3	8
	PT2928	Practice Teaching — Physical Education 2		10
	PY2317	Psychology of Child Development	3	8
	SC2083	Curriculum Studies in Science	3	8
	SS2057	Curriculum Studies in Social Studies	3	8

Year 3

Semester 1

	ED2610	Approaching Autonomy in Teaching	3	8
	MA2093	Advanced Curriculum in Mathematics	3	8
	PE2089	Advanced Curriculum in Physical Education	3	8
	PE2090	Science of Physical Fitness	2	4
	PE2091	Dance: An Integrated Experience	3	8
	PT2929	Practice Teaching — Physical Education 3		10
	SE2600	Atypical Children in Primary Schools	3	8
	PE2813	Individual Sports	3	8

Semester 2

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	ED2344	Decision-Making in Education	3	8
	LA2046	Literacy Studies: Advanced	3	8
	PE2701	Physical Education: Resource Teaching	3	8

COURSE DETAILS

PT2930	Practice Teaching — Physical Education 4		10
PY2318	Psychosocial Aspects of Primary Teaching	3	8
SS2058	Advanced Curriculum in Social Studies	3	8
PE2818	Outdoor Pursuits	3	8

COURSE DETAILS

DIPLOMA OF TEACHING (PRIMARY WITH SPECIALIST STUDIES IN SPECIAL EDUCATION) MOUNT GRAVATT COURSE

As an alternative to taking studies across all areas of the primary school as in the Diploma of Teaching (Primary), selected students may undertake extended studies in special education.

Students wishing to undertake the additional studies in special education should apply before completion of the second semester of the Diploma of Teaching (Primary) course.

Students from primary diplomas other than from this College may seek credit for their previous studies, but credit will only be granted for comparable first year units (counselling is available regarding pre-requisite or co-requisite requirements for special education units).

Graduates from tertiary institutions may seek credit to enable them to undertake the course on a two year basis. Such students undertake all or most (if credit is granted) of the first year pre-requisite units as co-requisite during their first year of study at the College.

This course provides a general introduction to special education in Year 2 and then, following appropriate counselling, detailed study of one of the following areas of handicap: intellectual handicap, hearing impaired, visual impairment and orthopaedic handicap.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
ED2608	Communication in Teaching	3	8
LA2043	Perspectives in Literacy	3	8
MU2092	Primary School Music	3	8
PT2905	Practice Teaching — Primary 1		10
PY2316	Psychology of the Learner	3	8
SC2082	Introduction to Science Education	3	8
SS2056	Introduction to Social Studies	3	8

Semester 2

AR2043	Introductory Studies in Art	3	8
ED2607	Issues in Teaching and Learning	3	8
LA2044	Fostering Emergent Literacy	3	8
MA2075	Introduction to Mathematics Education	3	8
PE2087	Introduction to Physical Education	3	8
PT2906	Practice Teaching — Primary 2		10
RS2600	Technology and Resources in Teaching	3	8

Year 2

Semester 1

{	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
	MU2093	Curriculum Studies in Music	3	8
	CO2810	Studies in Computing	3	8
	ED2343	The Learner, School and Society	3	8
	PT2931	Practice Teaching — Special Schools 1		10
	PY2317	Psychology of Child Development	3	8
SC2083	Curriculum Studies in Science	3	8	

SE2700	Introduction to Special Education 1	4	8
SS2057	Curriculum Studies in Social Studies	3	8

Semester 2

}	AR2044	Curriculum Studies in Art or	3	8
	DR2091	Curriculum Studies in Drama or	3	8
}	MU2093	Curriculum Studies in Music	3	8
	ED2609	Managing Teaching and Learning	3	8
	EE2700	Early Education Learning Environments	3	8
	LA2045	Developing Literacy	3	8
	MA2092	Curriculum Studies in Mathematics	3	8
	PE2088	Curriculum Studies in Physical Education	3	8
	PT2932	Practice Teaching — Special Schools 2		10
	SE2701	Introduction to Special Education 2	2	4
	SE2800	Developmental Psycholinguistics	2	4

Year 3

Semester 1

	ED2344	Decision-Making in Education	3	8
	LA2046	Literacy Studies: Advanced	3	8
	PT2933	Practice Teaching — Special Schools 3		10
	PY2318	Psychosocial Aspects of Primary Teaching	3	8
}	SE2030	Curriculum: Intellectual Handicap 1 or	4	8
	SE2040	Curriculum: Hearing Impairment 1 or	4	8
}	SE2050	Curriculum: Visual Impairment 1 or	4	8
	SE2060	Curriculum: Orthopaedic Handicap 1	4	8
	SE2702	Remediation of Communication Disability	2	4
}	SE2703	Psychosocial Bases: Intellectual Handicap or	2	4
	SE2705	Psychosocial Bases: Hearing Impairment or	2	4
}	SE2707	Psychosocial Bases: Visual Impairment or	2	4
	SE2709	Psychosocial Bases: Orthopaedic Handicap	2	4
	SS2058	Advanced Curriculum in Social Studies	3	8
	Elective	To be selected from List 132		

Semester 2

	ED2610	Approaching Autonomy in Teaching	3	8
	MA2093	Advanced Curriculum in Mathematics	3	8
	PE2089	Advanced Curriculum in Physical Education	3	8
	PT2934	Practice Teaching — Special Schools 4		10
}	SE2031	Curriculum: Intellectual Handicap 2 or	4	8
	SE2041	Curriculum: Hearing Impairment 2 or	4	8
}	SE2051	Curriculum: Visual Impairment 2 or	4	8
	SE2061	Curriculum: Orthopaedic Handicap 2	4	8
}	SE2032	Clinical Practice: Intellectual Handicap or	2	4
	SE2042	Clinical Practice: Hearing Impairment or	2	4
}	SE2052	Clinical Practice: Visual Impairment or	2	4
	SE2062	Clinical Practice: Orthopaedic Handicap	2	4
	SE2600	Atypical Children in Primary Schools	3	8
}	SE2704	Teaching Independence Skills or	2	4
	SE2706	Audiological Assessment or	2	4
}	SE2708	Studies in Visual Impairment or	2	4
	SE2710	Alternative Communication Systems	2	4
	SE2801	Children's Behaviour Problems	3	8

COURSE DETAILS

LIBERAL STUDIES ELECTIVES

LIST 130: CARSELDINE COURSE ELECTIVES

Core Unit (compulsory)

LS2800 Studies in Australian Culture 3 8

Students to select 4 units, at least one from each category:

- Creative Arts
- Mathematics and Sciences
- Humanities

with one to a second level.

(Students can undertake no more than 2 units selected from any one teaching department or area).

Creative Arts: Level 1

CE2801	Clay Studies 1	3	8
DA2801	Historical and Ethnic Dance	3	8
DA2810	Movement for Young Children	3	8
DP2802	Painting 1	3	8
DP2806	Drawing 1	3	8
DR2808	Drama Process and Theatre	3	8
GR2800	Printmaking 1	3	8
LI2800	Creative Writing 1	3	8
MU2806	Early Music 1	3	8
MU2808	Musicianship and the Piano 1	3	8
MU2809	Vocal Studies 1	3	8
MU2825	Folk/Jazz-Contemporary Music Making 1	3	8
PG2802	Photography 1	3	8
TE2801	Textile Studies 1	3	8

Creative Arts: Level 2

AR2805	Expressive Arts and Early Childhood	3	8
CE2802	Clay Studies 2	3	8
DA2802	Creative Dance	3	8
DP2804	Painting 2	3	8
DP2807	Drawing 2	3	8
DR2809	Drama Process and Children's Theatre	3	8
GR2801	Printmaking 2	3	8
LI2801	Creative Writing 2	3	8
MU2822	Early Music 2	3	8
MU2823	Musicianship and the Piano 2	3	8
MU2824	Vocal Studies 2	3	8
MU2826	Folk/Jazz-Contemporary Music Making 2	3	8
PG2803	Photography 2	3	8
TE2802	Textile Studies 2	3	8

Humanities: Level 1

EN2801	Interpersonal Communication	3	8
GE2803	General Cartography	3	8
GE2804	Physical Geography	3	8
HE2801	Personal Health	3	8
HE2802	Child Health	3	8
HI2803	An Introduction to South-East Asia	3	8

HI2804	Queensland in the Nineteenth Century	3	8
LI2802	Contemporary Literature	3	8
LI2808	The Oral Experience of Literature 1	3	8
PE2807	Sociocultural Studies of Sport	3	8
PI2800	Ethics and Social Life	3	8
PY2805	Basic Psychology	3	8
PY2806	Cognitive Processes	3	8
PY2807	Humanistic Psychology	3	8
PY2808	Interpersonal Psychology	3	8
PY2811	Personal Development in Creativity	3	8
SY2804	An Introduction to Human Culture	3	8
SY2805	Ethnography	3	8
SY2806	Social Behaviour	3	8

Humanities: Level 2

CL2800	Counselling Skills	3	8
EN2802	Communication in Groups	3	8
GE2805	Themes in Human Geography	3	8
HE2800	Health Issues in Australian Society	3	8
HI2805	Australia in the Twentieth Century	3	8
HI2806	Indonesia	3	8
LI2803	Children's Literature	3	8
LI2804	Fantasy and Science Fiction	3	8
LI2805	Women Writers	3	8
LI2809	The Oral Experience of Literature 2	3	8
PE2808	Sport in Society	3	8
PY2809	Psychological Measurement and Research	3	8
SY2807	Administrative Practices	3	8
SY2808	Patterns of Social Control	3	8

Mathematics/Computing/Science: Level 1

CO2807	Computer Studies 1	3	8
MA2803	Excursions in Number	3	8
PE2809	Aquatic Recreation	3	8
PE2810	Introductory Sports Science	3	8
PE2811	Measurement of Physical Growth	3	8
PE2827	Issues in Child Sport Performance	3	8
SC2807	Australian Flora and Fauna	3	8
SC2808	Botany of Australian Plants	3	8
SC2809	Ecology of Australian Domestic Animals	3	8
ST2800	Statistical Methods	3	8

Mathematics/Computing/Science: Level 2

CO2808	Computer Studies 2	3	8
MA2804	Foundations of Mathematics	3	8
PE2812	Advanced Sports Science	3	8
PE2828	Analysis of Human Movement	3	8
SC2810	Biology of Ageing	3	8
SC2811	Earth and Space	3	8

LIST 132: MOUNT GRAVATT COURSE ELECTIVES

Core Unit (compulsory)

CO2810	Studies in Computing	3	8
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COURSE DETAILS

Students to select 4 units, 2 of which form a sequence of study in one of the following areas.

Humanities

AR2801	Art and Society	3	8
LA2803	Creative Writing	3	8
LA2804	Developing Community Languages	3	8
LA2805	French Language and Culture 1	3	8
LA2806	French Language and Culture 2	3	8
LI2806	Modern Literature	3	8
LI2807	Australian Literature and Film	3	8
MA2805	History of Mathematics	3	8
MC2800	Aboriginal/Torres Strait Culture	3	8
MC2801	Australian Multicultural Society	3	8
MU2810	Introductory Music History	3	8
MU2813	Music in a Multicultural Society	3	8
PE2813	Individual Sports	3	8
PE2814	Socio-cultural Aspects of Sports	3	8
PE2815	Team Sports	3	8
PY2810	Skills in Interpersonal Relationships	3	8
SE2800	Developmental Psycholinguistics	2	4
SE2801	Children's Behaviour Problems	3	8
SE2802	Learning Disability in the Community	3	8
SS2801	Asian Worlds	3	8
SS2802	Australian Heritage	3	8
SS2803	Cities and Industries	3	8
SS2804	People and Places: A World View	3	8
SS2808	Australian Citizenship	3	8

Mathematics/Science

BI2800	Living Diversity in Australia	3	8
BI2802	Health and Disease Prevention	3	8
CO2809	Applications of Computers	3	8
CO2811	Understanding Programming	3	8
HE2804	Personal Health	3	8
MA2806	Applications of Mathematics	3	8
MA2807	Mathematical Foundations	3	8
MA2808	Problem Solving and Numbers	3	8
MA2813	Maths Learning Disability in the Community	3	8
MA2814	Mathematics Activities	3	8
PE2816	Science of Human Movement Studies	3	8
PE2817	Scientific Bases of Physical Fitness	3	8
SC2812	Environmental Studies	3	8
SC2813	Physical Science 1	3	8
SC2814	Physical Science 2	3	8
SC2815	Science, Technology and Society	3	8

Expressive and Performing Arts

AR2802	Creative Stitchery	3	8
CE2803	Ceramics	3	8
CE2804	Advanced Ceramics	3	8
DA2803	Creative Dance	3	8
DP2805	Painting	3	8
DR2810	Dramatic Text and Performance	3	8
DR2811	Group Playmaking and Performance	3	8
DR2812	Puppetry	3	8
DR2813	Theatre Process	3	8
DS2802	Textile Printing and Dyeing	3	8

GR2802	Graphic/Printmaking	3	8
JE2800	Jewellery	3	8
MU2811	Musical Performance	3	8
MU2812	Solfege, Level 1	3	8
PE2818	Outdoor Pursuits	3	8
SU2801	Sculpture	3	8
TE2803	Weaving 1	3	8
TE2804	Weaving 2	3	8

FIELD STUDIES

CARSELDINE COURSE

(60 credit points required)

PT2911	Practice Teaching	10
PT2912	Practice Teaching	10
PT2913	Practice Teaching	10
PT2914	Practice Teaching	10
PT2915	Practice Teaching	10
PT2916	Practice Teaching	10

MOUNT GRAVATT COURSE

(60 credit points required)

PT2905	Practice Teaching — Primary 1	10
PT2906	Practice Teaching — Primary 2	10
PT2907	Practice Teaching — Primary 3	10
PT2908	Practice Teaching — Primary 4	10
PT2909	Practice Teaching — Primary 5	10
PT2910	Practice Teaching — Primary 6	10
PT2923	Practice Teaching — Pre-school 1	10
PT2924	Practice Teaching — Pre-school 2	10
PT2925	Practice Teaching — Pre-school 3	10
PT2926	Practice Teaching — Pre-school 4	10
PT2927	Practice Teaching — Physical Education 1	10
PT2928	Practice Teaching — Physical Education 2	10
PT2929	Practice Teaching — Physical Education 3	10
PT2930	Practice Teaching — Physical Education 4	10
PT2931	Practice Teaching — Special Schools 1	10
PT2932	Practice Teaching — Special Schools 2	10
PT2933	Practice Teaching — Special Schools 3	10
PT2934	Practice Teaching — Special Schools 4	10
PT2935	Practice Teaching — Special Schools (GE) 1	10
PT2936	Practice Teaching — Special Schools (GE) 2	10
PT2937	Practice Teaching — Special Schools (GE) 3	10
PT2938	Practice Teaching — Special Schools (GE) 4	10

DIPLOMA OF TEACHING (SECONDARY)

Kelvin Grove Campus. Full-time only (three years)

The Diploma of Teaching (Secondary) provides a 'three-year trained' qualification for secondary teachers and entitles the holder to registration as a teacher in Queensland and other Australian states.

COURSE STRUCTURE

This course requires the accumulation of at least 365 credit points from the study of appropriate units. It offers specialisation in the **Principal Teaching Areas** of Art, Commercial Studies, Drama, English, French, German, Home Economics, Manual Arts, Mathematics, Music, Physical Education, Science and Social Science. In addition, students are required to select a **Second Teaching Area** from the range of Computer Studies, Dance, Economics, English, French, German, Geography, Graphical Communication, History, Italian, Mathematics, Science, Science Studies (for PTA Science students only), and Social Science. A small number of combinations of Principal Teaching Areas with Second Teaching Areas may not be available.

Over the duration of the course, students may take additional units after consultation with the Course Co-ordinator. These additional units are recorded on the student's official transcript of results. The units which a student must take are organised into five strands, from which the following **minimum** numbers of credit points must be gained.

STRAND	MINIMUM CREDIT PTS
1. Studies in Education	60
2. Studies in the Teaching/Learning Process	30
3. Curriculum and Discipline Studies	
(a) Principal Teaching Area	120
(b) Second Teaching Area	70
4. Liberal Studies	20
5. Field Studies (Practice Teaching)	65
TOTAL	365

It is considered that to successfully complete the course a full-time student should spend about 50 hours per week in course-related activities. This total time consists of scheduled time and supplementary time comprising reading, independent study and work on assignments. Each unit is assigned a credit point value which indicates the approximate total of weekly scheduled and supplementary time.

An average allocation of credit points (and hence weekly time involvement) is shown in the following table, which excludes the 65 credit points allocated to Practice Teaching.

STRAND	SEMESTER					
	Year 1		Year 2		Year 3	
	1	2	1	2	1	2
1. Studies in Education	10	10	10	10	10	10
2. Studies in the Teaching/Learning Process	5	5	5	5	5	5
3. Curriculum and Discipline Studies						
(a) Principal Teaching Area	20	20	20	20	20	20
(b) Second Teaching Area	15	15	10	10	10	10
4. Liberal Studies	-	-	5	5	5	5
Total for each Semester	50	50	50	50	50	50

Students not following the above pattern must have the approval of an enrolment adviser. They may encounter severe scheduling difficulties, making it impossible to complete the course in the minimum time.

COURSE REQUIREMENTS

Strand 1 — Studies in Education (60 credit points required: 50 credit points from compulsory units)

Studies in Education begins with an introduction to the systematic examination of educational issues, and proceeds to develop an understanding of the education process from the perspectives of the major disciplines of education: philosophy, psychology and sociology.

Compulsory Units

		Hrs/ Wk	Cdt Pts
ED2316	Learners and Teachers	3	10
ED2322	Philosophy and Teaching	3	10
ED2325	School, Community and Society	3	10
ED2329	Sociology of Australian Education	3	10
PY2311	Psychology of Learning and Teaching	3	10

Elective Units

ED2300	Aborigines and Education	3	10
ED2301	Alternative Education	2	5
ED2302	Alternative Education	3	10
ED2303	Analysis of Beginning Teaching	2	5
ED2304	Analysis of Beginning Teaching	3	10
ED2305	Community Participation in Schools	3	10
ED2306	Critical Analyses of Schooling	3	10
ED2307	Development of Australian Education	3	10
ED2308	Differentiating Classroom Instruction	2	5
ED2309	Education, Social Change and Unemployment	3	10
ED2310	Education, Technology and Work	3	10
ED2311	Families and Conflict	3	10
ED2312	Film and Video in Education	3	10
ED2313	Futures, Technology and Education	3	10
ED2314	Growth of Self for Teaching	3	10
ED2315	Issues in Comparative Education	2	5
ED2317	Legal Issues for Teachers	3	10
ED2318	Measurement and Assessment in Education	3	10
ED2319	Models of Teaching	2	5

COURSE DETAILS

ED2320	Models of Teaching	3	10
ED2321	Motivation and Teaching Strategies	3	10
ED2323	Photography in Education	3	10
ED2324	Resourcing the Teaching Situation	3	10
ED2326	Schools, Teachers and Deviance	3	10
ED2327	Sex Roles, Education and Society	3	10
ED2328	Society, Schools and Photography	3	10
ED2330	Sociology of Queensland Education	3	10
ED2331	Teachers and Innovative School Programs	3	10
ED2332	Teaching Children about the Environment	2	5
ED2333	Teaching in Isolated Schools	3	10
ED2361	Multicultural Education and the Teacher	3	10
ED2363	Prejudice and Racism	3	10
PY2300	Adolescent Development and Change	3	10
PY2301	Behaviour Disorders in Schools	3	10
PY2302	Career Education	3	10
PY2303	Classroom Discipline	3	10
PY2304	Exceptional Learners in Regular Schools	3	10
PY2305	Gifted Children in Regular Schools	3	10
PY2306	Helping Students with Learning Problems	3	10
PY2307	How to Motivate Pupils	3	10
PY2308	Innovative Teaching Methods	3	10
PY2309	Personal and Group Dynamics in Teaching	3	10
PY2312	The Teacher as Counsellor	3	10
PY2313	Teaching Human Relations to Adolescents	4	10

Strand 2 — Studies in the Teaching/Learning Process (30 credit points required from compulsory units)

The six compulsory units which comprise this strand of the course are concerned with the fundamental processes and practices of the teaching profession. They are integrated with the Practice Teaching and Curriculum and Discipline studies strands of the course, and units must be completed in the sequence given in the following list.

TS2900	Communication	3	5
TS2901	Basic Teaching Skills and Strategies	3	5
TS2902	Advanced Teaching Skills and Strategies	2	5
TS2903	Teaching for Individualising Learning	2	5
TS2904	Text Processing Strategies	2	5
TS2905	The Beginning Teacher	2	5

Strand 3 — Curriculum and Discipline Studies (a) Principal Teaching Area (120 credit points required) (b) Second Teaching Area (70 credit points required)

The Principal and Second Teaching Areas comprise the content and curriculum units of the two teaching disciplines the student is studying. The minimum required credit points are 120 and 70 respectively, and the number of compulsory and elective units varies from one subject area to another.

Principal Teaching Areas are Art, Commercial Studies, Drama, English, French, German, Home Economics, Manual Arts, Mathematics, Music, Physical Education, Science and Social Science. (Refer to Lists 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71 and 72 respectively for details of units.)

Second Teaching Areas are Computer Studies, Dance, Economics, English, French, German, Geography, Graphical Communication, History, Italian, Mathematics, Science, Science Studies (for PTA Science students only), and Social Science. (Refer to Lists 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87 and 88 respectively for details of units.)

**Strand 4 — Liberal Studies
(20 credit points required)**

Liberal Studies units are designed to foster the personal development of students in subject areas outside of their two teaching disciplines. Students are able to choose the units they wish to study from a wide range of Liberal Studies units (see List 90). The minimum required credit points are 20 from four 5 credit point units.

**Strand 5 — Practice Teaching
(65 credit points required from compulsory units)**

The three compulsory units which comprise this strand of the course are closely related to the Studies in the Teaching/Learning Process and Curriculum and Discipline Studies strands. They include a wide variety of practical experiences in secondary schools including observation lessons; planning, implementing and evaluating lessons; developing class management skills; using teaching aids and resources; and assuming responsibility for planning and implementing extended programs of work. Units in this strand must be completed in the following sequence.

PT2900	Practice Teaching 1	10
PT2901	Practice Teaching 2	25
PT2902	Practice Teaching 3	30

LIST 60: PRINCIPAL TEACHING AREA — ART

AE2000	Aesthetics 1	3	5
AE2005	Aesthetics 2	4	10
AR2021	Materials 1	6	10
AR2037	Art Curriculum 1	3	5
AR2038	Art Curriculum 2	3	5
AR2039	Hard Materials	5	10
AR2046	Painting and Printmaking	5	10
AR2047	Major Study: Theoretical Studies 1	3	10
AR2048	Major Study: Theoretical Studies 2	3	10
AR2049	Major Study: Two Dimensional Studies 1	3	10
AR2050	Major Study: Two Dimensional Studies 2	3	10
AR2051	Major Study: Three Dimensional Studies 1	3	10
AR2052	Major Study: Three Dimensional Studies 2	3	10
AR2053	Subsidiary Study: Two Dimensional Design	3	5
AR2054	Subsidiary Study: Three Dimensional Design	3	5
AR2055	Subsidiary Study: Studies in Art	3	5
DP2001	Drawing 1	2½	5
DP2012	Drawing 2	2½	5
DP2013	Drawing 3	2½	5
DP2014	Drawing 4	2½	5
TE2021	Fibre and Fabric	5	10
TE2022	Major Study: Fibre Studies 1	7	10
TE2023	Major Study: Fibre Studies 2	7	10
TE2024	Subsidiary Study: Textile/Fibre Design	3	5

LIST 61: PRINCIPAL TEACHING AREA — COMMERCIAL STUDIES

AC2000	Introduction to Business 1	6	10
AC2001	Introduction to Business 2	4	10
AC2002	Introduction to Accounting	4	10
AC2003	Accounting 1	4	10
AC2004	Accounting 2	4	10
AC2006	Cost Accounting	2	5
AC2007	Business Data Processing	4	10
AC2012	Managerial Accounting	2	5

COURSE DETAILS

BM2000	Commercial Workshop	3	5
CO2015	Computers in Business	4	10
CU2000	Commercial Assessment and Evaluation	2	5
LW2000	Introductory Business Law	2	5
LW2001	Advanced Business Law	2	5
SK2003	Introductory Typing	6	10
SK2004	Production Typing	3	5
SK2006	Shorthand Curriculum and Method	3	5
SK2007	Typing Curriculum and Method	2	5
SK2011	Advanced Pitman 2000 Shorthand	3	5
SK2017	High Speed Shorthand	4	5
SK2019	Applied Secretarial Skills	2	5
SK2020	Office Communication	3	5
SK2021	Secretarial Practice	4	10
SK2022	Shorthand Systems	3	5
SK2023	Advanced New Era Shorthand	3	5
SK2024	New Era Shorthand	6	10
SK2025	Pitman 2000 Shorthand	6	10
SK2026	Office Technology 1	4	10
SK2027	Office Technology 2	4	10
SK2028	Office Technology Curriculum	2	5
SK2029	Work Experience for Teachers	3	10
WS2001	Women in Commerce	2	5

LIST 62: PRINCIPAL TEACHING AREA — DRAMA

DR2045	Advanced Educational Drama	5	10
DR2069	Acting Skills	3	5
DR2071	Children's Play to Performance	3	5
DR2072	Drama for the Disabled	3	5
DR2073	Drama Project	5	10
DR2074	Drama Workshop	3	5
DR2075	Genres 1	5	10
DR2076	Genres 2	5	10
DR2077	Drama Curriculum	5	10
DR2078	Playbuilding	5	10
DR2079	Theatrecraft 1	3	5
DR2080	Theatrecraft 2	3	5
DR2081	Theatre Production	5	10
DR2082	Voice and Movement 1	5	10
DR2083	Voice and Movement 2	5	10

LIST 63: PRINCIPAL TEACHING AREA — ENGLISH

EN2041	Australian Cinema	3	5
EN2042	Black Writing	2	5
EN2043	Classical Literature	2	5
EN2044	Contrasts in Australian Literature	4	10
EN2045	English Curriculum Development	4	10
EN2046	English Curriculum: Language/Education	4	10
EN2047	English Curriculum: Language Study	2	5
EN2048	English Curriculum: Resources/Strategies	4	10
EN2050	Fantasy and Science Fiction	2	5
EN2051	Film and Society	3	5
EN2052	Film: Language and Structure	4	10
EN2053	An Introduction to Biography	2	5
EN2055	Literature in an Age of Transition	4	10
EN2056	Literature into Film	3	5
EN2057	The Mass Media and Society	4	10
EN2059	Medieval Literature	2	5

EN2060	Modern American Literature	4	10
EN2061	Modern English Literature	4	10
EN2062	Modern Literature in Social Perspective	4	10
EN2064	Reading Comprehension Techniques	2	5
EN2065	Shakespeare's World	2	5
EN2066	Shaping Reality: Australian News Media	2	5
EN2067	Sport in Literature	2	5
EN2068	Teaching Literature in the Senior School	4	10
EN2069	Television and Culture	2	5
EN2070	Women in Literature and the Media	2	5

LIST 64: PRINCIPAL TEACHING AREA — FRENCH

ML2053	La Chanson Francaise	4	10
ML2054	Foreign Language Curriculum Studies 1	4	10
ML2055	Foreign Language Curriculum Studies 2	4	10
ML2056	French Art and Architecture	4	10
ML2057	French Cinema	4	10
ML2058	French Cultural Studies	4	10
ML2059	French Drama	4	10
ML2060	French History	4	10
ML2061	French Language 1	4	10
ML2062	French Language 2	4	10
ML2063	The French Novel	4	10
ML2064	French Poetry	4	10
ML2067	The Language of Literature	4	10
ML2068	La Presse Francaise	4	10

LIST 65: PRINCIPAL TEACHING AREA — GERMAN

ML2054	Foreign Language Curriculum Studies 1	4	10
ML2055	Foreign Language Curriculum Studies 2	4	10
ML2069	Computer-Aided Learning: German	5	10
ML2070	Geography of German-Speaking Countries	2	5
ML2072	German Language 1	4	10
ML2073	German Language 2	4	10
ML2074	German Language and Drama	4	10
ML2075	German Language, History and Culture	2	5
ML2076	German Language Short Stories and Novels	4	10
ML2077	German Poetry	2	5
ML2078	German Printed Materials	4	10
ML2079	German Radio, Cinema and Television	4	10
ML2080	German Song	3	5
ML2081	Modern German Society and Literature	4	10

LIST 66: PRINCIPAL TEACHING AREA — HOME ECONOMICS

CT2000	Clothing and Textiles	6	10
CT2003	Perspectives in Dress	6	10
CT2004	Tailoring	3	5
CT2005	Clothing for Moderns	3	5
CT2011	Textile Science and Technology	3	5
DY2010	Human Development	3	5
FD2003	Cultural Aspects of Foods	3	5
FD2004	Food Storage and Preservation	3	5
FD2005	Food 1	6	10
FD2006	Food 2	6	10
FD2007	Food 3	3	5
HO2010	The Home Environment	4	10
HO2011	Aesthetics in the Home	3	5

COURSE DETAILS

HO2013	The Future Home	2	5
HP2001	Interpersonal Dynamics	3	5
HS2002	Curriculum Implementation	4	10
HS2010	Foundation Science	3	5
HS2020	Independent Study in Home Economics		10
MG2010	Management and Consumerism	4	10
NU2003	Nutrition Issues in Australia	2	5
PL2000	Physiology	2	5
SP2004	Family Interpersonal Relationships	4	10
SY2022	Families in Other Cultures	3	5
TE2010	Creative Fabrics	3	5

LIST 67: PRINCIPAL TEACHING AREA — MANUAL ARTS

IA2017	Plastics 1	5	10
IA2022	Woodwork 1	6	10
IA2023	Woodwork 2	5	10
IA2024	Woodwork 3	5	10
IA2025	Woodwork 4	5	10
IA2026	Metalwork 1	6	10
IA2027	Metalwork 2	5	10
IA2028	Metalwork 3	5	10
IA2029	Metalwork 4	5	10
IA2047	Plastics 2	5	10
IA2048	Building Skills	3	5
IA2049	Small Internal Combustion Engines	3	5
IA2050	Basic Electricity and Electronics	3	5
IA2051	Design Applications in Art Metalwork	3	5

LIST 68: PRINCIPAL TEACHING AREA — MATHEMATICS

CO2012	Computer Science	5	10
CO2039	Problem Solving with Computer Graphics	3	5
CO2040	Programming Techniques	3	5
MA2040	Analytical Geometry and Vectors	3	5
MA2041	Calculus	5	10
MA2042	Mathematical Modelling	3	5
MA2043	Mathematical Foundations	4	10
MA2044	Geometry	3	5
MA2045	Practicum in the History of Mathematics	3	5
MA2046	Numerical Methods	3	5
MA2047	Recreational Mathematics	2	5
MA2048	Theory of Numbers	3	5
MA2049	Mechanics	3	5
MA2050	Complex Analysis	3	5
MA2051	Linear Algebra and Matrix Methods	4	10
MA2052	Mathematical Statistics	5	10
MA2053	Real Analysis	3	5
MA2054	Mathematics Curriculum 1	3	5
MA2055	Mathematics Curriculum 2	3	5
MA2056	Mathematics Curriculum 3	3	5
MA2057	Mathematics Curriculum 4	3	5
MA2058	Advanced Mechanics	3	5
MA2059	Applied Logic	3	5
MA2060	Linear Optimisation	3	5
MA2061	Remediation in Secondary Mathematics	3	5
MA2062	Introduction to Functional Analysis	3	5
MA2063	Integration Theory	3	5
MA2064	Mathematical Structures	3	5
MA2067	Financial Mathematics	3	5

LIST 69: PRINCIPAL TEACHING AREA — MUSIC

MU2113	Contemporary Approaches	3	10
MU2114	Musical Theatre Practice	4	5
MU2115	Practical Studies A-1	1	5
MU2116	Practical Studies A-2	1	5
MU2117	Practical Studies A-3	1	5
MU2118	Practical Studies A-4	1	5
MU2119	Practical Studies A-5	1	5
MU2120	Practical Studies A-6	1	5
MU2121	Classroom Musicianship	6	10
MU2122	Curriculum Studies 1	4	10
MU2123	Curriculum Studies 2	2	5
MU2124	Aural and Written Musicianship 1	3	5
MU2125	Aural and Written Musicianship 2	3	5
MU2126	History and Literature 1	3	5
MU2127	History and Literature 2	3	5
MU2128	Practical Studies B (Workshop 1)	4	5
MU2129	Practical Studies B (Workshop 2)	4	5
MU2130	Practical Studies B (Workshop 3)	3	5
MU2131	Practical Studies B (Workshop 4)	3	5
MU2132	Ensemble Techniques 1	4	5
MU2133	Ensemble Techniques 2	3	5

LIST 70: PRINCIPAL TEACHING AREA — PHYSICAL EDUCATION

DA2001	Introductory Dance	3	5
DA2015	Dance Styles	3	5
OE2001	Outdoor Education	6	10
PE2050	Track and Field 1	3	5
PE2051	First Aid and Sports Injuries	3	5
PE2052	Introductory Gymnastics	3	5
PE2055	Motor Learning and Motor Performance	4	10
PE2057	Introductory Swimming	3	5
PE2059	Curriculum in Physical Education	4	10
PE2060	Lifesaving and Competitive Swimming	3	5
PE2061	Measurement and Evaluation	2	5
PE2063	Track and Field 2	3	5
PE2065	Advanced Gymnastics	3	5
PE2066	Sport Psychology	2	5
PE2068	Recreative Swimming	3	5
PE2069	Special Physical Education	4	10
PE2073	Foundations of Physical Education/Health	4	10
PE2077	Scientific Bases of Physical Education 1	4	10
PE2078	Scientific Bases of Physical Education 2	4	10
PE2096	Sport 1	6	10
PE2097	Sport 2	6	10
PE2098	Sport 3	6	10
PE2099	Work Experience for Teachers	3	10

LIST 71: PRINCIPAL TEACHING AREA — SCIENCE

BC2001	Biochemistry	5	10
BI2026	Biology 1	5	10
BI2027	Biology 2	5	10
BI2028	Biology 3	5	10
CH2018	Chemical Properties and Reactions	5	10
CH2019	Fundamentals of Chemistry	5	10
CH2020	Independent Study in Chemistry	1	10
ER2021	Australian Geology	5	10

COURSE DETAILS

ER2022	Dynamic Earth	3	5
ER2023	Exploration of the Universe	3	5
ER2024	The Physical Universe	5	10
ER2025	Topics in Earth Science	4	10
PH2025	Independent Study in Physics	1	10
PH2026	Physics 1: Physics Fundamentals	5	10
PH2027	Physics 2: Particles and Waves	5	10
SC2056	Field Techniques in the Natural Sciences	5	10
SC2057	Perspectives in Science	5	10
SC2058	Science Curriculum 1	5	10
SC2059	Science Curriculum 2	5	10
SC2060	Science Curriculum 3	5	10
SC2061	Science Curriculum 4	4	10
SC2063	Thermodynamics and Atomic Structure	5	10
SC2064	Work Experience for Teachers	3	10

LIST 72: PRINCIPAL TEACHING AREA — SOCIAL SCIENCE

GE2010	Introduction to Geography	3	10
GE2013	Introductory Physical Geography	3	10
GE2021	Living in Cities	3	10
GE2044	Asian Geographical Studies	3	10
GE2046	Curriculum Planning in Geography 1	4	10
GE2050	Environmental Management	3	10
GE2053	Resources Development in Australia	3	10
HI2017	Modern China and Japan	3	10
HI2018	Modern India and South-East Asia	3	10
HI2041	The Beginnings of Western Civilisation	3	10
HI2044	The Classical World	3	10
HI2045	Contemporary World History	3	10
HI2048	Understanding History	3	10
HI2050	Australian Studies	3	10
HI2053	Curriculum Planning in History 1	4	10
HI2055	Modern Biography	3	10
HI2056	Modern European History	3	10
HI2058	Traditional Asian Societies	3	10
PO2007	Modern Political Ideologies	3	10
SS2028	Australia and Third World Issues	3	10
SS2029	Culture and Environment	3	10
SS2038	Aboriginal Culture Studies	3	10
SS2039	Australian Citizenship	3	10
SS2041	Curriculum Planning in Social Science 1	4	10
SS2043	The Local Community	3	10
SS2050	Directions in Social Science Education	3	10

LIST 75: SECOND TEACHING AREA — COMPUTER STUDIES

CO2010	Introduction to Computing	3	5
CO2012	Computer Science	5	10
CO2028	Information Science	5	10
CO2029	Computers and Humanity	3	5
CO2030	Programming Principles	5	10
CO2031	Teaching and Computing	5	10
CO2032	Artificial Intelligence	3	5
CO2033	Computer Applications	3	5
CO2034	Programming Languages	3	5
CO2039	Problem Solving with Computer Graphics	3	5
MA2059	Applied Logic	3	5

LIST 76: SECOND TEACHING AREA — DANCE

DA2016	Dance Technique and Composition 1	5	10
DA2017	Dance Technique and Composition 2	5	10
DA2018	Dance Technique and Composition 3	5	10
DA2019	Dance History 1	1½	5
DA2020	Dance History 2	1½	5
DA2021	Dance in Education 1	5	10
DA2022	Dance in Education 2	5	10
DA2023	Dance Technique 4	4½	10

LIST 77: SECOND TEACHING AREA — ECONOMICS

EC2000	Microeconomics	3	10
EC2001	Macroeconomics	3	10
EC2005	International Economics	3	10
EC2016	Australian Economic Issues	2	5
EC2017	Comparative Economic Systems	3	10
EC2018	Economic Development	3	10
EC2019	Economics Curriculum and Method 1	2	5
EC2020	Consumer Economics	2	5
EC2021	Economics Curriculum and Method 2	2	5

LIST 78: SECOND TEACHING AREA — ENGLISH

EN2041	Australian Cinema	3	5
EN2042	Black Writing	2	5
EN2043	Classical Literature	2	5
EN2044	Contrasts in Australian Literature	4	10
EN2047	English Curriculum: Language Study	2	5
EN2048	English Curriculum: Resources/Strategies	4	10
EN2049	English Curriculum Studies	2	5
EN2050	Fantasy and Science Fiction	2	5
EN2051	Film and Society	3	5
EN2053	An Introduction to Biography	2	5
EN2054	The Language of Film	3	5
EN2055	Literature in an Age of Transition	4	10
EN2056	Literature into Film	3	5
EN2058	The Mass Media in Australia	2	5
EN2059	Medieval Literature	2	5
EN2060	Modern American Literature	4	10
EN2061	Modern English Literature	4	10
EN2062	Modern Literature in Social Perspective	4	10
EN2063	Reading: A Tutorial Approach	2	5
EN2064	Reading Comprehension Techniques	2	5
EN2065	Shakespeare's World	2	5
EN2066	Shaping Reality: Australian News Media	2	5
EN2067	Sport in Literature	2	5
EN2069	Television and Culture	2	5
EN2070	Women in Literature and the Media	2	5

LIST 79: SECOND TEACHING AREA — FRENCH

ML2054	Foreign Language Curriculum Studies 1	4	10
ML2055	Foreign Language Curriculum Studies 2	4	10
ML2058	French Cultural Studies	4	10
ML2061	French Language 1	4	10
ML2062	French Language 2	4	10

COURSE DETAILS

ML2065	French Printed Media	2	5
ML2066	The French Song	3	5
ML2067	The Language of Literature	4	10

LIST 80: SECOND TEACHING AREA — GEOGRAPHY

GE2011	Australian Geographical Studies	3	10
GE2013	Introductory Physical Geography	3	10
GE2021	Living in Cities	3	10
GE2044	Asian Geographical Studies	3	10
GE2047	Curriculum Planning in Geography 2	4	10
GE2048	Doing Geography 1	2	5
GE2049	Doing Geography 2	2	5
GE2050	Environmental Management	3	10
SS2028	Australia and Third World Issues	3	10
SS2029	Culture and Environment	3	10

LIST 81: SECOND TEACHING AREA — GERMAN

ML2054	Foreign Language Curriculum Studies 1	4	10
ML2055	Foreign Language Curriculum Studies 2	4	10
ML2070	Geography of German-Speaking Countries	2	5
ML2072	German Language 1	4	10
ML2073	German Language 2	4	10
ML2074	German Language and Drama	4	10
ML2075	German Language, History and Culture	2	5
ML2076	German Language Short Stories and Novels	4	10

LIST 82: SECOND TEACHING AREA — GRAPHICAL COMMUNICATION

IA2038	Design Fundamentals	6	10
IA2040	Workshop Graphics	2	5
IA2041	Content Studies in Junior Graphics	4	10
IA2042	Curriculum Studies in Junior Graphics	2	5
IA2043	Content Studies in Senior Graphics	4	10
IA2044	Curriculum Studies in Senior Graphics	4	10
IA2045	Extension Studies in Graphics	4	10
IA2046	Graphic Presentation and Design	4	10

LIST 83: SECOND TEACHING AREA — HISTORY

HI2017	Modern China and Japan	3	10
HI2018	Modern India and South-East Asia	3	10
HI2041	The Beginnings of Western Civilisation	3	10
HI2044	The Classical World	3	10
HI2048	Understanding History	3	10
HI2051	Australian Studies 1	2	5
HI2052	Australian Studies 2	2	5
HI2054	Curriculum Planning in History 2	4	10
HI2056	Modern European History	3	10
HI2058	Traditional Asian Societies	3	10
SS2038	Aboriginal Culture Studies	3	10

LIST 84: SECOND TEACHING AREA — ITALIAN

ML2054	Foreign Language Curriculum Studies 1	4	10
ML2055	Foreign Language Curriculum Studies 2	4	10
ML2088	Italian Language 1	4	10
ML2089	Italian Language 2	4	10
ML2090	Italian Cultural Studies 1	2	5

ML2091	Italian Cultural Studies 2	2	5
ML2092	Italian Language and Literature 1	4	10
ML2093	Italian Language and Literature 2	4	10

LIST 85: SECOND TEACHING AREA — MATHEMATICS

CO2010	Introduction to Computing	3	5
CO2012	Computer Science	5	10
CO2039	Problem Solving with Computer-Graphics	3	5
CO2040	Programming Techniques	3	5
MA2042	Mathematical Modelling	3	5
MA2043	Mathematical Foundations	4	10
MA2044	Geometry	3	5
MA2045	Practicum in the History of Mathematics	3	5
MA2046	Numerical Methods	3	5
MA2047	Recreational Mathematics	2	5
MA2048	Theory of Numbers	3	5
MA2054	Mathematics Curriculum 1	3	5
MA2055	Mathematics Curriculum 2	3	5
MA2059	Applied Logic	3	5
MA2060	Linear Optimisation	3	5
MA2061	Remediation in Secondary Mathematics	3	5
MA2065	Statistical Methods	3	5
MA2067	Financial Mathematics	3	5

LIST 86: SECOND TEACHING AREA — SCIENCE

BI2026	Biology 1	5	10
CH2019	Fundamentals of Chemistry	5	10
ER2022	Dynamic Earth	3	5
ER2023	Exploration of the Universe	3	5
PH2026	Physics 1: Physics Fundamentals	5	10
SC2057	Perspectives in Science	6	10
SC2058	Science Curriculum 1	5	10
SC2059	Science Curriculum 2	5	10

LIST 87: SECOND TEACHING AREA — SCIENCE STUDIES

The Second Teaching Area — Science Studies is only available to students whose Principal Teaching area is Science. Units are selected from List 71, and in addition students must complete the following unit:

SC2062	Science Curriculum Workshop	3	5
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LIST 88: SECOND TEACHING AREA — SOCIAL SCIENCE

GE2021	Living in Cities	3	10
GE2053	Resources Development in Australia	3	10
HI2052	Australian Studies 2	2	5
PO2007	Modern Political Ideologies	3	10
SS2028	Australia and Third World Issues	3	10
SS2039	Australian Citizenship	3	10
SS2042	Curriculum Planning in Social Science 2	4	10
SS2043	The Local Community	3	10
SS2051	The Consumer and the Community	2	5

COURSE DETAILS

LIST 90: LIBERAL STUDIES

Art

AR2800	Twentieth Century Arts and Culture	2	5
CE2800	Elementary Ceramics	2	5
DP2800	Painting and Drawing	2	5
DS2800	Lettering and Layout	2	5
DS2801	Printmaking	2	5
PG2800	Photography as an Art Form	2	5
SU2800	Sculpture	3	5
TE2800	Fibre Arts	2	5

Commercial Studies

AC2800	Personal Financial Management	2	5
CO2800	Introduction to Computers	2	5
CO2801	Keyboarding	2	5
EC2800	Understanding Economics	2	5
LW2800	You and the Law	2	5

Drama

DR2800	Advanced Improvisation	2	5
DR2801	Current Theatre	2	5
DR2802	Freeing the Natural Voice	2	5
DR2803	Introductory Improvisation	2	5
DR2804	Modern Drama	2	5
DR2805	Movement for Relaxation	2	5
DR2806	Theatre Games	2	5
DR2807	Workshop Theatre	2	5

Education Studies

EN2800	Journalism	3	5
FI2800	Film and Video Production	2	5
ME2801	Television and Society	3	5
PG2801	Photography	3	5
SY2800	Changing Persons in a Changing World	2	5
SY2801	Inequality in Australia	2	5
SY2802	Peace Studies	2	5

Home Economics

CT2800	Creative Clothing	2	5
FD2800	Basic Food Preparation	2	5
SY2803	Cross Cultural Study of the Family	2	5

Languages and Literature

EN2053	An Introduction to Biography	2	5
EN2067	Sport in Literature	2	5
FI2801	Music in Narrative Film	2	5
ME2800	Understanding Television	2	5
ML2800	Introductory French	2	5
ML2801	Introductory German	2	5
ML2802	Introductory Italian	2	5
WS2800	Women's Studies	2	5

Mathematics and Computing

CO2802	Personal Computing	2	5
CO2803	Programming with Logo	2	5
CO2804	Writing and Computers	2	5
CO2805	Artificial Intelligence and Human Mind	2	5
CO2806	Computers and the Arts	2	5
MA2800	A History of Mathematics	2	5
MA2801	Recreational Mathematics for All	2	5
MA2802	Thinking Logically	2	5

Music

MU2800	Guitar Workshop	2	5
MU2802	Piano for Beginners	2	5
MU2803	Piano Workshop 1	2	5

Physical Education

DA2800	Social and Community Dance	2	5
PE2800	Aquatics	2	5
PE2802	Gymnastics	2	5
PE2803	Individual Sports	2	5
PE2804	Orienteering	2	5
PE2805	Personal Fitness	2	5
PE2806	Team Games	2	5

Psychology

PY2800	Becoming an Effective Person	2	5
PY2801	Interpersonal Problem-Solving	2	5
PY2802	Intimacy and Alienation	2	5
PY2803	Psychology of Disability	2	5
PY2804	Sexuality and Personal Relations	2	5

Science

SC2800	The Australian Environment	2	5
SC2801	Environmental Physical Science	2	5
SC2802	Focus on the Stars	2	5
SC2803	History and Impact of Science	2	5
SC2804	Science for Non-Science Specialist	2	5
SC2805	Science in Science Fiction	2	5
SC2806	Wilderness	2	5

Social Science

GE2800	Living Better with Less	2	5
GE2801	The Built Environment	2	5
GE2802	Living in the Nuclear Age	2	5
HI2800	The Australian Social Character	2	5
HI2801	Women in History	2	5
HI2802	Myths in History	2	5
PO2800	Contemporary Political Issues	2	5
SS2800	Technological Change	2	5

DIPLOMA OF TEACHING (SECONDARY)

MANUAL ARTS (TRADES ENTRY) PROGRAM

Mount Gravatt Campus. Full-time only (two years)

This program provides a 'three-year trained' qualification for secondary teachers and entitles the holder to registration as a teacher in Queensland and other Australian states. It constitutes the pre-service phase of a program which leads to a Bachelor of Education degree.

Entry to the Diploma of Teaching (Secondary Manual Arts — Trades Entry) program is available to tradespersons who have successfully completed at least Year 10 in the secondary school and who have completed a suitable apprenticeship. Admission is also based on a satisfactory interview by College and State Education Department representatives.

Students are granted one year of credit for their trade and life experiences; consequently the course may be completed in a minimum of four semesters of full-time study. The Bachelor of Education is awarded following the completion of a further year's full-time study or part-time equivalent, which must have been preceded by at least one year's successful teaching experience after the award of the Diploma of Teaching.

COURSE STRUCTURE

The course requires the accumulation of at least 255 credit points from the study of appropriate units. It includes specialisation in the Principal Teaching Area of Manual Arts and the Second Teaching Area of Graphical Communication. Units are organised into five strands from which the following **minimum** numbers of credit points must be gained.

STRAND	MINIMUM CREDIT PTS
1. Studies in Education	50
2. Studies in the Teaching/Learning Process	20
3. Curriculum and Discipline Studies	
(a) Principal Teaching Area	70
(b) Second Teaching Area	40
4. Liberal Studies	20
5. Field Studies (Practice Teaching)	55
TOTAL	255

It is considered that to successfully complete the course a full-time student should spend about 50 hours per week in course-related activities. This total time consists of scheduled time and supplementary time comprising reading, independent study and work on assignments. Each unit is assigned a credit point value which indicates the approximate total of weekly scheduled and supplementary time.

A typical allocation of credit points (and hence weekly time involvement) is shown in the following table, which excludes the 55 credit points allocated to Practice Teaching.

STRAND	SEMESTER			
	Year 1		Year 2	
	1	2	1	2
1. Studies in Education	20	10	10	10
2. Studies in the Teaching/Learning Process	5	5	5	5
3. Curriculum and Discipline Studies				
(a) Principal Teaching Area	15	20	15	20
(b) Second Teaching Area	5	15	10	10
4. Liberal Studies	5	-	10	5
Total for each Semester	50	50	50	50

COURSE REQUIREMENTS

**Strand 1 — Studies in Education
(50 credit points required from compulsory units)**

Studies in Education begins with an introduction to the systematic examination of educational issues, and proceeds to develop an understanding of the education process from the perspectives of the major disciplines of education: philosophy, psychology, and sociology.

		Hrs/ Wk	Cdt Pts
ED2316	Learners and Teachers	3	10
ED2322	Philosophy and Teaching	3	10
ED2325	School, Community and Society	3/4	10
ED2329	Sociology of Australian Education	3	10
PY2311	Psychology of Learning and Teaching	3	10

**Strand 2 — Studies in the Teaching/Learning Process
(20 credit points required from compulsory units)**

The four compulsory units which comprise this strand of the course are concerned with the fundamental processes and practices of the teaching profession. They are integrated with the Practice Teaching and Curriculum and Discipline Studies strands of the course, and must be completed in the sequence given in the following list.

TS2906	Studies in Teaching 1	3	5
TS2907	Studies in Teaching 2	3	5
TS2908	Studies in Teaching 3	3	5
TS2909	Studies in Teaching 4	3	5

**Strand 3 — Curriculum and Discipline Studies
(a) Principal Teaching Area (70 credit points required)
(b) Second Teaching Area (40 credit points required)**

The Principal and Second Teaching Areas comprise the content and curriculum units of the two teaching disciplines the student is studying. The minimum required credit points are 70 and 40 respectively, selected from the following lists of units of which some are compulsory and some elective.

Principal Teaching Area — Manual Arts

IA2000	Woodwork 1	6	10
IA2001	Woodwork 2	6	10
IA2002	Metalwork 1	6	10
IA2003	Metalwork 2	6	10

COURSE DETAILS

IA2017	Plastics 1	6	10
IA2047	Plastics 2	6	10
IA2048	Building Skills	2½	5
IA2049	Small Internal Combustion Engines	2½	5
IA2050	Basic Electricity and Electronics	2½	5
IA2051	Design Applications in Art Metalwork	2½	5

Second Teaching Area — Graphical Communication

IA2039	Design Fundamentals	3	5
IA2041	Content Studies in Junior Graphics	4	10
IA2042	Curriculum Studies in Junior Graphics	2	5
IA2043	Content Studies in Senior Graphics	5	10
IA2044	Curriculum Studies in Senior Graphics	4	10

Strand 4 — Liberal Studies (20 credit points required)

Liberal Studies units are designed to foster the personal development of students in subject areas outside of their two teaching disciplines. Students are free to choose the units they wish to study from a wide range of liberal studies units (see List 90 in the Diploma of Teaching (Secondary) entry). The minimum required credit points are 20 from four 5 credit points units.

Strand 5 — Practice Teaching (55 credit points required from compulsory units)

The two compulsory units which comprise this strand of the course are closely related to the Studies in the Teaching/Learning Process and Curriculum and Discipline Studies strands. They include a wide variety of practical experiences in secondary schools including observation lessons; planning, implementing and evaluating lessons; developing class management skills; using teaching aids and resources; and assuming responsibility for planning and implementing extended programs of work. Units of this strand must be completed in the following sequence.

PT2901	Practice Teaching 2	25
PT2902	Practice Teaching 3	30

DIPLOMA OF TEACHING (TECHNICAL AND FURTHER EDUCATION)

Mount Gravatt Campus. Full-time only (two years)

The College and the Department of Education (Technical and Further Education) are jointly engaged in the preparation of candidates for the technical teaching profession. Teacher training takes place in three major locations, namely the Professional Development Section of TAFE, in Colleges of Technical and Further Education and at Mount Gravatt campus. Co-ordination of the course is maintained through a Program Advisory Committee.

Applications for this course are called twice yearly by general advertisement. Applicants are interviewed by the recruitment section of the TAFE Branch of the Department of Education, along with senior staff from TAFE institutions. Criteria for selection are established by TAFE.

Successful applicants undertake four semesters of study over two years, with Semesters 1 of Year 1 and Semester 1 of Year 2 being conducted at the Professional Development Section and at the TAFE Colleges, and Semesters 2 of Years 1 and 2 at the Mount Gravatt campus.

At the Professional Development Section, rapport between the beginning teacher and Section staff is established by individualised programs of instruction and through group activities. Within the Colleges of TAFE sound teaching practices are developed under the direction of College co-ordinators, senior College staff and experienced teachers. At the Mount Gravatt campus beginning teachers are involved in full-time formal coursework concerned with the teacher's professional and general education. Short periods of field experience are included, in conjunction with units of study.

COURSE REQUIREMENTS

Year 1

Semester 1 — (Professional Development Section and Colleges of TAFE)

		Hrs/ Wk	Cdt Pts
LA2800	Language and Communication 1	5	8
PT2903	Process and Practice of Teaching 1	22	42

Semester 2 — (Mount Gravatt campus)

CO2037	Computers and Technology	3	8
ED2340	Philosophy of Education	3	8
ED2606	Evaluation and Assessment	4	8
LA2801	Language and Communication 2	4	8
PY2314	Educational Psychology 1	4	10
Elective*			

Year 2

Semester 1 — (Professional Development Section and Colleges of TAFE)

CU2007	Curriculum Interpretation	7	14
PT2904	Process and Practice of Teaching 2	22	36

Semester 2 — (Mount Gravatt campus)

CU2008	Practices of Curriculum Development	3	8
ED2341	Sociological Foundations of Education	4	10
ED2342	Issues in Post-Compulsory Education	3	6

COURSE DETAILS

LA2802	Language and Communication 3	5	8
PY2315	Educational Psychology 2	4	8
PY2600	Remediation of Learning Difficulties	3	6
Elective*			

*A free choice of selected diploma-level units.

ASSOCIATE DIPLOMA IN THE ARTS

Kelvin Grove Campus.

The Associate Diploma in the Arts is a two year full-time course offering specialisations in Dance, Film and Television, Studio Music Teaching, Theatre and Visual Arts. The Visual Arts field of study is also offered in the four year part-time mode. The Associate Diploma in the Arts is designed to confer a high level of competence applicable to the persuance of a career, further professional study or private enjoyment. More specific objectives are listed under each field of study. The course requires completion of a total of 240 credit points in four major areas of study:

Principal Study: where students develop their skills and knowledge in their chosen art form.

Complementary Studies: where students focus on areas directly related to the Principal Study.

Integrated Studies: where all students enrolled in the course come to share a common understanding of the arts and of their function in society.

Practice Period or Workshop: where students engage in individual or group activities relating to their art form.

DANCE SPECIALISATION

Kelvin Grove Campus. Full-time only (two years)

This program offers an intensive all-round dance training for students aspiring to perform or pursue dance within the community.

Principal Study: Studies in this field are essentially practical in nature with the two main areas of study being Classical Ballet and Contemporary Dance.

Complementary Studies: In addition to the two main disciplines, students study jazz, tap, character, folk, singing, body alignment, composition and repertoire. The theory component includes music for dance, anatomy and the history of dance.

During this course students are involved in no less than four major performance seasons. Performance experience is gained through presentating works in several of the dance styles undertaken throughout the course. These performances are held in our own College theatre, the Woodward Theatre or in the Princess Theatre in Woolloongabba. All shows are fully costumed and our production team provides stage lighting sets, props and stage crews. Through the study of dance composition, students learn and develop the craft of choreography. Their choreographed works are shown publicly through College campus shows and in their final semester's public performance season.

Integrated Studies: Studies which are common to all students in the Associate Diploma in the Arts students. These studies are intended to provide understanding of other arts areas.

Practice Period: At the middle and end of each year of study a Practice Period is set aside for preparation of special work in the area of performance and production.

COURSE DETAILS

COURSE REQUIREMENTS

Dance Specialisation

Year 1

		Hrs/ Wk	Cdt Pts
Semester 1			
DA1100	Classical Main Study 1 and	8	12
DA1101	Contemporary Basic Study 1 or	3	8
DA1102	Contemporary Main Study 1 and	6	12
DA1103	Classical Basic Study 1	5	8
DA1104	Repertoire 1	2	5
DA1105	Dance Composition 1	2	5
DA1106	Music 1	3	5
DA1107	Applied Anatomy	2	5
DA1108	Dance Styles 1	2	5
DA1109	Body Alignment	1½	5

Semester 2

AR1005	Integrated Studies 1	2	5
DA1110	Classical Main Study 2 and	8	12
DA1111	Contemporary Basic Study 2 or	3	8
DA1112	Contemporary Main Study 2 and	6	12
DA1113	Classical Basic Study 2	5	8
DA1114	Repertoire 2	3	5
DA1115	Dance Composition 2	2	5
DA1116	Music 2	3	5
DA1117	Applied Anatomy 2	1½	5
DA1118	Dance Styles 2	4	5
DA1119	Practice Period 1		20

Year 2

		Hrs/ Wk	Cdt Pts
Semester 1			
AR1005	Integrated Studies 2	3	10
DA1120	Classical Ballet 1	7½	10
DA1121	Contemporary Dance 1	7½	10
DA1122	Repertoire 3	3	5
DA1123	Dance Composition 3	2	5
DA1124	Dance Styles 3	3	5
DA1125	History of Dance	2	5

Semester 2

DA1126	Classical Ballet 2	7½	10
DA1127	Contemporary Dance 2	7½	10
DA1128	Repertoire 4	3	5
DA1129	Dance Composition 4	2	5
DA1130	Dance Styles 4	3	5
DA1131	Professional Awareness Studies	3	5
DA1132	Stagecraft	4	10
DA1133	Practice Period 2		20

FILM AND TELEVISION SPECIALISATION

Kelvin Grove Campus. Full-time only (two years)

Studies in this field provide a comprehensive introduction to the theoretical and practical aspects of the media and develop skills to fulfill a wide range of needs in a multi-faceted industry — television studios, audio-visual units attached to an increasing number of institutions; government and private agencies which use the moving image for the training of personnel and the dissemination of information; further study in the media, teacher training, or in courses preparing students for careers where the moving image plays a crucial role e.g. public relations and advertising.

Studies in three major areas are required:

Principal Study: which investigates and provides training in the theoretical and the practical aspects of the media.

Integrated Studies: where students undertake studies which are common to all Associate Diploma in the Arts students.

Practice Period: which consists of workshops in group projects for the production of visual materials.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
FI1002	Film: Language and Structure	4	12
FI1003	Television: Content and Control	4	12
FI1006	Writing for the Media 1	4	12
FI1027	Video 1	6	14

Semester 2

AR1005	Integrated Studies 1	2	5
FI1007	Studies in Documentary	3	10
FI1008	History of Film Style	4	12
FI1010	Writing for the Media 2	3	10
FI1017	Workshop 1		20
FI1028	Video 2	6	13

Year 2

Semester 1

AR1006	Integrated Studies 2	3	10
FI1013	Writing for the Media 3	4	10
FI1026	Contemporary Australian Cinema	3	5
FI1029	Video 3	6	15
FI1030	Video 4	4	10

Semester 2

FI1012	Video: Studio 1	6	16
FI1016	Video: Studio 2	6	16
FI1020	Workshop 2		20
FI1031	Video 5	6	18

STUDIO MUSIC TEACHING SPECIALISATION

Kelvin Grove Campus. Full-time only (two years)

This field of study is designed to meet a need in the community for qualified music teachers. The course is both practical and theoretical, with an emphasis on teaching techniques required for successful studio music teaching.

Highlights of the course will be studies in child psychology, philosophies of music teaching, literature for the instrument and the teaching workshop. Practical, aural and theoretical studies also form an important part of this course.

Emphasis throughout the course is on the development of a personal studio style through the evaluation of a variety of approaches to instrumental teaching.

Studies in four major areas are required:

Principal Study: practical work in the chosen field is considered essential for all future teachers of an instrument. The Principal Study develops technical, musical and stylistic skills and includes study of the teaching repertoire.

Complementary Studies: includes the study of child development, practical experience in teaching at different age levels, and musicianship studies (aural and written musicianship, improvisational techniques and musical style).

Integrated Studies: studies which are common to all Associate Diploma in the Arts students. These studies provide understanding of other arts areas and examine the relationship between music and other art forms.

Practice Period: attendance at a number of studio locations for the purpose of practice teaching and observation.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
MU1001	Chief Practical Study 1	3	15
MU1002	Music Teaching 1	2	5
MU1003	Teaching Workshop 1	5	10
MU1004	Musicianship 1	5	15
PY1006	Child Development 1	3	5

Semester 2

AR1005	Integrated Studies 1	2	5
MU1005	Chief Practical Study 2	3	15
MU1006	Music Teaching 2	2	5
MU1007	Teaching Workshop 2	5	10
MU1008	Musicianship 2	3	10
AR1005	Integrated Studies 1	2	5
MU1009	Practice Period 1		20
PY1007	Child Development 2	3	5

Year 2

Semester 1

AR1006	Integrated Studies 2	3	10
MU1010	Chief Practical Study 3	3	15
MU1011	Individual Music Instruction	3	5

MU1012	Music Teaching 3	2	5
MU1013	Teaching Workshop 3	5	10
MU1014	Musicianship 3	2	5

Semester 2

MU1015	Chief Practical Study 4	3	15
MU1016	Group Music Instruction	3	5
MU1017	Music Teaching 4	2	5
MU1018	Teaching Workshop 4	5	10
MU1019	Musicianship 4	5	15
MU1020	Practice Period 2		20

THEATRE SPECIALISATION

Kelvin Grove Campus. Full-time only (two years)

The objectives of studies in this field are to develop professional skills and personal insights in the chosen field of study — acting or technical production or management; to inspire interest in, involvement with, and commitment to the chosen field of study, and the role of the arts in the community; and to provide contact with a variety of other arts disciplines.

Studies are intensive and include practical classes, workshops, lectures, seminars, studio and stage productions, and some experience in television and radio.

There are four main areas:

Principal Study — Acting or Technical Production or Management: acting studies include exercise and experiences designed to enhance performance skills, insights into playtexts as one means to dramatic action, an exploration of other methods of play-making, and the development of sound habits for approaching the production process. Technical Production trains students in backstage work including all aspects of crewing and stage management. Management students train in all aspects of finance, publicity and front-of-house.

Complementary Studies: in Acting this includes voice, dance, movement, singing, stagecraft and make-up. In Technical Production it includes lighting, sound, set construction, props making, costumes, and aspects of design. In Management it includes accounting, typing, introductory computing, and publicity.

Integrated Studies: studies which are common to all Associate Diploma in the Arts students. These studies are intended to provide understanding of other arts areas and to examine and demonstrate the different functions of the arts in society.

Practice Period: practice periods are set aside for the preparation of special work in the areas of performance and production.

COURSE REQUIREMENTS

Theatre Specialisation

Acting Strand

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
DR1000	Acting 1	12	20
DR1011	Voice 1	4	8
DR1013	Dance 1	3	8

COURSE DETAILS

DR1017	Make-up	1	3
DR1018	Movement 1	2	5
DR1021	Singing 1	1	3
DR1077	Theatre History Project 1	1	3

Semester 2

AR1005	Integrated Studies 1	2	5
DR1005	Practice Period 1		20
DR1033	Singing 2	1	3
DR1041	Voice 2	4	8
DR1078	Stagecraft	2	3
DR1079	Dance 2	3	5
DR1080	Acting 2	10	20
DR1081	Theatre History Project 2	1	3
DR1082	Movement 2	2	3

Year 2

Semester 1

AR1006	Integrated Studies 2	3	10
DR1019	Open Project	1	4
DR1047	Acting 3	10	15
DR1055	Voice 3	4	8
DR1083	Movement 3	2	5
DR1084	Singing 3	1	3
DR1085	Dance 3	3	5

Semester 2

DR1049	Practice Period 2		20
DR1086	Movement 4	3	7
DR1087	Voice 4	3	8
DR1088	Acting 4	12	25
DR1089	Singing 4	1	5
DR1090	Dance 4	3	5

Technical Production and Management Strand

Year 1

Semester 1

DR1018	Movement 1	2	5
DR1077	Theatre History Project 1	1	3
DR1091	Lighting and Sound	4	8
DR1092	Costumes for the Stage	3	7
DR1093	Technical Production and Management 1	6	15
DR1007	Set Construction 1 or	4	12
DR1071	Theatre Administration 1	4	12

Semester 2

AR1005	Integrated Studies 1	2	5
DR1005	Practice Period 1		20
DR1081	Theatre History Project 2	1	3
DR1094	Technical Production and Management 2	8	18
DR1015	Lighting 1 and	3	6
DR1020	Properties 1 and	2	6

DR1037	Set Construction 2 or	4	12
DR1073	Theatre Graphics and	3	12
DR1074	Typing	6	12

Year 2
Semester 1

AR1006	Integrated Studies 2	3	10
DR1019	Open Project	1	4
DR1095	Technical Production & Management 3	13	26
DR1053	Technical Theatre or	4	10
DR1072	Theatre Administration 2	4	10

Semester 2

DR1024	Television Production	3	8
DR1049	Practice Period 2		20
DR1067	Technical Production & Management 4	12	30
DR1057	Lighting 2 and	3	6
DR1058	Properties 2	2	6
DR1075	Theatre Data Processing	4	12

VISUAL ARTS SPECIALISATION

Kelvin Grove Campus. Full-time (two years) and part-time (four years)

Studies in this field have a strong practical element which fosters the development of skills, expression and understanding among those with an established background of demonstrable ability in the visual arts.

Opportunities are provided for the development of specialist strengths in one area of the visual arts.

Principal Study: Upon entry students will select and proceed with one area of study from the following —

Ceramics	Silversmithing
Painting and Drawing	Photography
Graphics	Sculpture
Jewellery	Textiles

NB: Not all studies will be available each year. In 1987, ceramics, jewellery and textiles will be offered to full-time students and textiles and ceramics to part-time students.

Integrated Studies: Studies which are common to all Associate Diploma in the Arts students. These studies are intended to provide understanding of other arts areas and to examine the relationship between the visual arts and other art forms.

Professional Studies: These studies provide the student with an understanding of the demands and responsibilities associated with running a studio as a business. Studio workshop management business principles and promotion and marketing are covered in this aspect of the course.

Practice Period: workshops consisting of personal projects in an appropriate study area.

COURSE DETAILS

COURSE REQUIREMENTS

Visual Arts Specialisation

Year 1

Semester 1

Hrs/
Wk Cdt
 Pts

One study area to be selected:

CE1010	Ceramics 1	16	50
DP1010	Painting and Drawing 1	16	50
GR1010	Graphics 1	16	50
JE1010	Jewellery 1	16	50
MW1010	Silversmithing 1	16	50
PG1010	Photography 1	16	50
SU1010	Sculpture 1	16	50
TE1020	Textiles 1	16	50

Semester 2

AR1005	Integrated Studies 1	2	5
AR1010	Workshop 1A		10
AR1011	Workshop 1B		10

One study area to be selected:

CE1011	Ceramics 2	15	45
DP1011	Painting and Drawing 2	15	45
GR1011	Graphics 2	15	45
JE1011	Jewellery 2	15	45
MW1011	Silversmithing 2	15	45
PG1011	Photography 2	15	45
SU1011	Sculpture 2	15	45
TE1021	Textiles 2	15	45

Year 2

Semester 1

AR1006	Integrated Studies 2	3	10
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One study area to be selected:

CE1012	Ceramics 3	14	40
DP1012	Painting and Drawing 3	14	40
GR1012	Graphics 3	14	40
JE1012	Jewellery 3	14	40
MW1012	Silversmithing 3	14	40
PG1012	Photography 3	14	40
SU1012	Sculpture 3	14	40
TE1022	Textiles 3	14	40

Semester 2

AR1012	Workshop 2A		10
AR1013	Workshop 2B		10
AR1015	Professional Studies	3	10

One study area to be selected:

CE1013	Ceramics 4	14	40
DP1013	Painting and Drawing 4	14	40
GR1013	Graphics 4	14	40
JE1013	Jewellery 4	14	40
MW1013	Silversmithing 4	14	40
PG1013	Photography 4	14	40
SU1013	Sculpture 4	14	40
TE1023	Textiles 4	14	40

COURSE DETAILS

ASSOCIATE DIPLOMA IN CHILD CARE

Kelvin Grove Campus. Full-time only (two years)

This course is designed to prepare selected entrants as caregivers able to plan programs and to provide developmental care for groups of young children in diverse child care settings.

The course involves attendance at College for lectures as well as fieldwork in various child care centres. At the end of each semester there is a block field experience of two to four weeks' duration. In addition to field experience classes, all students may be required to engage in field observations, interviews and other field-based assignments.

On successful completion of the course in child care graduates may choose a caregiving career in a diversity of occupation roles including: nursery caregiver for babies or toddlers, supervisor for a group of three to five-year-olds in a care centre, caregiver in a before and/or after school care centre, group leader for holiday care program, family day care parent, assistant family day care co-ordinator, kindergarten assistant, pre-school aide; primary school teacher's aide, teacher's aide in a school for handicapped children.

COURSE REQUIREMENTS

Full-time Mode

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CC1001	Introduction to Developmental Care	3	10
CC1007	Human Development: The Life Cycle	3	10
CC1010	Observing Early Childhood Programs	4	5
CC1016	Programs for Young Children		10
CC1029	Human Relations 1	1½	5
PE1001	First Aid Studies	1½	5
Elective	To be selected from List 1		
Elective	To be selected from List 1		

Semester 2

CC1008	Child Development: Infants and Toddlers	3	10
CC1012	Working with Children 0-3 Years	9	10
CC1030	Human Relations 2	1½	5
CC1031	Child Care and Guidance: 0-3 Years	5½	10
CC1033	Programs for Children Under 3 Years		15
Elective	To be selected from List 2		

Year 2

Semester 1

CC1002	Child Care and Guidance: Pre-school	4	10
CC1006	Child Development: The Pre-school Child	3	10
CC1011	Working with Children: 3-5 Years	9	10
CC1034	Programs for Children 3-5 Years		15
SS1010	Contemporary Australia	1½	5
Elective	To be selected from List 1		

Semester 2

CC1014	Working with Children 5-12 Years	4	5
CC1017	Working with Parents	4	10
CC1032	Developmental Planning: Children 5-12	4	10

HE1000	Health and Safety for Caregivers	1½	5
Elective	To be selected from List 2		
Elective	To be selected from List 2		
Elective	To be selected from List 3		
Elective	To be selected from List 4		

ELECTIVE LISTS
(Lists 1, 2, 3 and 4)

LIST 1

AR1040	Art for Caregivers	1½	5
EN1031	Storytelling	1½	5
LI1000	Literature for Young Children	1½	5
ME1000	Media for Caregivers	1½	5
MU1000	Music for Caregivers	1½	5
SC1011	Science for Children	1½	5

LIST 2

CC1020	Community Resources	1½	5
CC1022	Nutrition for Caregivers	1½	5
CC1023	Preparation for Employment*	1½	5
PE1000	Basic Movement for Caregivers	1½	5

*Normally taken in final semester.

LIST 3

CC1015	Working with Special Children	3	5
CC1021	Family Day Care	3	5

LIST 4: Block Field Experience Electives

CC1035	Mixed Age Programs		15
CC1036	Programs for Children 0-1 Year		15
CC1037	Programs for Children 1-3 Years		15
CC1038	Programs for Children 3-5 Years		15

ASSOCIATE DIPLOMA IN COMMUNITY WELFARE

Carseldine Campus. Full-time (two years) and part-time day (four years)

NOTE: This course is open only to students who are 21 years of age or over.

It is organised around components of foundation studies, related skills and practical experience. Students develop appropriate knowledge and skills through participation in lectures, tutorials, seminars, individual study and research, and use of resource personnel. Practical knowledge and skills are further developed through the fieldwork program which is an integral part of the course. The fieldwork program consists of periods of practical work in welfare and health agencies, observation visits, a visiting lecturer program and welfare practice tutorials.

The major areas of study are:

Vocational Studies: includes composition and administration of welfare services, assessment of individual, family, group and community needs, study of principles underlying social welfare values and practice, resource management, and health and legal needs.

Skills and Attributes: includes interviewing skills, community work, crisis counselling, welfare funding, volunteer recruitment and training, administration and decision-making skills, financial counselling and the awareness of attitudes, values and ethics.

Practical Work: students are required to undertake practical work under the guidance of College staff and experienced agency personnel in established welfare and health agencies. Practical workshops are held to supplement and complement the block placements.

During the first year, full-time students undertake a four-week block placement at the end of Semester 1 of Year 1 and a six-week block placement at the end of Semester 2 of Year 1. In the second year there is an eight-week block placement in the middle of the year. It should be realised that students are required to engage in practical work during vacation periods.

Part-time students undertake a four week block placement at the end of Semester 1 of Year 1, a six week block placement at the end of their Year 2 and an eight week block placement at the end of their Semester 1 Year 4.

Observational Visits: approximately 50 agencies are visited throughout the course. Observational visits are augmented by a program of visiting lecturers, details of which are given to students at the beginning of each semester.

COURSE REQUIREMENTS

Full-time Mode

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CW1000 ¹	Fieldwork	13	10
CW1025	Introduction to Community Welfare	3	10
CW1026	Introduction to Welfare Interviewing	3	10
CW1027	Family Welfare	3	10
CW1028	Introduction to Community Resources	2	5
CW1029	Introductory Community Study	3	10
PY1008	Human Growth and Development	2	5

Semester 2

CW1001 ²	Fieldwork	13	10
CW1006	Welfare Resources 1	3	10
CW1030	Welfare Interviewing 1	4	10
CW1031	Welfare Group Work	3	10
CW1032	Welfare Funding	2	5
SY1012	Social Issues in Australia	4	10

Year 2

Semester 1

CW1013	Welfare Resources 2	3	10
CW1033	Community Work Strategies 1	3	10
CW1034	Welfare Interviewing 2	3	10
CW1035	Volunteers in Welfare	2	5
CW1036	Welfare Need Groups 1	2	5
CW1037 ³	Fieldwork	2	10
HE1001	Community Health 1	3	10

Semester 2

CL1000	Financial Counselling	2	5
CW1011	Legal Aspects of Community Welfare	2	5
CW1015	Welfare Resources 3	2	10
CW1038	Welfare Need Groups 2	2	5
CW1039	Fieldwork	2	5
HE1002	Community Health 2	2	5
Elective	To be selected from List 37		

Part-time Mode

Year 1

Semester 1

CW1000 ¹	Fieldwork	13	10
CW1025	Introduction to Community Welfare	3	10
CW1026	Introduction to Community Interviewing	3	10
CW1028	Introduction to Community Resources	2	5

Semester 2

CW1006	Welfare Resources 1	3	10
CW1032	Welfare Funding	2	5
SY1012	Social Issues in Australia	4	10

Year 2

Semester 1

CW1027	Family Welfare	3	10
CW1029	Introductory Community Study	3	10
PY1008	Human Growth and Development	2	5

Semester 2

CL1000	Financial Counselling	2	5
CW1001 ²	Fieldwork	13	10
CW1030	Welfare Interviewing 1	4	10
CW1031	Welfare Group Work	3	10

COURSE DETAILS

Year 3

Semester 1

CW1013	Welfare Resources 2	3	10
CW1036	Welfare Need Groups 1	2	5
HE1001	Community Health 1	3	10

Semester 2

CW1015	Welfare Resources 3	2	10
HE1002	Community Health 2	2	5

Year 4

Semester 1

CW1033	Community Work Strategies 1	3	10
CW1034	Welfare Interviewing 2	3	10
CW1035	Volunteers in Welfare	2	5
CW1037 ³	Fieldwork	2	10

Semester 2

CW1011	Legal Aspects of Welfare	2	5
CW1038	Welfare Need Groups 2	2	5
CW1039	Fieldwork	2	5
Elective	To be selected from List 37		

LIST 37

CL1001	Counselling Strategies	4	10
CW1012	Community Welfare-Individual Project	4	10
CW1040	Community Work Strategies 2	4	10

¹ Students who do not gain at least a grade of 4 (or S) in at least fifty percent of the units set for Semester 1 (including CW1026) will not be permitted to undertake the supervised practical work component of this unit.

² Students who do not gain at least a grade of 4 (or S) in at least fifty percent of the units set for Semester 2 of Year 1 in the full-time mode and Semesters 2 of Year 1 and Semester 1 and 2 of Year 2 in the part-time mode (including CW1030 and CW1031) will not be permitted to undertake the supervised practical work component of this unit.

³ Students who do not gain at least a grade of 4 (or S) in at least fifty percent of the units set for Semester 1 of Year 2 in the full-time mode and Semesters 1 and 2 of Year 3, and Semester 1 of Year 4 in the part-time mode (including CW1033 and CW1034), will not be permitted to undertake the supervised practical work component of this unit.

ASSOCIATE DIPLOMA IN COMPUTING

Kedron Park Campus. Full-time (two years) and part-time (four years).

Students completing the course will be competent to fill positions such as operator/programmers, programmers or computer system supervisors. While the course is designed to meet the needs of small business, graduates would be well qualified to work with large or small computer systems.

Those eligible to apply for enrolment in the course are school-leavers, young people currently in the workforce who have a particular interest and aptitude in computer-related work, and adults already working with computers or with aspirations to move into this area.

Eleven of the 16 units comprising the course relate to aspects of computers including computer applications in business, computer programming and computer operation. The remaining units are designed to give graduates a useful background in areas such as accounting, mathematics, statistics and management.

A student who successfully completes a total of 160 credit points shall be eligible to graduate from the course provided that no more than two grades of 3 have been awarded.

COURSE REQUIREMENTS

Full-time Mode

		Hrs/ Wk	Cdt Pts
Year 1			
Semester 1			
AD1001	Communication	4	10
CO1000	Introduction to Computers	4	10
CO1014	Software Principles	4	10
ST1000	Quantitative Methods	4	10
Semester 2			
AC1000	Accounting Principles	4	10
AD1000	Management Skills	4	10
CO1001	Data Processing	4	10
CO1003	Systems Analysis and Design	4	10
Year 2			
Semester 1			
CO1007	Microcomputers: Hardware and Applications	4	10
CO1008	Computer Networks	4	10
CO1009	Applications Software Design	4	10
CO1012	Database Systems	4	10
Semester 2			
CO1002	Computer Operation and Management	4	10
CO1004	Computer Programming	4	10
CO1011	Information Systems	4	10
Elective			

COURSE DETAILS

Part-time Mode (For students commencing study in even years)

Year 1

Semester 1

CO1000	Introduction to Computers	4	10
CO1014	Software Principles	4	10

Semester 2

AC1000	Accounting Principles	4	10
CO1001	Data Processing	4	10

Year 2

Semester 1

AD1001	Communication	4	10
ST1000	Quantitative Methods	4	10

Semester 2

AD1000	Management Skills	4	10
CO1003	Systems Analysis and Design	4	10

Year 3

Semester 1

CO1008	Computer Networks	4	10
CO1009	Applications Software Design	4	10

Semester 2

CO1002	Computer Operation and Management	4	10
CO1004	Computer Programming	4	10

Year 4

Semester 1

CO1007	Microcomputers: Hardware and Applications	4	10
CO1012	Database Systems	4	10

Semester 2

CO1011	Information Systems	4	10
Elective			

Part-time Mode (For students commencing study in odd years)

Year 1

Semester 1

CO1000	Introduction to Computers	4	10
CO1014	Software Principles	4	10

Semester 2

AC1000	Accounting Principles	4	10
CO1001	Data Processing	4	10

COURSE DETAILS

Year 2

Semester 1

AD1001	Communication	4	10
ST1000	Quantitative Methods	4	10

Semester 2

AD1000	Management Skills	4	10
CO1003	Systems Analysis and Design	4	10

Year 3

Semester 1

CO1007	Microcomputers: Hardware and Applications	4	10
CO1012	Database Systems	4	10

Semester 2

CO1011	Information Systems	4	10
Elective			

Year 4

Semester 1

CO1008	Computer Networks	4	10
CO1009	Applications Software Design	4	10

Semester 2

CO1002	Computer Operation and Management	4	10
CO1004	Computer Programming	4	10

COURSE DETAILS

ASSOCIATE DIPLOMA IN INDUSTRIAL RELATIONS

Kedron Park Campus. Part-time and external (four years).

The Associate Diploma in Industrial Relations is intended for mature age students or those already in the workforce. It is designed to provide graduates with professional knowledge and skills in the field of industrial relations. Those who enrol in the course are usually already engaged in industrial relations work or are employed in positions such as personnel officer, supervisor, industrial advocate or trade union official. The course is not open to school leavers. However, it is open to people with work experience who wish to deepen their knowledge of industrial relations and broaden their general education.

A student who successfully completes 160 credit points shall be eligible to graduate from the course provided that no more than two grades of 3 have been awarded.

COURSE REQUIREMENTS

Internal Mode

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
IR1000	Industrial Relations Institutions	4	10
IR1003	Sociology of Work	4	10

Semester 2

IR1013	Industrial Relations Skills 1	4	10
LW1000	Elements of Law	4	10

Year 2

Semester 1

IR1001	Industrial Organisations	4	10
IR1002	Australian Industrial Law	4	10

Semester 2

EC1000	Macroeconomic Analysis	4	10
IR1006	Industrial Relations Skills 2	4	10

Year 3

Semester 1

AD1000	Management Skills	4	10
EC1001	Elements of Labour Economics	4	10

Semester 2

IR1009	Industrial Relations Management	4	10
ST1010	Research Methods	4	10

Year 4

Semester 1

IR1005	Project	4	10
IR1007	Industrial Relations Skills 3	4	10

Semester 2

IR1004	Workplace Situations	4	10
IR1008	Industrial Relations Skills 4	4	10

External Mode

Year 1

Semester 1

IR1000	Industrial Relations Institutions		10
IR1013	Industrial Relations Skills 1		10

Semester 2

EC1000	Macroeconomic Analysis		10
IR1003	Sociology of Work		10

Year 2

Semester 1

IR1001	Industrial Organisations		10
LW1000	Elements of Law		10

Semester 2

AD1000	Management Skills		10
IR1002	Australian Industrial Law		10

Year 3

Semester 1

EC1001	Elements of Labour Economics		10
IR1006	Industrial Relations Skills 2		10

Semester 2

IR1007	Industrial Relations Skills 3		10
ST1010	Research Methods		10

Year 4

Semester 1

IR1005	Project		10
IR1009	Industrial Relations Management		10

Semester 2

IR1004	Workplace Situations		10
IR1008	Industrial Relations Skills 4		10

ASSOCIATE DIPLOMA IN RECREATION STUDIES

Mount Gravatt Campus. Full-time (two years) and part-time (four years)

This course is structured to meet the particular needs of leadership, supervision and co-ordination in the public, voluntary, private and commercial sectors of the leisure industry. It prepares personnel to operate professionally at the following levels:

- (i) leadership level — concerned with the direct service delivery of leisure services where the emphasis is on face-to-face instruction in technical skills;
- (ii) supervisory level — concerned with the programming, implementation and co-ordination of recreation programs and the supervision of staff at a routine planning level.

The full-time course consists of two years (four semesters) of study. Part-time students normally complete the course in four years (eight semesters). This course is offered on the College's Carseldine campus. It consists of three developmental stages:

Stage 1: Foundation Studies (80 credit points) — an introduction to the social and applied sciences which are then applied to recreation and sports environments. These units are compulsory and are taken as a common core by all students enrolled in both the Associate Diploma in Recreation Studies and the Associate Diploma in Sports Studies. These units are designed to provide the general understanding and skills essential for effective entry into the specialist strands offered by both courses.

Stage 2: Professional Skills (80 credit points) — an examination of the professional skills required for leadership and supervision of recreation services.

Stage 3: Market Sector Specialisation (60 credit points) — in second year, students select two of the following streams for an in depth examination: Community Arts, Adaptive Recreation, Outdoor Recreation, and Commercial Health and Fitness.

Field Work (20 credit points): — an integral part of the recreation student's professional program experience so as to gain practical skills and experiences in their major specialisation interest areas. This will be at leadership and supervisory levels only.

Elective Studies (20 credit points): — students must choose two elective units in Semesters 2 and 3. The range of electives has been greatly expanded through the links established with the Associate Diploma in Sports Studies. Selection of elective units should be made in consultation with the Course Co-ordinator.

The course structure allows for the utilisation of a variety of teaching and learning techniques — lectures, group discussion, individual reading and research, seminars and tutorials, practical work within the College and in the field.

On completion of the course, graduates are expected to find employment in leadership and supervisory positions in the field of recreation based on the market specialisation streams.

COURSE REQUIREMENTS

Full-time Mode

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CR1016	Human Growth and Development	2	5
CR1017	Recreation and Sport Resources	3	10
CR1018	Socio-cultural Aspects of Leisure	4	10
CR1019	Interpersonal Communication	3	5

COURSE DETAILS

CR1020	Instructional Skills	3	10
PE1002	Introduction to Exercise Science	3	10

Semester 2

CR1021	Studying Community	4	10
CR1022	Leadership and Group Skills	3	10
CR1023	Recreation Activities 1	3	5
CR1024	Recreation Activities 2	3	5
CR1025	Recreation Agency Orientation	4	10
Elective			

Year 2

Semester 1

CR1027	Recreation Programming	3	10
CR1028	Fieldwork Practicum 1	8	10
CR1029	Recreation, Sport and Special Populations	3	10
Specialisation Streams	Select 20 credit points from List 94.		
Elective			

Semester 2

CR1026	Recreation and Sport Promotion	3	10
CR1030	Recreation Supervision	3	10
CR1031	Issues in Recreation	3	10
CR1032	Fieldwork Practicum 2	8	10
Specialisation Streams	Select 20 credit points from List 95.		

Part-time Mode

Students undertaking part-time study will progress through the course by enrolling in units timetabled during the day and /or evening. These classes will consist of both full-time and part-time students.

SPECIALISATION STREAMS

List 94

CR1033	Outdoor Recreation 1	3	10
CR1034	Adaptive Recreation 1	3	10
CR1035	Community Arts 1	3	10
PE1019	Fitness Leader 1	3	10

List 95

CR1036	Outdoor Education 2	3	10
CR1037	Adaptive Recreation 2	3	10
CR1038	Community Arts 2	3	10
PE1020	Fitness Leader 2	3	10

COURSE DETAILS

ASSOCIATE DIPLOMA IN RESIDENTIAL CARE

Carseldine Campus. Full-time only (two years)

Students learn to become workers in a wide range of residential and day services including large complexes, group homes, hostels, day centres, community-based centres, rehabilitation areas and the client's own or foster home. Such residential care workers meet the needs of special client groups such as people with an intellectual, emotional, or physical disability as well as aged and socially disadvantaged persons.

Graduates learn to work with such specialist personnel as direct care staff, psychologists, occupational therapists, physiotherapists, social workers, child care workers and teachers.

The course includes a study of all forms of care including helping the individual, the group, and the family within an organisational and/or community context. Students encounter units related to personal development and the means of providing for the client's daily life needs. Three of the semesters include periods of supervised practical work in residential day or welfare settings.

The course is offered on a full-time basis. Part-time students enrolled prior to 1987 undertake the relevant units offered during the day to full-time students.

Regular attendance in at least 80 per cent of scheduled lectures in *all* units is mandatory.

COURSE REQUIREMENTS

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
RC1000	Daily Life and Residential Care 1	4	10
RC1001	Helping the Client as an Individual 1	5	10
RC1002	Personal Development 1	4	10
RC1003	Practicum 1		10
RC1004	Understanding Residential Care 1	4	10

Semester 2

RC1005	Daily Life and Residential Care 2	4	10
RC1006	Helping the Client in the Group	2	5
RC1007	Helping the Client as an Individual 2	6	15
RC1008	Personal Development 2	2	5
RC1009	Practicum 2		20
RC1010	Understanding Residential Care 2	2	5

Year 2

Semester 1

RC1012	Helping the Client in the Family 1	2	5
RC1014	Organisational Aspects of Care 1	2	5
RC1016	Understanding Residential Care 3	4	10
RC1022	Daily Life and Residential Care 3	7	20
RC1023	Helping the Client as an Individual 3	2	15

Semester 2

RC1017	Helping the Client in the Family 2	4	10
RC1018	Helping the Client as an Individual 4	5	10

RC1019	Organisational Aspects of Care 2	5	10
RC1020	Practicum 4	-	30
RC1021	Understanding Residential Care 4	2	5

COURSE DETAILS

ASSOCIATE DIPLOMA IN SECRETARIAL STUDIES

Kedron Park Campus. Full-time only (two years).

The Associate Diploma in Secretarial Studies offers a professional level of secretarial education.

The course has two strands:

- Secretarial
- Court and Parliamentary Reporting

The Secretarial strand is designed to develop a professional level of secretarial education appropriate to the needs of today's business world. A specialisation in the area of shorthand, typing and word processing is combined with business studies in communication, law, accounting, computing and management.

The objective of the Court and Parliamentary Reporting strand is to enable the graduate to enter the professional ranks of the court and or parliamentary reporter. It ensures a high level competency in computer-compatible machine shorthand, together with competence in English and other studies in law and management.

Those eligible to apply for the Diploma are school leavers who have completed Year 12 and mature age students with appropriate work experience. Mature age students will be required to attend an interview and testing session. A student who successfully completes 195 credit points shall be eligible to graduate from the course provided that not more than two grades of 3 have been awarded.

COURSE REQUIREMENTS

Secretarial Strand

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
AD1002	Written English	4	10
LW1000	Elements of Law	4	10
SK1001	Typing	6	15
SK1002	Shorthand 1	6	15

Semester 2

AC1000	Accounting Principles	4	10
SK1003	Shorthand 2	6	15
SK1004	Applied Secretarial Skills 1	6	15
Elective			

Year 2

Semester 1

CO1020	Introduction to Computing	4	10
SK1005	Shorthand 3	6	15
SK1006	Applied Secretarial Skills 2	6	15
SK1010	The Electronic Office	4	10

Semester 2

AD1000	Management Skills	4	10
EC1002	Political Economy of Australia	4	10
SK1007	Applied Secretarial Skills 3	6	15
SK1011	Workplace Studies	4	10

Court and Parliamentary Reporting Strand

Year 1

Semester 1

AD1002	Written English	4	10
LW1000	Elements of Law	4	10
SK1018	Stenograph 1	10	25

Semester 2

AD1003	Written and Spoken English	4	10
SK1022	Stenograph 2	14	35

Year 2

Semester 1

AD1000	Management Skills	4	10
SK1023	Stenograph 3	16	40

Semester 2

EC1002	Political Economy of Australia	4	10
SK1017	Workplace Experience	6	15
SK1021	Stenograph 4	12	30

ASSOCIATE DIPLOMA IN SPORTS STUDIES

Mount Gravatt Campus. Full-time (two years) and part-time (four years)

The Associate Diploma in Sports Studies (Coaching/Administration) is structured to meet the increasing need for qualified people in the areas of Sports Coaching and Sports Administration.

The course provides an understanding of the general principles of coaching and administration to allow those already involved to upgrade their qualifications and to provide career training opportunities for students committed to sport.

Part-time students will attend a selection of classes timetabled jointly with full-time students.

Studies in four areas are required:

Foundation Studies (80 credit points): emphasis is on an introduction to the social and applied sciences which are then applied to recreation and sports environments. These units are compulsory and are taken as a common core by all students enrolled in both the Associate Diploma in Sports Studies and Associate Diploma in Recreation Studies. These units are designed to provide the general understanding and skills essential for effective entry into the specialist strands.

Specialist Studies (70 credit points): students select one of the two strands for an in-depth analysis: Sports Coaching or Sports Administration.

Fieldwork (20 credit points): an integral part of the students professional program experience to provide practical skills and experiences in the major specialisation area.

Students in the Coaching strand are required to complete the sports specific and practical components of **either** TWO Level 1 NCAS awards in different sports **or** ONE Level 2 NCAS award.

Students in the Administration strand are required to furnish evidence of practical administration involvement in a sports club or district administration in their chosen sport over a period of at least two competitive seasons.

Electives (30 credit points): to broaden the range of knowledge and skills for students in both strands, students elect to study units either from those available in the other strand, or from other units approved by the Course Co-ordinator.

On completion of the course, graduates are expected to find employment as professional coaches or administrators with sporting clubs, district associations, regional organisations or within State and national sporting structures.

COURSE REQUIREMENTS

Full-time Mode: Sports Coaching Strand

Year 1

Semester 1

		Hrs/ Wk	Cdt Pts
CR1016	Human Growth and Development	2	5
CR1017	Recreation and Sport Resources	3	10
CR1018	Socio-Cultural Aspects of Leisure	4	10
CR1019	Interpersonal Communication	3	5
CR1020	Instructional Skills	3	10
PE1002	Introduction to Exercise Science	3	10

Semester 2

CR1021	Studying Community	4	10
PE1003	Coaching — Roles, Ethics, Techniques	3	10
PE1004	Basic Physiology and Anatomy	3	10
PE1005	Motor Development and Skill Acquisition	3	10
Elective			

Year 2

Semester 1

CR1026	Recreation and Sport Promotion	3	10
PE1006	Applied Anatomy and Body Mechanics	3	10
PE1007	Sport Physiology	3	10
PE1008	Fieldwork		10
Elective			

Semester 2

CR1029	Recreation, Sport and Special Populations	3	10
PE1009	Monitoring Performance	2	5
PE1010	Psychology of Sports Coaching	3	10
PE1012	Current Issues in Sport Medicine	3	5
PE1013	Fieldwork		10
Elective			

Part-time Mode: Sports Coaching Strand

Year 1

Semester 1

CR1016	Human Growth and Development	2	5
CR1018	Socio-Cultural Aspects of Leisure	4	10
CR1019	Interpersonal Communication	3	5

Semester 2

CR1017	Recreation and Sport Resources	3	10
CR1020	Instructional Skills	3	10
PE1002	Introduction to Exercise Science	3	10

Year 2

Semester 1

CR1021	Studying Community	4	10
PE1003	Coaching — Roles, Ethics, Techniques	3	10

Semester 2

PE1004	Basic Physiology and Anatomy	3	10
PE1005	Motor Development and Skill Acquisition	3	10
Elective			

Year 3

Semester 1

CR1026	Recreation and Sport Promotion	3	10
PE1006	Applied Anatomy and Body Mechanics	3	10
PE1008	Fieldwork		10

COURSE DETAILS

Semester 2

PE1007	Sport Physiology	3	10
PE1010	Psychology of Sports Coaching	3	10
Elective			

Year 4

Semester 1

CR1029	Recreation, Sport and Special Populations	3	10
PE1013	Fieldwork		10

Semester 2

PE1009	Monitoring Performance	2	5
PE1012	Current Issues in Sport Medicine	3	5
Elective			

Full-time Mode: Sports Administration Strand

Year 1

Semester 1

CR1016	Human Growth and Development	2	5
CR1017	Recreation and Sport Resources	3	10
CR1018	Socio-Cultural Aspects of Leisure	4	10
CR1019	Interpersonal Communication	3	5
CR1020	Instructional Skills	3	10
PE1002	Introduction to Exercise Science	3	10

Semester 2

AC1001	Elementary Accounting	4	10
CR1021	Studying Community	4	10
MG1003	Computer Uses in Sports Administration	2	5
PE1014	Principles of Sport Administration	3	10
PE1015	Sport and the Law	2	5
Elective			

Year 2

Semester 1

CR1026	Recreation and Sport Promotion	3	10
EN1032	Writing for Specific Purposes	4	10
PE1016	Fieldwork		10
PE1017	Facilities, Activities and Events	4	10
Elective			

Semester 2

CR1029	Recreation, Sport and Special Populations	3	10
PE1018	Fieldwork		10
PE1021	Professional Leadership in Sport	3	10
PE1022	Fund Raising and Public Relations	3	10
Elective			

Part-time Mode: Sports Administration Strand

Year 1

Semester 1

CR1016	Human Growth and Development	2	5
CR1018	Socio-Cultural Aspects of Leisure	4	10
CR1019	Interpersonal Communication	3	5

Semester 2

CR1017	Recreation and Sport Resources	3	10
CR1020	Instructional Skills	3	10
PE1002	Introduction to Exercise Science	3	10

Year 2

Semester 1

CR1021	Studying Community	4	10
PE1014	Principles of Sport Administration	3	10

Semester 2

AC1001	Elementary Accounting	4	10
MG1003	Computer Uses in Sports Administration	2	5
Elective			

Year 3

Semester 1

CR1026	Recreation and Sport Promotion	3	10
PE1016	Fieldwork		10
PE1017	Facilities, Activities and Events	4	10

Semester 2

PE1015	Sport and the Law	2	5
Elective			

Year 4

Semester 1

CR1029	Recreation, Sport and Special Populations	3	10
EN1032	Writing for Specific Purposes	4	10
PE1018	Fieldwork		10

Semester 2

PE1021	Professional Leadership in Sport	3	10
PE1022	Fund Raising and Public Relations	3	10
Elective			

7 Unit Outlines

UNIT OUTLINES

This section provides descriptions of the units listed in Section 6 of the Handbook. The descriptions are presented in alpha-numeric order according to their codes and provide the following information:

- code;
- unit title;
- class contact in hours per week where applicable (first numeral);
- credit point value (second numeral);
- brief outline of content of unit; and
- prerequisite unit(s) where applicable.

CODING SYSTEM

The format of the coding system is as follows:

- (i) two letters to represent discipline areas. A list of discipline areas appears on the following pages.
- (ii) first numeral represents the level of course in which the unit is normally offered.
- | | | |
|----|-------------------|-----|
| 1. | Associate Diploma | UG3 |
| 2. | Diploma | UG2 |
| 3. | Degree | UG1 |
| 4. | Graduate Diploma | PG1 |
| 5. | Masters Degree | PG2 |
- (iii) for teacher education courses the second numeral represents course strands as follows:
- | | |
|----------|--|
| 0.,1.,2. | Curriculum and Discipline Studies |
| 3. | Studies in Education |
| 6. | Studies in the Teaching/Learning Process |
| 7. | Specialist Studies |
| 8. | Liberal Studies |
| 9. | Field Studies |
- (iv) the remaining numerals provide each unit with a unique number in the series 00-99.

DISCIPLINE AREAS

AC	—	ACCOUNTING
AD	—	ADMINISTRATIVE STUDIES
AE	—	AESTHETICS
AR	—	ART
BC	—	BIOCHEMISTRY
BI	—	BIOLOGY
BM	—	BUSINESS MACHINES
CC	—	CHILD CARE
CE	—	CERAMICS
CH	—	CHEMISTRY
CL	—	COUNSELLING
CO	—	COMPUTING

UNIT OUTLINES

CR	—	COMMUNITY RECREATION
CS	—	CONSUMER STUDIES
CT	—	CLOTHING AND TEXTILES
CU	—	CURRICULUM STUDIES
CW	—	COMMUNITY WELFARE
DA	—	DANCE
DP	—	DRAWING AND PAINTING
DR	—	DRAMA
DS	—	DESIGN STUDIES
DY	—	DEVELOPMENTAL PSYCHOLOGY
EC	—	ECONOMICS
ED	—	EDUCATION
EE	—	EARLY CHILDHOOD STUDIES
EN	—	ENGLISH
EP	—	EDUCATIONAL PSYCHOLOGY
ER	—	EARTH SCIENCE
FD	—	FOODS
FI	—	FILM
FS	—	FOOD SCIENCE
GE	—	GEOGRAPHY
GR	—	GRAPHICS
HE	—	HEALTH
HI	—	HISTORY
HO	—	HOUSING
HP	—	HUMANISTIC PSYCHOLOGY
HS	—	HOME ECONOMICS
IA	—	INDUSTRIAL ARTS
IR	—	INDUSTRIAL RELATIONS
JE	—	JEWELLERY
LA	—	LANGUAGE STUDIES
LB	—	LIBRARY STUDIES
LE	—	LEATHERWORK
LI	—	LITERATURE STUDIES
LS	—	LIBERAL STUDIES
LW	—	LAW
MA	—	MATHEMATICS
MB	—	MICROBIOLOGY
MC	—	MULTICULTURAL STUDIES
ME	—	MEDIA STUDIES
MG	—	MANAGEMENT
MK	—	MARKETING
ML	—	MODERN LANGUAGE AND CULTURE STUDIES
MU	—	MUSIC
MW	—	METALWORK
NU	—	NUTRITION
OE	—	OUTDOOR EDUCATION
PE	—	PHYSICAL EDUCATION
PG	—	PHOTOGRAPHY
PH	—	PHYSICS
PI	—	PHILOSOPHY
PL	—	PHYSIOLOGY
PO	—	POLITICAL STUDIES
PT	—	PRACTICE TEACHING
PY	—	PSYCHOLOGY
RC	—	RESIDENTIAL CARE
RE	—	READING STUDIES
RM	—	RECREATION MANAGEMENT
RS	—	RESOURCE STUDIES
SB	—	SCHOOL STUDIES
SC	—	SCIENCE

SE	—	SPECIAL EDUCATION
SK	—	SECRETARIAL SKILLS
SP	—	SOCIAL PSYCHOLOGY
SS	—	SOCIAL STUDIES
ST	—	STATISTICS
SU	—	SCULPTURE
SY	—	SOCIOLOGY
TE	—	TEXTILES
TS	—	TEACHING SKILLS
TX	—	TEXTILES SCIENCE
WS	—	WOMEN'S STUDIES
WW	—	WOODWORK

UNIT OUTLINES

- AC1000 ACCOUNTING PRINCIPLES 4 10**
Introduction to accounting; basic assumptions inherent in accounting; recording and reporting to management on assets, liabilities, revenue and expense; short and long-term concepts; overview of managerial accounting concepts and techniques.
- AC1001 ELEMENTARY ACCOUNTING 4 10**
The nature of accounting as an aid to management; recording of business transactions; profit determination; accounting for cash; accounting for unincorporated and incorporated associations; accounting reports; cost, volume and profit analysis; data processing.
- AC2000 INTRODUCTION TO BUSINESS 1 6 10**
The nature of basic business operations in Australia; introduction to accounting; main areas of commerce; exchange of goods and services; finance; internal business organisation; basic accounting records and reports; teaching methods.
- AC2001 INTRODUCTION TO BUSINESS 2 4 10**
Teaching method in business principles; the business environment and the main areas of commerce; accounting records and reports; exchange and marketing of goods and services; finance; internal organisation of a business.
- AC2002 INTRODUCTION TO ACCOUNTING 4 10**
Elementary accounting techniques and principles and methods of teaching; nature of accounting; accounting for cash, credit transactions; inventories, fixed assets, and balance day adjustments.
Co/Prerequisite: AC2000 or AC2001.
- AC2003 ACCOUNTING 1 4 10**
Financial accounting techniques and principles and how these should be taught; accounting for partnerships and companies; mining enterprises, clubs and societies, analysis and interpretation of accounting reports.
Prerequisites: AC2000 or AC2001 or AC2002.
- AC2004 ACCOUNTING 2 4 10**
Accounting for control of payroll; the voucher system; accounting for grazing, mining and manufacturing enterprises; accounting for unincorporated clubs and societies; accounting from incomplete records.
Prerequisites: AC2000 or AC2001 or AC2002.
- AC2006 COST ACCOUNTING 2 5**
How costs of production are determined in a manufacturing business using different procedures; job costing; process costing; inventory control.
Prerequisites: AC2003 and AC2004.
- AC2007 BUSINESS DATA PROCESSING 4 10**
Preparation for teaching introductory business data processing at the secondary school level; data processing systems, BASIC programming and methods and materials for teaching business data processing.
Prerequisite: AC2004.
- AC2012 MANAGERIAL ACCOUNTING 2 5**
Planning, control, budgeting, responsibility accounting; cost/profit volume analysis; budgeting; project evaluation.
Prerequisites: AC2003 and AC2004.
- AC2800 PERSONAL FINANCIAL MANAGEMENT 2 5**
The Australian financial environment; the functions of financial and business institutions; impact of the financial environment on personal and financial management; personal financial management skills and principles; controlling personal finance (budgeting, use

of credit, consumer protection); conserving and expanding personal assets and capital (saving and investing, taxation, insurance, estate planning); recording personal financial transactions (cashbook, bank reconciliation, home computers).

AC3000 ACCOUNTING 4 10

Accounting concepts and methods; recording business transactions in basic books of account; measurement of capital and income in business enterprises; preparation of financial statements; accounting for inventory; accounting for fixed assets; control of cash and receivables; single entry accounting; non-trading concerns; analysis and interpretation of financial reports.

AC3001 FINANCIAL ACCOUNTING 1 4 10

Accounting entries appropriate to differing forms of business organisation, partnerships, branches and companies; funds statements, extended payment transactions, revenue recognition, relevant accounting standards; pastoral accounts; loss of profits insurance. Prerequisite: AC3000.

AC3002 BUSINESS FINANCE 1 4 10

Establishment of a conceptual and institutional framework for analysis of corporate financial decision-making and behaviour of capital markets. Prerequisites: AC3000, EC4015 and ST3000.

AC3003 FINANCIAL ACCOUNTING 2 4 10

Accounting for companies to comply with legal requirements; professional accounting standards and exposure drafts; company taxation; liquidations and foreign operations; preparation of consolidated accounts and equity accounting. Prerequisite: AC3001.

AC3004 MANAGERIAL ACCOUNTING 1 4 10

Accounting information for management planning and control, budgeting, cost accounting concepts, job costing and process costing techniques; direct and absorption costing. Prerequisite: AC3000.

AC3005 AUDITING 4 10

Auditing concepts and procedures; review and evaluation of internal control systems; audit of computer-based systems; impact of computers on internal control; sample evidence, statistical sampling applied to auditing populations; audit reports; recommendations of professional bodies; legal and ethical environment of auditors; duties, rights and liabilities of auditors. Prerequisites: AC3003, CO3022 and ST3001.

AC3006 BUSINESS FINANCE 2 4 10

Analysis of the investment, financing and dividend decisions of the firm. Specific topics include capital budgeting, discounting techniques of investment analysis and capital structure issues. Prerequisite: AC3002.

AC3007 FINANCIAL ACCOUNTING 3 4 10

Objectives and methodology of financial accounting theory; concepts of and valuation/measurement methods for assets, profit, capital maintenance, equities and liabilities; accounting for changing prices; contemporary developments in accounting theory. Prerequisites: AC3002, AC3003 and AC3009.

AC3008 BUSINESS FINANCE 3 4 10

Continuation of investment analysis and financial management sections of AC3002 and AC3006; relationship between financial policy and security prices; investigation into behaviour of security prices and capital markets to draw together accounting studies completed. Prerequisite: AC3006.

UNIT OUTLINES

AC3009 MANAGERIAL ACCOUNTING 2 4 10

Design, implementation and users of cost accounting systems to provide accounting information required by managers for recurring decisions with reference to manufacturing organisations.

Prerequisites: AC3002 and AC3004.

AC3010 COMPUTING FOR ACCOUNTING 4 10

Reinforcement of accounting concepts through the study of financial modelling in business; use of electronic spreadsheets and fourth generation languages to implement computerised accounting applications; Fortran programming for the retrieval and manipulation of share price and company data files for business finance projects.

Prerequisites: AC3000 and CO3022.

AC3011 COMPUTER APPLICATIONS IN PUBLIC PRACTICE 4 10

Concepts and audit implications of computer-based systems: hardware, systems software, applications software, database systems, data communications, centralised vs distributed systems, networks. Systems development and systems controls: analysis of systems development methods, documentation, control objectives, types of control. Audit procedures and techniques relevant to EDP-based systems; exposure to commonly used packages.

Prerequisites: AC3005 and AC3010.

AC3012 COMPUTER APPLICATIONS IN TAXATION 4 10

Reinforcement and further development of such topics as: income, allowable deductions, trusts, companies, partnerships, primary production and provisional tax; use of computer packages in tax; preparation of returns via computer systems; application of programming skills in developing small packages and modifying existing packages.

Prerequisites: AC3010 and LW3004.

AC3700 ADVANCED FINANCIAL ACCOUNTING 3 10

Accounting procedures and records required on formation of a company; procedures for alteration of capital structure and for liquidations, amalgamations and consolidations of companies; professional and legal requirements of accounting reporting.

Prerequisite: Tertiary studies in accounting or relevant teaching experience.

AC4000 ACCOUNTING FOR ADMINISTRATORS 4 10

An introduction to relevant basic accounting concepts and procedures in the fields of financial, managerial and government accounting; legal constraints in accounting.

AC4003 ACCOUNTING CURRICULUM 1 3 10

Business principles and accounting in the school curriculum; overview of the Queensland secondary course; program and lesson planning; teaching strategies and resources.

AC4004 ACCOUNTING CURRICULUM 2 3 10

Extension of work on teaching strategies commenced in AC4003 with emphasis on use of computers; assessment and moderation procedures with emphasis on ROSBA; development of work programs, assessment programs and teaching packages in accounting; curriculum development.

Prerequisite: AC4003.

AD1000 MANAGEMENT SKILLS 4 10

Examination of basic management skills and their application in the workplace.

AD1001 COMMUNICATION 4 10

Principles of effective communication; techniques of oral and written communication; reading and listening to gain information; interviewing, report writing; preparing documentation and manuals.

AD1002	WRITTEN ENGLISH	6	10
The appreciation and study of correct English writing style in the business profession; grammar, punctuation, spelling, usage and composition.			
AD1003	WRITTEN AND SPOKEN ENGLISH	4	10
The development of the written and spoken language skills used in business communication; report writing, letter writing, speech writing, intra-office communication; presentational speaking, interviewing and meeting procedure.			
AD3000	ORGANISATIONAL COMMUNICATION 1	4	10
An introduction to the areas of business speech and writing and organisational behaviour.			
AD3001	ORGANISATIONAL COMMUNICATION 2	4	10
Continuation of AD3000. Prerequisite: AD3000.			
AD3002	SPOKEN COMMUNICATION	4	10
Development of successful verbal communication in contemporary business and professional situations.			
AD3003	GROUP COMMUNICATION	4	10
Development of an in-depth understanding of the theoretical concepts of small group interaction; interviews and group problem-solving.			
AD3004	WRITTEN COMMUNICATION	4	10
Development of proficiency in writing for a variety of business and professional contexts.			
AD3005	LOCAL GOVERNMENT	4	10
Examination of local government in terms of administration, politics, and systems; analysis of laws, by-laws and regulations pertaining to local governments. (This unit prepares the student for a career as a local government clerk in Queensland.) Prerequisite: LW3000.			
AD3006	MEDIA MANAGEMENT	4	10
An introduction to the skills necessary to handle the mass media in business situations.			
AD3007	PROJECT	4	10
An opportunity for full-time students to spend time in the public or private sectors applying the knowledge and skills derived from their studies (part-time students undertake a project).			
AD4000	BUSINESS COMMUNICATION	3	10
The theory and practice of oral, written and audio-visual communication techniques and their applications to a variety of business and professional contexts.			
AE2000	AESTHETICS 1	3	5
An introduction to the formal and conceptual disciplines of the visual arts; concepts of space and structure and mass; order pattern and design; colour and light; translation in art; sign and symbol; outward appearance and inner reality; the relationship between artist and spectator.			
AE2005	AESTHETICS 2	4	10
Social influences on art-religion, hierarchy; the role of the artist; influences on Australian art; the place of art in contemporary Australian society — mass media, the spread of amateur art; ethics of value judgements in art. Prerequisite: AE2000.			
AE3000	CREATIVE PROCESS	3	10
The aesthetic dimension of everyday life; exploration of the personal significance of creative acts; theories of creativity and the dichotomy between the commonality of art			

UNIT OUTLINES

and the artist as a special person; investigation of the interdependence of idea and form; independent practical study.

AG3700 CONTEMPORARY AGRICULTURAL EDUCATION 3 10

Advances in plant and animal production; economic and social ramifications of regulations, laws, policies; sociological implications of innovation and curriculum implications for science, social science and agricultural education; essential consequences of curriculum changes on future innovations in plant and animal production.

Prerequisite: Studies and/or teaching experience in agricultural or related disciplines.

AR1000 PROJECT 4

Project in the major area of study; may be integrative and/or cooperative in nature.

AR1005 INTEGRATED STUDIES 1 2 5

Examination of significant periods in the history of art forms; particular developments within individual disciplines.

AR1006 INTEGRATED STUDIES 2 3 10

Visual arts, dance, music, theatre, film and writing; contemporary attitudes in the arts; contemporary issues in the arts; present day role of the arts in society; development of critical faculties.

Prerequisite: AR1005.

AR1010 WORKSHOP 1A 10

Content will be determined by the area(s) which the student is studying. Projects will be set in the appropriate study areas and may comprise for example, a number of paintings on a specific theme (for painting students), a field study in landscape sculpture (for sculpture students).

AR1011 WORKSHOP 1B 10

(See AR1010)

AR1012 WORKSHOP 2A 10

Content depends on the study area selected; students are required to prepare proposals for their projects. Advanced use of equipment and facilities will be expected.

Prerequisites: AR1010 and AR1011.

AR1013 WORKSHOP 2B 10

(See AR1012)

Prerequisites: AR1010 and AR1011.

AR1015 PROFESSIONAL STUDIES 3 10

Studio/workshop management: physical layout of a studio, working methods and arrangements, health and safety regulations. Business principles: book-keeping and accounting methods, taxation, legal aspects. Promotion and marketing: advertising, methods of selling, obligations between gallery and exhibitor, copyright laws.

AR1040 ART FOR CAREGIVERS 1½ 5

Helping and directing children in various care situations to work with different art media.

AR2021 MATERIALS 1 6 10

Practical work in developing perceptual awareness; collecting and recording of materials of visual and tactile significance; projects which extend in material from concepts introduced in AE2000.

AR2037 ART CURRICULUM 1 3 5

Development of visual expression from the young child to the adolescent; major themes in art education — questions of 'art and craft', 'artist as teacher', 'artist or teacher'; structured learning experiences.

- AR2038 ART CURRICULUM 2 3 5**
 Evaluation and assessment in art education; the art syllabus; students' perceptions of the role of the art teacher; future trends and their consequences for art educators.
 Prerequisite: AR2037.
- AR2039 HARD MATERIALS 5 10**
 The working properties of wood, leather, clay and plaster; care and use of tools; specialised equipment; studio/workshop production; school applications.
 Prerequisite: AR2021.
- AR2040 ART AND MUSIC EDUCATION 6 12**
 The arts in the school curriculum; visual acuity; expressive potentials of elements and media; appreciation of artists' works; musical literacy; practical work with classroom instruments; classroom singing; music as an impressive art; planning a teaching/learning sequence of art and music activities.
- AR2041 ART EDUCATION 2 6**
 Perspectives on art education; children's artistic development; planning an art program; approaches used in the teaching of art; evaluation of learning in art.
 Prerequisite: AR2040.
- AR2042 THE WORLD OF THE ARTS 3 8**
 Children's literature and drama; music and movement: frameworks for listening and moving, music and dance relationships, program planning, visual arts.
- AR2043 INTRODUCTORY STUDIES IN ART 3 8**
 Aesthetics: the nature of art, insights into its appreciation; learning theories as applied to art; consideration of various art forms from a formalistic/design aspect; experience with various art making processes and relating these to children's needs.
- AR2044 CURRICULUM STUDIES IN ART 3 8**
 The child as a learner in art; particular teaching contexts and strategies (types of objectives, levels of knowledge, evaluation, motivation, organisational constraints); production of a unit of work; review of the Queensland art syllabus materials.
 Prerequisite: AR2043.
- AR2045 ADVANCED CURRICULUM STUDIES IN ART 3 8**
 Practical activities involving art materials, methods and techniques; written development of a thematic approach to a unit of work; practical application of syllabus.
 Prerequisite: AR2044.
- AR2046 PAINTING AND PRINTMAKING 5 10**
 The media of painting and printmaking, transparent and opaque paints and inks, types of ground; preparation of printing and painting materials; the use and care of tools; studio/workshop production utilising a wide range of media and techniques; selection and use of appropriate printing and painting processes in schools.
 Prerequisite: AR2021.
- AR2047 MAJOR STUDY: THEORETICAL STUDIES 1 7 10**
 Schools of art historical writing: Vasari, Winckelmann, writings of Kant and Taine, the autonomy of art — the Vienna School, the Warburg Institute and the development of iconography; perception and structuralism, art and society; analysis of the place and function of art theory in schools.
 Prerequisite: AE2000.
- AR2048 MAJOR STUDY: THEORETICAL STUDIES 2 7 10**
 Major trends in contemporary art in Australia and overseas: the contemporary art scene as an 'industry'; contemporary art in Brisbane; philosophical attitudes to art.
 Prerequisite: AR2047.

UNIT OUTLINES

AR2049 MAJOR STUDY: TWO DIMENSIONAL STUDIES 1 7 10
Selection of a program of work; extensive practice in the chosen two-dimensional area.
Prerequisite: AR2046.

AR2050 MAJOR STUDY: TWO DIMENSIONAL STUDIES 2 7 10
Continuation of AR2049; two dimensional studies in schools; plan and presentation of a display of work.
Prerequisite: AR2049.

AR2051 MAJOR STUDY: THREE DIMENSIONAL STUDIES 1 7 10
Selection of a program of work based on the creation of three-dimensional art forms; extensive practice in the chosen field of study to demonstrate artistic ability and comprehension.
Prerequisite: AR2039.

AR2052 MAJOR STUDY: THREE DIMENSIONAL STUDIES 2 7 10
Continuation of AR2051; application of three-dimensional studies in schools; planning and presentation of a display of work.
Prerequisite: AR2051.

AR2053 SUBSIDIARY STUDY: TWO DIMENSIONAL DESIGN 3 5
Development of a program of work in two-dimensional studies; application of two-dimensional design studies to the school situation; practical work; hazards of two-dimensional art studies.
Prerequisite: AR2046.

AR2054 SUBSIDIARY STUDY: THREE DIMENSIONAL DESIGN 3 5
Development of a program of work in three-dimensional studies; application of three-dimensional design studies to the school situation; practical work; hazards of three-dimensional art studies.
Prerequisite: AR2039.

AR2055 SUBSIDIARY STUDY: STUDIES IN ART 3 5
Art appreciation; study of attitudes to art in adults and school children; application of design in everyday life; research topic; suitability of programs in art and design appreciation for the school situation.

AR2800 TWENTIETH CENTURY ARTS AND CULTURE 2 5
The forces which shaped arts in this century; the nature and intentions of twentieth-century art forms; the extent to which the arts share similar values and characteristics; the role of the arts in modern society.

AR2801 ART AND SOCIETY 3 8
The characteristics of paintings and sculpture; art forms from various cultures (the relationship of art to the fabric of society, the role of the artist in society); themes in Euro-pean art; aristocratic and popular art; classical art.

AR2802 CREATIVE STITCHERY 3 8
Hand embroidery of outlining, filling, combined and three-dimensional stitches; machine embroidery (pin tucks, pleats, gathering, shirring, straight stitching, zig-zag); dyeing, printing, overlaying and manipulation to change the nature of fabric; designing with fabrics and threads.

AR2803 UNDERSTANDING ART 2 5
Practical and theoretical studies in the history and meaning of art and design, using drawing and design exercises as a personal means of coming to terms with the complexities of modern art.

- AR2805 EXPRESSIVE ARTS AND EARLY CHILDHOOD 3 8**
 Development of individual skills in art, music and drama suitable for young children; children's theatre.
- AR3005 ARTS AND SOCIETY 3 10**
 Images of the artist in various cultures; artistic modes (music, dance, drama, visual arts); functions of the arts (ritual, celebration, revolt); the role and place of the arts in contemporary Australian society.
- AR3006 SIGNS AND MEANINGS 3 10**
 Concepts of the sign advanced by Saussure and Peirce; how signs are organised into codes or rule-governed systems; how these systems depend on agreement amongst their users and how they rest upon a shared cultural background; how signs interact with the cultural and personal experience of the user (Barthes' notions of connotation, myth and symbol; Jacobson's metaphor/metonymy dichotomy); the function of ideology particularly in relation to the ideas advanced by Raymond Williams and Barthes.
- AR3007 HISTORY OF AUSTRALIAN ART 2 5**
 The founding traditions in Australian art; European/Anglo Saxon attitudes to art and the early interpretations of the environment, the natives and the colonists; nature and function of Aboriginal art; cultural cringe; provincialism, internationalism and its ramifications for Australia; Australia's position in the mainstream of art; the development of Australianism in art; changes in Australian art since World War 2; the future of Australian art.
- AR3008 COMPARATIVE STUDIES IN ART AND CULTURE 2 5**
 The 'art' object in different societies and the nature and purposes of artistic expression; the physical influences; climate, geography and the social influences; religion and social structure; the content of art; art and decoration; artistic/perceptual conventions; relationships between the various visual arts and between the visual arts and other arts; the social view on art.
 Prerequisite: AE3000.
- AR3009 CULTURE, CONVENTION AND VALUES IN ART 3 10**
 The impact of technology, cinematography, photography, television, holography and computers; non-objective art forms and their relationship to other art forms; art and mass culture; conceptual art; art in ideology.
 Prerequisites: AR3006 and ME3001.
- AR3010 THE WESTERN TRADITION: PRE-MODERN PERIOD 3 5**
 Case studies focussing on key characteristics of the Western tradition: pictorial space, the functions of art, decoration, iconology, the human form, the status of the artist, art and technology.
 Prerequisite: AR3008.
- AR3011 THE MAKING OF MODERNISM 2 5**
 The birth of modern art from Impressionism to Dada: art since 1945 Impressionism, Post-Impressionism, Fauvism and Expressionism; Cubism, Abstraction, Conceptual and Anti-Art. The inter-war years: Surrealism; art and technology, art and ideology. Art since 1945: Abstract Expressionism, Pop Art, Colourfield, Minimal Art, Conceptual Art.
 Prerequisite: AR3010.
- AR3012 THE CONTEMPORARY ART WORLD 2 5**
 Major trends in contemporary art in Australia and overseas; the role of the media, critics and other opinion makers in shaping contemporary trends and influencing individual art practice; the art of art criticism; the role of funding bodies; the place of visual arts within contemporary society.
 Prerequisite: AR3011.

UNIT OUTLINES

- AR3013 PRACTICUM 1 15**
Students are provided with an opportunity to practise as artists within the artistic community. The practicum involves on an individual level, the preparation and planning of exhibitions and installations. Within the general community, students prepare and carry out art programs in response to public attitudes and award special attention to special groups (children, disabled, ethnic groups).
- AR3014 PRACTICUM 2 15**
(See AR3013)
Prerequisite: AR3013.
- AR3015 PRACTICUM 3 15**
(See AR3013)
Prerequisite: AR3014.
- AR3016 INDEPENDENT STUDY: VISUAL ARTS 20**
Students are required to design and carry through a major program on their own initiative following negotiation and consultation with lecturing staff.
- AR3030 ART CURRICULUM, DESIGN AND DEVELOPMENT 3 10**
Consideration of Art curriculum provisions at conceptual, contextual, procedural/transactional levels using topics selected from the following domains: culture/society; subject knowledge; teaching strategies; the child learner; negotiation and examination of these topics in terms of curriculum theory, design and development.
Prerequisite: CU3030 or equivalent.
- AR3700 ADVANCED THREE-DIMENSIONAL STUDIES 3 10**
The role of drawing and the preparation of three-dimensional design both as a point of reference, stimulus or source, and as working drawings; work with a variety of media; development of programs suitable for implementation in the school situation.
Prerequisite: Studies in art at Diploma of Teaching level or equivalent experience.
- AR3800 VISUAL AWARENESS AND COMMUNICATION 3 10**
Psychological reactions to being visually aware; classifying explanatory diagrams/pictures as educative symbols; aesthetic response; interpretation of personal vision; strategies for designing visual messages; analysis, visual exploration and interpretation of painting, sculpture, advertising; the environment and the action and reaction of the viewer.
- AR3802 HISTORY OF PAINTING AND GRAPHICS 3 10**
Painting and graphics in the seventeenth century: Italian Baroque, French Classicism, Flemish and Dutch painting. Painting and graphics in the eighteenth century: naturalism, landscape and cityscape painting on the Continent, English painting and graphics. Neo-Classicism and the beginnings of Romanticism.
Prerequisite: Studies in art at Diploma of Teaching level or equivalent experience.
- AR4007 UNDERSTANDING THE WORLD OF THE ARTS 1 2 8**
The nature of music; elements of music such as rhythm, melody, harmony and expression; graphic and traditional notation; performance using classroom instruments and voice; listening in order to gain an appreciation of music, its historical development and cultural significance.
- AR4008 UNDERSTANDING THE WORLD OF THE ARTS 2 2 4**
Objectives and evaluation in the arts; the structure of a program: investigation of syllabi, curriculum guides and the developmental stages of children in relation to visual education and music education; development of classroom music and art units.
- AR4010 ART CURRICULUM 1 3 10**
The role of the art teacher; the stages of child development with respect to art and their implications for planning of learning experiences; the Junior syllabus (years 8-10); the Senior syllabus (years 11-12); art teaching strategies and structured learning experiences.

- AR4011 ART CURRICULUM 2 3 10**
Theories and historical background of art education; the role of art education; consideration of strategies involved in planning and writing of work programs using the ROSBA model of curriculum planning; program planning; evaluation and assessment; resources.
Prerequisite: AR4010.
- AR4012 INTRODUCTION TO THE ARTS 1 2 4**
Music in the classroom — nature of music, literacy and performance, curriculum; drama in the classroom — dramatic play, elements of dramatic form, drama in the classroom, teaching drama, outcomes.
- AR4013 INTRODUCTION TO THE ARTS 2 2 4**
The visual arts in the classroom — media, design, expression; the arts across the curriculum.
- BC2001 BIOCHEMISTRY 5 10**
Structure and function of biomolecules; theories of the origin of life; bioenergetics and cell metabolism; basic biochemical characteristics of the human organism; molecular transmission of genetic information.
Prerequisites: BI2026 and CH2019.
- BC3025 BIOCHEMISTRY 5 10**
The meaning and function of intermediary metabolism; nucleic acids; vitamins and coenzymes; bioenergetics; carbohydrate metabolism; biological oxidation; lipid metabolism; regulation of carbohydrates and lipid metabolism; amino acid metabolism.
Prerequisite: CH3025.
- BC3700 CHEMISTRY IN LIVING SYSTEMS 3 10**
Modern topics in biochemistry; heavy metal poisoning, plant poisons, animal poisons, environmental pollutants, food additives, drug abuse; pharmaceutical chemistry; antibodies, vitamins, hormones, anabolic steroids; secondary science curriculum implications.
Prerequisite: Studies in science at Diploma of Teaching (Secondary) level.
- BI2026 BIOLOGY 1 5 10**
Extension to tissues, organs and organ systems of basic concepts related to cells; application of five-kingdom biological classification system to the diversity of extant organisms; concepts associated with ecosystems; varieties of ecosystems; community systems.
Prerequisite: SC2057.
- BI2027 BIOLOGY 2 5 10**
The concept of population; factors affecting the size and density of population and their temporal and spatial distributions; physiological and morphological adaptations; behavioural adaptations; genetic variation within populations; natural selection and speciation; the human population.
Prerequisite: BI2026.
- BI2028 BIOLOGY 3 5 10**
Evolution of plants and animals; sociobiology and its potential contribution to understanding the behaviour of animal species; evolution of the human species.
Prerequisite: BI2027.
- BI2800 LIVING DIVERSITY IN AUSTRALIA 3 8**
Life processes and interactions; Australian native flora and fauna; adaptations to conditions in Australia; introduced animals, plants and managed ecosystems; case study of a selected ecosystem.

UNIT OUTLINES

- BI2801 BIOLOGY IN AN ISOLATED CONTINENT 3 5**
The Australian physical environment and its origins; the distinctive flora and fauna of Australia and theories concerning their origins; ecological adaptations of native plants and animals; effect of human intervention upon the ecology of Australia; practical investigations into aspects of biology in Australia, undertaken in the laboratory and in the field.
Prerequisite: SC2816.
- BI2802 HEALTH AND DISEASE PREVENTION 3 8**
The physical and mental components of a healthy body; physiological processes as a partial basis for good health; communicable diseases and their prevention; degenerative diseases and their prevention.
- BI3025 BIOLOGICAL SCIENCE 5 10**
Basic concepts of cellular biology; haematology; circulatory system; lymphatic system; immunology; respiratory system; excretory system; sense organs; reproductive system; human population and food.
- BI3700 AUSTRALIAN FAUNA 3 10**
Uniqueness and diversity of Australian fauna; methods and resources for identification of fauna; adaptation; behaviour; conservation and economic considerations. Voluntary study school for external students.
Prerequisite: Science studies at Diploma of Teaching level.
- BI3701 AUSTRALIAN FLORA 3 10**
The major groups of Australian plants; origins, adaptation and radiation of Australian flora; plant ecosystems; biological, social and economic implications of plants and plant communities; techniques of cultivation and study of plants in the school environment. Incompatible with extensive tertiary studies in botany.
- BI3800 THE HUMAN SPECIES 3 10**
Characteristics of the biological groups in which the human species is placed; variation within the human species; comparative animal behaviours; genetics; theories of the presence and distribution of the human species; development of the theory of evolution; fossils; natural environment and ecological principles; human population growth; tools and technology; impact of the human species; environmental strategies and options; application to teaching.
Incompatible with tertiary anthropology studies.
- BI4000 SENIOR SCIENCE CURRICULUM — BIOLOGY 1 4 10**
(See CH4000)
Corequisite: SC4006.
- BI4001 SENIOR SCIENCE CURRICULUM — BIOLOGY 2 4 10**
(See CH4001)
Corequisite: SC4007.
Prerequisite: BI4000.
- BI4002 SENIOR BIOLOGY WORKSHOP 2 5**
(See CH4002)
Incompatible with BI4000.
Corequisite: SC4006.
- BM2000 COMMERCIAL WORKSHOP 3 5**
Efficient use and maintenance of commercial business equipment and machines; production of a portfolio of relevant teaching materials and resources.
Prerequisites: AC2003 and AC2004.

- CC1001 INTRODUCTION TO DEVELOPMENTAL CARE 3 10**
 Modern developments in the care and guidance of young children in relation to the home environment, community and alternative care arrangements; child care regulations; current care practices; parent/community involvement; professional ethics and responsibilities of the caregiver; techniques for observing, recording and evaluating the behaviour of young children at home and in group settings.
 Corequisite: CC1010.
- CC1002 CHILD CARE AND GUIDANCE: PRE-SCHOOL 4 10**
 Nature of developmentally-based programs for children aged three to five years; content areas for program planning: language, literature, creative dramatics, art, music, mathematics, science and social science; integration of developmental theory with practical application.
 Co/Prerequisites: CC1006 and CC1011.
- CC1006 CHILD DEVELOPMENT: THE PRE-SCHOOL CHILD 3 10**
 Aspects of growth, development, relationships and behaviour of the child aged three to five; examination of data about the young child within his/her family and culture and in group care settings; the role of play in development; child study.
 Prerequisite: CC1007.
- CC1007 HUMAN DEVELOPMENT: THE LIFE CYCLE 3 10**
 Overview of human development from birth to the end of life with particular attention to adolescence, parenthood and family relationships; continuity and change through the life span of social, physical and cognitive functions; diversity of adult problems and life styles; social and cultural influences contributing to this diversity.
- CC1008 CHILD DEVELOPMENT: INFANTS AND TODDLERS 3 10**
 Study of development through the prenatal and neonatal periods and into infancy and toddlerhood; environmental factors that affect early development; sensory-motor development; the foundations of basic trust; a comparison of major theories of attachment; language development.
 Prerequisite: CC1007.
- CC1010 OBSERVING EARLY CHILDHOOD PROGRAMS 4 5**
 Observing and recording the behaviour of young children in group settings; daily care routines and language art experiences in various early childhood programs.
 Corequisite: CC1001.
- CC1011 WORKING WITH CHILDREN 3-5 YEARS 9 10**
 Fieldwork experience which enables caregivers to implement developmental plans with individuals and with groups of young children. Attention will be given to involving children in creative, social and problem solving activities in a child care setting. In this unit contact time in class will be combined with field experiences relating to the age group.
 Corequisite: CC1002.
- CC1012 WORKING WITH CHILDREN 0-3 YEARS 9 10**
 Field experience which enables caregivers to observe and participate with children under three in group care settings. Practice in preparation of food for infants, bathing and dressing infants and also practice in caring for toddlers aged one to three years are part of the unit requirement. In this unit contact time in class will be combined with field experiences relating to the age group.
 Corequisite: CC1031.
- CC1014 WORKING WITH CHILDREN 5-12 YEARS 4 5**
 Field experience which enables caregivers to observe and participate with school-age children in before and after school care and holiday programs. In this unit contact time in class will be combined with field experiences relating to the age group.
 Corequisite: CC1032.

UNIT OUTLINES

- CC1015 WORKING WITH SPECIAL CHILDREN 3 5**
Lectures and observations designed to give caregivers an appreciation of provision for children with special educational needs, including intellectual, physical and multiple handicaps.
Co/Prerequisites: CC1001 and CC1002.
- CC1016 PROGRAMS FOR YOUNG CHILDREN (2 WEEKS) 10**
Guided observations of a variety of early childhood programs.
Prerequisites: CC1001 and CC1010.
- CC1017 WORKING WITH PARENTS 4 10**
Assessing parent expectations for the child care setting; attitudes toward parents and their multicultural, socially-diverse childrearing goals; developing mutually supportive relationships and interactions between parents and caregivers and interpreting child development to parents. Includes field-based study.
- CC1020 COMMUNITY RESOURCES 1½ 5**
Community relations; ways to involve people and agencies in programs; how to make referrals to relevant community agencies.
- CC1021 FAMILY DAY CARE 3 5**
The nature of family day care programs in Queensland and in other communities; methods of meeting the developmental needs of children in the small 'family-group' setting; observation of and participation in a family day care program.
- CC1022 NUTRITION FOR CAREGIVERS 1½ 5**
Introduction to basic nutrition requirements for adults and for children at various stages of development; principles of menu planning, food preparation and the presentation of meals for young children; problems associated with nutrition and methods for establishing healthy eating habits; benefits derived from the inclusion of foods from various cultures in menus.
- CC1023 PREPARATION FOR EMPLOYMENT 1½ 5**
Review of the roles and responsibilities of the caregiver; analysis of the competencies required to fulfil roles; consideration of the ethical code for caregivers; techniques for finding and keeping a job.
- CC1029 HUMAN RELATIONS 1 1½ 5**
Basic concepts of social psychology and personality development; processes in attitude and value formation and the influences of social interactions; prejudicial and pro-social behaviours.
- CC1030 HUMAN RELATIONS 2 1½ 5**
Small group dynamics and processes and the application of these skills to the caregiver; developing the caregiver's skills in communication; self-disclosure, feedback and trust formation; use of non-verbal communication.
Prerequisite: CC1029.
- CC1031 CHILD CARE AND GUIDANCE: 0-3 YEARS 5½ 10**
The special developmental needs of infants within the family and in the group care situation as a base for devising guidelines for practical care routines and social interaction; basic parent-craft skills; nurturing the parent-child relationship; methods of establishing a cooperative parent-caregiver relationship with families from all ethnic groups; nature of developmentally-based programs for children between one and three years of age; principles of planning, implementing and evaluating experiences for toddlers catering for all aspects of development.
Co/Prerequisites: CC1008 and CC1012.

- CC1032 DEVELOPMENTAL PLANNING: CHILDREN 5-12 YEARS 4 10**
Physical changes, influences of the home and family, and the expanding social environment of the child between the ages of five and twelve years; methods of working with school age children (5-12 years of age) to meet their physical, social and emotional needs in before/after school and holiday care programs; techniques of emotional guidance of children under stress; problems of children experiencing stress at home or in school and of handicapped children; methods of integrating special children into the child care setting.
Co/Prerequisites: CC1007 and CC1014.
- CC1033 PROGRAMS FOR CHILDREN UNDER 3 YEARS 15**
Work with groups of children under three years of age in a day care setting using principles of developmental care.
Prerequisites: CC1008 and CC1031.
- CC1034 PROGRAMS FOR CHILDREN 3-5 YEARS 15**
Work with groups of children between three and five years of age in a day care setting using principles of developmental care.
Prerequisites: CC1002 and CC1006.
- CC1035 MIXED AGE PROGRAMS 15**
Work with a group of children from a wide age range in a day care setting, campus or holiday program using principles of developmental care.
Prerequisite: Completion of all other course units.
- CC1036 PROGRAMS FOR CHILDREN 0-1 YEAR 15**
Work with a group of babies in a day care setting using principles of developmental care.
Prerequisite: Completion of all other course units.
- CC1037 PROGRAMS FOR CHILDREN 1-3 YEARS 15**
Work with a group of toddlers in a day care setting using principles of developmental care.
Prerequisite: Completion of all other course units.
- CC1038 PROGRAMS FOR CHILDREN 3-5 YEARS 15**
Work with a group of children three to five years in a day care setting using principles of developmental care.
Prerequisite: Completion of all other course units.
- CE1010 CERAMICS 1 16 50**
Construction of clay forms using traditional and contemporary techniques and relation of these to an historical investigation and research of ceramic shapes; basic wheel work; methods and techniques of decoration and glazing, to include sawdust, earthenware and once fired low temperature stoneware; related kilns, their construction, setting and firing cycles.
- CE1011 CERAMICS 2 15 45**
Continuation of CE1010.
Prerequisite: CE1010.
- CE1012 CERAMICS 3 14 40**
Development of a personal style and approach to the ceramics medium; projects; visits to local production potters and ceramicists; research in an approved area.
Prerequisites: CE1010 and CE1011.
- CE1013 CERAMICS 4 14 40**
Continuation of CE1012.
Prerequisites: CE1010, CE1011 and CE1012.
- CE2800 ELEMENTARY CERAMICS 2 5**
The nature of clay; elements and principles of design in clay; simple, traditional and

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contemporary methods of applying decoration to clay surfaces; firing levels and techniques.

CE2801 CLAY STUDIES 1 3 8

The nature of clay and glazes; practical application of various ceramic techniques and decorating styles; firing techniques; appreciation of ceramic history.

CE2802 CLAY STUDIES 2 3 8

Development of creativity through imagemaking in a ceramic context; practical application of low temperature techniques and firing styles; appreciation of ceramics in contemporary culture.

CE2803 CERAMICS 3 8

Development of a personal style; elements and principles of three-dimensional design; techniques of construction based upon physical and chemical properties of clay; problem-solving workshops; the process of decoration; firing; consideration of the College ceramics collection in the context of research findings; the raku technique; hand-building or wheel-throwing.

CE2804 ADVANCED CERAMICS 3 8

Project work involving all stages of manufacture including design, building, decorating and firing.

Co/Prerequisite: CE2803.

CE2805 CERAMICS 2 4 10

Builds on CE2800 and develops building and firing technique to stoneware temperatures. Further design work and theoretical studies.

Prerequisite: CE2800.

CE3700 ADVANCED CERAMICS 3 10

The nature of clays suitable for various ceramic techniques and skills; exploration of creative starting points and ideas; firing techniques and procedures; applicable decorative/glazing techniques.

Prerequisite: Tertiary level work in ceramics.

CH2018 CHEMICAL PROPERTIES AND REACTIONS 5 10

The properties of ionic and covalent compounds; the structure of crystalline solids, polymers and ceramics; kinetics and reaction mechanisms; properties of metals and non-metals; organic chemistry.

Prerequisite: CH2019.

CH2019 FUNDAMENTALS OF CHEMISTRY 5 10

Theories and models of atomic and molecular structure; types of bonding and molecular structures; equilibria and thermal dynamics; properties of organic and inorganic substances.

Prerequisite: SC2057.

CH2020 INDEPENDENT STUDY IN CHEMISTRY 1 10

Construction of a personal resource file on topics investigated; application of knowledge and skills acquired through reading and experimentation; preparation and presentation of reports on progress and on the implications and applications of the results of the investigation.

Prerequisite: CH2018.

CH3025 CHEMISTRY 5 10

Atomic theory; chemical bonding; water; pH; families of organic compounds; biomolecules and cells; carbohydrates; lipids; proteins; enzymes.

- CH4000 SENIOR SCIENCE CURRICULUM — CHEMISTRY 1 4 10**
 Extension and re-evaluation of the science education framework developed in SC4006 for its applicability to students in years 11 and 12; for both multistrand (and similar approaches) and the specific discipline at those levels; rationale for integrated and discipline approaches to science education; issues relating to the operation of the scientific and technological enterprise and their educational implementations; development of work programs and lesson plans; teaching strategies, identification of learning difficulties, evaluation of resources, safe practices.
 Corequisite: SC4006.
- CH4001 SENIOR SCIENCE CURRICULUM — CHEMISTRY 2 4 10**
 Development and extension of teaching strategies; evaluation and assessment; science education and the science education community; school-based curriculum development.
 Corequisite: SC4007.
 Prerequisite: CH4000.
- CH4002 SENIOR CHEMISTRY WORKSHOP 2 5**
 Evaluation of the science education framework; strategies for implementing the framework; implementation of the framework.
 Incompatible with CH4000.
 Corequisite: SC4006.
- CL1000 FINANCIAL COUNSELLING 2 5**
 Investigation of problems facing consumers; causes of financial difficulty; credit and debt in Australia; techniques of financial counselling; negotiating with creditors; establishing long-term financial plan; legal regulation of consumer credit; bankruptcy; establishing a financial counselling service.
 Prerequisite: CW1037.
- CL1001 COUNSELLING STRATEGIES 4 10**
 Introduction to counselling; the dimensions of counselling and the groups and individuals who can benefit from the counselling process; counselling theories; dynamic and psychoanalytic approaches, learning theory approaches, humanistic-existential approaches, cognitive approaches.
 Prerequisite: CW1034.
- CL2800 COUNSELLING SKILLS 3 8**
 The nature of counselling; theories of counselling (client-centred, rational emotive, behavioural, gestalt, transactional analysis); listening and relationship building skills; goal setting and action skills; critical evaluation of counselling; roles and modes of access to guidance officers, social welfare workers, community counsellors and other resource people.
 Prerequisite: Introductory studies in psychology.
- CL3700 COUNSELLING: A HELPFUL RELATIONSHIP 3 10**
 The nature of counselling; the teacher as counsellor; the ethics of counselling; alternative interventions; the role of self in the counselling process; building an empathic relationship; interpersonal skills; problem analysis and intervention within the framework of several counselling models; other counselling approaches.
 Incompatible with CL2001 or equivalent at Diploma of Teaching level.
 Prerequisite: Studies in interpersonal psychology at Diploma of Teaching level or equivalent.
- CL3701 COUNSELLING: METHODS OF CHANGE 3 10**
 The role of theory in counselling; major theoretical schools; behavioural counselling; cognitive counselling; client-centred counselling; Gestalt counselling; transactional analysis; evaluation of counselling; integrative and eclectic approaches to counselling theories; application of counselling.
 Prerequisite: CL3700 or equivalent.

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- CL4000 INTERPERSONAL RELATIONSHIPS IN COUNSELLING 3 10**
Overview of concepts related to interpersonal relationships; social perception and attribution theory; self concept and the circular process of social interaction; contemporary models of interpersonal communication; the emotions and their effects on communication; facilitating communication; interpersonal influence; the family and interpersonal relationships.
- CL4001 THEORY AND PRACTICE OF COUNSELLING 1 3 10**
Overview of the counselling process; role of theory in counselling; 'micro-counselling' skills; philosophies in counselling; humanistic counselling; existential counselling.
Corequisite: CL4002.
- CL4002 PRACTICUM 1 (1 WEEK) — 5**
Skills appropriate for the initial phase of counselling; attending, active listening and responding skills; relationship building skills and exploration and goal setting. Conducted over a one week, intensive, full-time period, using a workshop format.
Co/Prerequisite: CL4000 and CL4001.
- CL4003 COUNSELLING AND HUMAN DEVELOPMENT 3 10**
Major theoretical approaches to human development: age/stage perspective, life event and transition perspective, individual variability perspective; nature of research in developmental psychology; psychological transitions in the life-span; relevance of developmental theories and concepts to personal development.
Prerequisites: CL4000 or CL4001.
- CL4004 THEORY AND PRACTICE OF COUNSELLING 2 3 10**
Development and diversity of cognitive-behavioural approaches to counselling; behavioural interviewing and assessment strategies; cognitive-behavioural intervention strategies; ethics and practicalities of cognitive-behavioural interventions; accountability and empirical methods.
Prerequisite: CL4001.
- CL4005 PRACTICUM 2 1½ 5**
Advanced skill training workshops; supervised counselling experience involving work with clients; interaction of student and supervisor.
Corequisite: CL4007.
Prerequisite: CL4002.
- CL4006 COUNSELLING: A SOCIOLOGICAL PERSPECTIVE 3 10**
The nature of helping and the helping process; sociological conceptions of the individual; social control function of helping; medicalisation and professionalisation of helping; the effect of organisation on the helping process.
Prerequisite: CL4001.
- CL4007 THEORY AND PRACTICE OF COUNSELLING 3 3 10**
Historical development of psycho-analysis and analytic theory; psychodynamics in counselling practice; hypnosis and conscious phenomena in counselling; scientific credibility of psycho-analytic and analytic psychotherapy; neurosis and psychosis in counselling.
Corequisite: CL4005.
Prerequisite: CL4004.
- CL4011 COGNITIVE-BEHAVIOURAL COUNSELLING 1½ 5**
Contemporary trends and issues in cognitive-behavioural counselling; influences of interpersonal psychotherapy systems theory; strategic therapy and multimodel therapy on cognitive-behavioural counselling; applications of the cognitive-behavioural approach.
Prerequisite: CL4007.

CL4012	CAREER GUIDANCE AND COUNSELLING	1½	5
Theoretical approaches to career guidance: developmental theories and opportunity structure theories; resources and information for career guidance; career education programs; independent research.			
CL4013	FAMILY COUNSELLING	1½	5
Self awareness in family counselling; formation and models of the family; family counselling techniques. Prerequisite: CL4007.			
CL4014	PRACTICUM 3	—	10
Further supervision of counselling work with a specific emphasis on the student's work context and the development of a professional role. Prerequisite: CL4005.			
CL4015	INTERACTIONAL COUNSELLING	1½	5
The interactional conceptualisation of counselling; models of interactional influence: placebo model, resocialisation model and contextual model; developing interactional skills; paradoxical interventions; interactional change strategies. Prerequisite: CL4007.			
CL4016	GROUP COUNSELLING	1½	5
The concept of group counselling; organisation of group counselling; leader and members' behaviour; group techniques; evaluation of group counselling; application of group counselling. Prerequisite: CL4007.			
CL4017	THE COUNSELLOR AND THE ORGANISATION	1½	5
Helping organisations as bureaucracies; organisation's response to social change; stress within helping organisations; teamwork among professional helpers; counsellor roles. Prerequisite: CL4001.			
CL4018	INDEPENDENT STUDY	1½	5
Independent counselling-related studies under the supervision of a member of staff. Studies must be approved by the course coordinator. Prerequisite: CL4007.			
CO1000	INTRODUCTION TO COMPUTERS	4	10
Overview of computer applications in business; computer hardware and software; input and output devices; storage devices; business information systems; concepts of data processing; computers in society; introduction to microcomputers using application software packages.			
CO1001	DATA PROCESSING	4	10
Modular programming; structured design; introduction to COBOL programming; basic elements of COBOL, report generation, control breaks, tables, disk file processing. Prerequisites: CO1000 and CO1014.			
CO1002	COMPUTER OPERATION AND MANAGEMENT	4	10
Overview of computer operations environment of small, medium and large organisations; computer centre staffing and management; evaluation and selection of a computer system; system implementation; system documentation; security, integrity and control; performance evaluation. Prerequisites: CO1001 and CO1003.			
CO1003	SYSTEMS ANALYSIS AND DESIGN	4	10
Systems in business; overview of system analysis and design; system life cycle; tools and techniques of systems analysis; communication; file organisation and design; system implementation and maintenance. Prerequisites: CO1000 and CO1004.			

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- CO1004 COMPUTER PROGRAMMING** 4 10
Advanced programming concepts and structures; further algorithm development; testing and debugging; inspection and walkthroughs; practical computer programming using appropriate languages.
Prerequisite: CO1009.
- CO1006 SYSTEM OPERATION** 4 10
Interpretation of operator console messages; issuing of console commands; operation of disk and tape devices; back-up procedures; documentation of operations; start-up and shut-down procedures; introduction to problem solving and error recovery.
Prerequisite: CO1002.
- CO1007 MICROCOMPUTERS: HARDWARE AND APPLICATIONS** 4 10
Overview of microcomputer systems; microprocessors; operating system functions on microcomputers; application packages and programming on microcomputers; evaluation and selection.
Prerequisite: CO1001.
- CO1008 COMPUTER NETWORKS** 4 10
Concepts of data communications; communications hardware; distributed processing issues; online systems using networking; back-up, recovery and security, design considerations, queueing and system timing; local area networks.
Prerequisites: CO1001 and CO1003.
- CO1009 APPLICATIONS SOFTWARE DESIGN** 4 10
Introduction to commercial software engineering; structured design, development and testing techniques; advanced COBOL programming; data base programming.
Prerequisite: CO1001.
- CO1011 INFORMATION SYSTEMS** 4 10
Analysis of organisations and their information needs; design, implementation, management and evaluation of an information system; fourth generation techniques in the development of information systems.
Prerequisite: CO1012.
- CO1012 DATABASE SYSTEMS** 4 10
Overview of database management systems; relational model, relational algebra and normalisation; query languages including SQL; network and hierarchical models; database management; practical work involving database systems and query languages.
Prerequisites: CO1001 and CO1003.
- CO1013 PROJECT** 10
Individual work related to an application of computers in business or other approved area.
Prerequisites: CO1009 and CO1012.
- CO1014 SOFTWARE PRINCIPLES** 4 10
Problem solving and the computer; design of algorithm; program design; basic algorithms; introduction to data structures; testing and debugging; documentation; practical experience using appropriate programming language.
- CO1020 INTRODUCTION TO COMPUTING** 4 10
Overview of computers in business; office automation; business information systems; computer hardware and software; concepts of data processing; introduction to software packages and microcomputers; elementary computer programming; computers in society.

- CO2010 INTRODUCTION TO COMPUTING 3 5**
The computer program: nature of digital computers, current high-level languages; control structures which regulate and direct program execution; programming; computer problem solving.
- CO2012 COMPUTER SCIENCE 5 10**
Origin and nature of computer systems; evolution of computers; computer hardware and software relevant to the school environment; information systems, systems analysis, problem solving; strategies for designing computational algorithm; programming; word processing.
Prerequisite: CO2010 or equivalent computer programming background.
- CO2015 COMPUTERS IN BUSINESS 4 10**
Computer applications in business; information processing; analysis and design of computer-based information systems; computer programming; file processing; current trends in business data processing.
Prerequisite: AC2007.
- CO2028 INFORMATION SCIENCE 5 10**
The fundamental differences between data, information and knowledge and how these are represented by humans and computers; logic and language; information-oriented technologies; development in communication technologies; information systems; information system design; social implications of information technologies.
- CO2029 COMPUTERS AND HUMANITY 3 5**
The technological society; the Puritan work ethic, valuable and valueless work; social commitment to technology, how society has incorporated the technological metaphors; modern concepts of technology with special reference to computers and information concepts; philosophy of computers; the impact of computers and computer-related technology on society; future trends.
- CO2030 PROGRAMMING PRINCIPLES 5 10**
Control structures: advanced application of functions, procedures and recursion; data structures; criteria for developing educational computer software; techniques for evaluating, modifying and maintaining software; programming principles.
Incompatible with CO2040.
Co/Prerequisite: CO2012.
- CO2031 TEACHING AND COMPUTING 5 10**
The computer as an educational tool; technical and instructional criteria for the evaluation of software; the use of computers in a variety of curriculum settings; models for teaching computer awareness; content and strategy for the development of computer studies courses.
Co/Prerequisite: CO2012.
- CO2032 ARTIFICIAL INTELLIGENCE 3 5**
Definitions of intelligence and ways of determining whether a machine is intelligent; comparison of human and artificial intelligence; philosophical issues; current applications of artificial intelligence; future prospects for artificial intelligence; key strategies employed in artificial intelligence programming; programming using Logo, Prolog or Lisp.
Incompatible with CO2035.
Co/Prerequisite: CO2030.
- CO2033 COMPUTER APPLICATIONS 3 5**
Computer and computer science applications relevant to secondary education; consideration of computers in relation to educational needs, with special reference to the changing nature of education; planning and preparing a selected computer application; implementation of the application; evaluation techniques.
Co/Prerequisite: CO2030.

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- CO2034 PROGRAMMING LANGUAGES 3 5**
Computing metaphors and their relationship to programming languages; introduction to new sets of metaphors through selected programming languages; consideration of the scope of computing; criteria for selecting appropriate computer languages; experience in use of novel programming languages.
Co/Prerequisite: CO2030.
- CO2037 COMPUTERS AND TECHNOLOGY 3 8**
Technical innovation directly affecting the learning and teaching base; the computer system (hardware, software, operating systems); software packages (word processing, spreadsheets, data bases, authoring languages); networking.
- CO2039 PROBLEM-SOLVING WITH COMPUTER GRAPHICS 3 5**
Problem solving and design principles appropriate to generating graphic images; the syntax, data structures and control structures of a programming language suitable for the generation of computer graphics; writing programs to generate static computer graphics; spatial concepts; dynamic computer graphics; advanced programming.
- CO2040 PROGRAMMING TECHNIQUES 3 5**
Control structures; advanced applications of functions, procedures and recursion; data structures; computer software design and maintenance.
Co/Prerequisite: CO2012.
- CO2041 COMPUTING IN THE PRIMARY SCHOOL 2 6**
Introduction to computers; programming and problem solving using Logo; applications in the curriculum; general applications.
- CO2800 INTRODUCTION TO COMPUTERS 2 5**
Components of a computer system; computer hardware and software; computers in society; educational, administrative and recreational software packages, use and critical evaluation of software; BASIC programming.
- CO2801 KEYBOARDING 2 5**
Keyboard mastery; skill development; drafts and corrected copy; display; letters and envelopes; tabulation; reports; correction methods; carbon copying.
- CO2802 PERSONAL COMPUTING 2 5**
History of the development of the personal computer; computer terms; features of the personal computer; computer operation; software and programming.
- CO2803 PROGRAMMING WITH LOGO 2 5**
Relevance of computers to the individual; general programming principles as problem solving constructs; algorithm development; use of computers as personal problem solving tools; programming in Logo; Logo applications.
- CO2804 WRITING AND COMPUTERS 2 5**
Text editing; text formatting; formhandling and printer commands; characteristics of word processing packages; interaction between word processing packages, data bases and spreadsheet programs; sociological and economic implications of the electronic processing of text; language generators.
- CO2805 ARTIFICIAL INTELLIGENCE AND HUMAN MIND 2 5**
Definitions of intelligence; ways of determining whether a machine is intelligent; comparative strengths and weaknesses of human and artificial intelligence; current application areas of artificial intelligence; nature of the human mind; construction of simple programs which exhibit features of artificial intelligence.
Incompatible with CO2032.

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- CO2806 COMPUTERS AND THE ARTS 2 5**
The artist and the computer; the computer as a prosthetic device for the artist; computer graphics; pattern generating program; computers and the visual arts; computers and the aural arts; new uses for computers in fine arts.
- CO2807 COMPUTER STUDIES 1 3 8**
History of computing and computing devices; strategies for problem solving (algorithm, design, flow-charting); computer-aided instruction; word processing.
- CO2808 COMPUTER STUDIES 2 3 8**
Advanced programming; study of a high level programming language (Logo, Pascal); program design and development using structured programming principles; problem-solving. Computer-aided instruction; preparation of CAI programs suitable for use in primary schools; word processing.
Prerequisite: CO2807.
- CO2809 APPLICATIONS OF COMPUTERS 3 8**
Computer hardware and software; computers in teaching and learning; computers in business and administration; real-time control; planning with computers; artificial intelligence.
Prerequisite: CO2810.
- CO2810 STUDIES IN COMPUTING 3 8**
Computers, society and education; conceptual overview of the computer; word processing; programming a microcomputer; information storage and retrieval.
Co/Prerequisite: RS2600.
- CO2811 UNDERSTANDING PROGRAMMING 3 8**
Algorithms and structured programming; development of computer programs incorporating computer graphics; examination of a limited range of data structures; implementation of algorithms using these structures in an appropriate language.
Co/Prerequisite: CO2810.
- CO2812 COMPUTER PROGRAMMING 5 10**
Programming, problem solving constructs, algorithm development, concepts associated with communicating with a computer including structured programming, data representation and control structures.
- CO3011 BUSINESS SYSTEMS 1 4 10**
Systems development life cycle; investigation and analysis; modelling tools; data analysis; data dictionary; data flow diagrams; file design; implementation, installation and review.
Prerequisite: CO3022 or CO4015.
- CO3012 BUSINESS SYSTEMS 2 4 10**
Overview of structured analysis and design; structured specification; transition to design guidelines and strategies; detailed file design; online screen dialogue design; practical design of business systems.
Prerequisites: CO3015 and CO3025.
- CO3013 PROGRAMMING LANGUAGES 4 10**
Further software development; techniques of program development; top-down design and modularity; computer programming using other appropriate languages.
Prerequisite: CO3015.
- CO3014 COMPUTER ORGANISATION 4 10**
Multilevel machines; CPU structure and functioning; conventional machine instructions and microprogramming; assemblers, compilers and interpreters; computer operating systems.
Prerequisite: CO3023.

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- CO3015 COMMERCIAL PROGRAMMING 2 4 10**
Production of reliable software; standards and documentation; programming for large systems; managing software development; programming using advanced COBOL.
Prerequisite: CO3023.
- CO3016 DATA MANAGEMENT 4 10**
Database system architecture; storage structures and database models; relational database systems; relational algebra and calculus; further normalisation theory; advanced use of database languages including SQL.
Prerequisite: CO3025.
- CO3017 PROJECT 4 10**
Individual work related to an application of computers in business or other approved area.
Prerequisites: CO3018 and CO3026.
- CO3018 ONLINE SYSTEMS 4 10**
Data communication techniques; communication hardware; network and online system design; security, back-up and recovery; online systems operation; practical development of online system.
Prerequisites: CO3012 and CO3014.
- CO3021 INFORMATION SYSTEMS MANAGEMENT 4 10**
Information system classifications; corporate modelling and data base developments; management of information system development; costing and development strategies; information systems trends.
Prerequisite: CO3016.
- CO3022 BUSINESS COMPUTING 4 10**
Overview of computers in business; computer hardware and software; input and output devices; storage devices; concepts of data processing; computer-based business systems; computers in society; introduction to computer programming.
- CO3023 COMMERCIAL PROGRAMMING 1 4 10**
Development of algorithms; program design; programming style; structured programming concepts; file processing; report generation; practical programming using COBOL.
Prerequisite: CO3022.
- CO3024 COMPUTER SYSTEMS MANAGEMENT 4 10**
Management of computer installation; overview of computer equipment of different manufacturers; organisation of personnel; evaluation and selection of hardware and software; physical security and administrative controls.
Prerequisites: AC3010 and CO3011 or CO3023.
- CO3025 DATABASE DESIGN 4 10**
Introduction to database systems; database concepts; conceptual data modelling; normalisation; relational database design and implementation; information analysis; conceptual schema design; data definition languages.
Prerequisite: CO3022.
- CO3026 DATABASE TECHNOLOGY 4 10**
Advanced database concepts; performance and reliability criteria; recovery, integrity, concurrency and security; optimisation techniques; distributed database systems.
Prerequisite: CO3016.
- CO3027 DECISION SUPPORT SYSTEMS 4 10**
Overview of decision support systems; use of computers to assist in decision-making; integrating optimisation models with information systems; expert systems.
Prerequisite: CO3016.

CO3040 COMPUTERS IN THE SCHOOL CURRICULUM 3 10

Computers in the school environment and in the curriculum; methods for teaching computing; use of computers for classroom management and support; computer technology and its impact on schools and society. Access to appropriate microcomputer required.

Prerequisite: CU3030.

CO3700 COMPUTER APPLICATIONS IN EDUCATION 3 10

The programming language Logo; development of educational software modules using Logo; potential use of Logo in the primary or lower secondary classroom; word processing; the theory and philosophy of author languages and their educational function. Compulsory study school for external students. Access to computing resources necessary.

Prerequisite: CO3701 or similar, or prior experience with computers.

CO3701 COMPUTERS IN EDUCATION 3 10

The impact of computer technology on society and on education in particular; uses of the computer in education; overview and evaluation of computer hardware and software; development of programming skills. Compulsory study school for external students. Access to computing resources necessary.

Incompatible with substantial background in computer education.

CO3702 DEVELOPING EDUCATIONAL COMPUTER SOFTWARE 3 10

Software design criteria; criteria for selecting an appropriate programming language; design of algorithms and computer programs for educational tasks; development of skills in structured programming; data structures; means of enhancing input and output; software evaluation. Study school highly recommended.

Incompatible with CO4000.

Prerequisite: CO3701 or equivalent.

CO3800 MICROPROCESSORS: COMPUTER ELECTRONICS 3 10

Basics of microelectronics; binary and hexadecimal number systems; microprocessor architecture, instruction set and addressing modes; programming; interfacing of devices to constitute a microprocessor system; applications.

Incompatible with tertiary microelectronics studies.

CO4000 COMPUTER PRINCIPLES IN EDUCATION 3 10

Algorithms: nature of algorithms and their representation in natural language, metacode and flow diagrams, problem-solving; algorithmic solutions. Principles of structured programming: structure theorem, top-down development and step-wise refinement, declarations, modularity, program documentation, validation; programming in Pascal. Characteristics of computer systems: CPU, memory, input — output, operating systems, compilers — interpreters. Computer technology in education.

Incompatible with CO3702.

CO4001 COMPUTERS IN EDUCATION 3 10

The computer as an educational tool; the computer and learning strategies: behaviouristic concepts underlying drill-and-practice programs, Piagetian concepts inherent in Logo; the computer and the curriculum; the computer and teaching strategies: sample computer programs; teaching computing; administrative computing.

CO4002 STRUCTURED PROGRAMMING 3 10

Control structures; overview, procedures, uses and abuses of recursion. Data structures: simple (real, integer, Boolean, char, enumerated, subrange), structured (arrays, sets, files, records, dynamic strings), pointer (lists, stacks, queues, trees). Structured programming: coding algorithms into Pascal, judicious choice of structures. Program portability: software portability criteria, educational software efficiency.

Prerequisite: CO4000.

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CO4003 EDUCATIONAL TOOLS 3 10

Database operation: type of database systems, data definition, data manipulation (retrieval, maintenance), data presentation. Relational algebra. Practical work with EQL. Software tools in Pascal. Educational use of commercial software tools: wordprocessors, spreadsheets, database, graphics, author languages.
Co/Prerequisite: CO4000.

CO4004 EDUCATIONAL APPLICATIONS OF COMPUTERS 3 10

Selection of a teaching aspect and determination of objectives suitable for the module. Implementation procedure: constraints imposed by available computational resources, impact of procedures on teachers, students and the learning process. Evaluation: techniques, evaluation strategies and measuring instruments.
Prerequisites: CO4001, CO4003.

CO4005 TEACHING COMPUTER STUDIES: SECONDARY 3 10

Methods of implementing various courses in computer studies in the secondary school. Incompatible with CO4006.
Prerequisites: CO4000, CO4001 and CO4017.

CO3800 MICROPROCESSORS: COMPUTER ELECTRONICS 3 10

Basics of microelectronics; binary and hexadecimal number systems; microprocessor architecture, instruction set and addressing modes; programming; interfacing of devices to constitute a microprocessor system; applications.
Incompatible with tertiary microelectronics studies.

CO4000 COMPUTER PRINCIPLES IN EDUCATION 3 10

Algorithms: nature of algorithms and their representation in natural language, metacode and flow diagrams, problem-solving; algorithmic solutions. Principles of structured programming: structure theorem, top-down development and step-wise refinement, declarations, modularity, program documentation, validation; programming in Pascal. Characteristics of computer systems: CPU, memory, input — output, operating systems, compilers — interpreters. Computer technology in education.
Incompatible with CO3702.

CO4001 COMPUTERS IN EDUCATION 3 10

The computer as an educational tool; the computer and learning strategies: behaviouristic concepts underlying drill-and-practice programs, Piagetian concepts inherent in Logo; the computer and the curriculum; the computer and teaching strategies: sample computer programs; teaching computing; administrative computing.

CO4002 STRUCTURED PROGRAMMING 3 10

Control structures; overview, procedures, uses and abuses of recursion. Data structures: simple (real, integer, Boolean, char, enumerated, subrange), structured (arrays, sets, files, records, dynamic strings), pointer (lists, stacks, queues, trees). Structured programming: coding algorithms into Pascal, judicious choice of structures. Program portability: software portability criteria, educational software efficiency.
Prerequisite: CO4000.

CO4003 EDUCATIONAL TOOLS 3 10

Database operation: type of database systems, data definition, data manipulation (retrieval, maintenance), data presentation. Relational algebra. Practical work with EQL. Software tools in Pascal. Educational use of commercial software tools: wordprocessors, spreadsheets, database, graphics, author languages.
Co/Prerequisite: CO4000.

CO4004 EDUCATIONAL APPLICATIONS OF COMPUTERS 3 10

Selection of a teaching aspect and determination of objectives suitable for the module. Implementation procedure: constraints imposed by available computational resources,

impact of procedures on teachers, students and the learning process. Evaluation: techniques, evaluation strategies and measuring instruments.
Prerequisites: CO4001, CO4003.

CO4005 TEACHING COMPUTER STUDIES: SECONDARY 3 10
Methods of implementing various courses in computer studies in the secondary school. Incompatible with CO4006.
Prerequisites: CO4000, CO4001 and CO4017.

CO4006 COMPUTERS IN PRIMARY EDUCATION 3 10
Computer use within the various primary school curricula; teaching computer awareness at the primary level.
Incompatible with CO4005.
Prerequisites: CO4000 and CO4001.

CO4007 COMPUTERS AND SCHOOL ADMINISTRATION 3 10
Computer use in the execution of administration tasks in schools.
Incompatible with ED3600 and ED4011.
Prerequisites: CO4001 and CO4017.

CO4008 AUTHOR LANGUAGES 3 10
Rationale of author languages: theory and programming philosophy, educational usefulness and constraints. Design criteria: theory and practice of writing educational materials using author language, use and evaluation of features of author languages; author language programming: writing educational materials. Author language programs: comparative evaluation; lesson evaluation.
Prerequisites: CO4001, CO4003.

CO4009 COMPUTERS AND TECHNOLOGY 3 10
Social background: social and moral ethos of current culture, puritan work ethic, valuable and valueless work, social commitment of technology. Philosophy of technology: selected readings from modern philosophers, impact of technology on society. Philosophy of computers: fundamental ideas about computers and mechanical computation. The computer impact: social and philosophical relationship between computers and society, the individual and humanisation/dehumanisation factors; future trends.
Prerequisite: CO4001.

CO4012 ARTIFICIAL INTELLIGENCE 3 10
Nature of artificial intelligence and its application in computer-based education. Computer brains and human minds: philosophical and cognitive science aspects. Knowledge representation and inference systems. Artificial intelligence methodologies. All programming in PROLOG.
Prerequisite: CO4002.

CO4013 GRAPHICS 3 10
Techniques of generating computer graphics and their use in educational software.
Prerequisite: CO4003.

CO4017 INFORMATION SYSTEMS 3 10
Architecture of information systems. Fifth generation techniques for design of conceptual schemata. Transformation from conceptual schemata to relational schemata.

CO4800 COMPUTERS IN EDUCATION 3 5
Introduction to the computers as a machine; computer hardware and operation; social implications of computers as information processors and manipulators; computers as teaching aids; classroom applications of computers; computers and teaching.

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- CO4801 PROBLEM-SOLVING WITH LOGO 3 5**
The computer as a professional tool with special reference to Logo; programming principles as problem-solving constructs; algorithm development; problem-solving in the classroom; Logo programming; Logo applications.
- CR1016 HUMAN GROWTH AND DEVELOPMENT 2 5**
The major developmental stages of growth and development of the individual throughout the life cycle; the major developmental theories; the individual within the various developmental stages; analysis of own individual growth patterns.
- CR1017 RECREATION AND SPORT RESOURCES 3 10**
The three tiers of government and their provision of resources for sport and recreation; historical analysis of the development of recreation service delivery systems at the three tiers of government, with particular emphasis on Queensland; the non-government sector and community-based network system for sport and recreation; the role of the volunteer.
- CR1018 SOCIO-CULTURAL ASPECTS OF LEISURE 4 10**
Introduction through personal analysis of attitudes to the concepts of sport and recreation and the way they relate to play games, leisure and work; Australian historical antecedents and their resultant influence affecting public attitudes to provision, participation, nature and scope of recreational pursuits.
- CR1019 INTERPERSONAL COMMUNICATION 3 5**
Development of skills of communication on a face-to-face basis; assessment of existing skills; practice in new skills in relating; learning through communication with fellow students in workshop settings.
- CR1020 INSTRUCTIONAL SKILLS 3 10**
The skills of instruction and communication of information to groups; setting of objectives, planning, selecting strategies and delivery; use of instructional aids.
- CR1021 STUDYING COMMUNITY 4 10**
The nature of interaction among individuals and groups concerned with sport and recreation in Queensland and Australia and other components of community to develop an awareness of the dynamics of service provision; techniques for collection of data on the community; use of existing raw data.
- CR1022 LEADERSHIP AND GROUP SKILLS 3 10**
Development of understanding of own behaviour in groups in terms of group theories; application of group skills; the process of the group; leadership is understood as a facilitative process dealing with the situational task and maintenance needs of the group.
- CR1023 RECREATION ACTIVITIES 1 3 5**
Direct engagement in recreation experiences as a basis for knowing about recreation; arts activities such as dance, drama, music and visual arts; emphasis on the recreation experience as well as skills which may be applied to a variety of community arts settings.
- CR1024 RECREATION ACTIVITIES 2 3 5**
Competitive and non-competitive physical recreation games and activities that can be used by the recreation leader in different environments; organisation and conduct of tournaments and intramural activities; practical participation in recreational games and activities; practice in leadership styles and techniques.
- CR1025 RECREATION AGENCY ORIENTATION 4 10**
The scope of agencies fulfilling a 'face-to-face' service delivery function with their client groups; the recreation leader/supervisor in a variety of agencies incorporating industrial/commercial recreation, outdoor recreation, adaptive recreation and community arts sectors.

- CR1026 RECREATION AND SPORT PROMOTION 3 10**
 Ways in which sport and recreation is 'packaged' to fit the demands of the mass media; how to deal with the media; writing news releases and grant submissions; production of newsletters; public relations campaigns.
- CR1027 RECREATION PROGRAMMING 3 10**
 Recreation program planning using techniques of identifying and analysing program activity areas; program development process and application with a variety of population groups and representative leisure service environments.
- CR1028 FIELDWORK PRACTICUM 1 8 10**
 This unit provides 120 hours of structured fieldwork experiences in students' chosen areas of specialisation over a period of 3-4 weeks. Through the process of College, agency and self evaluation, students will be able to reveal strengths and identify areas requiring further development throughout the course. Placement agencies must be selected from two of the following areas of specialisation — outdoor recreation, community arts, adaptive recreation and commercial health and fitness.
- CR1029 RECREATION, SPORT AND SPECIAL POPULATIONS 3 10**
 The young performer, the elite athlete; the disabled; the veteran performer, the female competitor; modifications of traditional children's sports; sports and recreation activities for the disabled athlete (including design and modifications for wheelchair sport); women and sport; the influence of the Australian Institute of Sport and the National Athletes Award Scheme.
- CR1030 RECREATION SUPERVISION 3 10**
 The theories and practices of supervision and leadership in the recreation-leisure service delivery environment; awareness of own leadership style; problem-solving and decision-making; human relations and group dynamics as it relates to supervision; time management; two practicums.
- CR1031 ISSUES IN RECREATION 3 10**
 Development of a personal working philosophy in relation to the provision of leisure services with particular reference to Australian society; analysis of contemporary leisure issues.
- CR1032 FIELDWORK PRACTICUM 2 8 10**
 (See CR1028)
- CR1033 OUTDOOR RECREATION 1 3 10**
 Selected land-based recreational activities which are typically conducted in the natural environment; the ecological potential of such activities as recreational pursuits for various community sectors.
- CR1034 ADAPTIVE RECREATION 1 3 10**
 Basic concepts and issues in regard to the provision of recreation and leisure services for people with disabling and restricting conditions; personal and social implications of attitudes toward disabled and aged persons; medical classifications and etiology of major disability groups.
- CR1035 COMMUNITY ARTS 1 3 10**
 Development of a philosophy of community arts in which emphasis is on the process rather than skill development. Students will be exposed to a wide range of community arts organisations and will select one to participate in an extended experimental learning experience. Students will be encouraged to adopt a creative, innovative, catalytic role and will begin working at the 'grass roots' level of the particular organisation.
- CR1036 OUTDOOR RECREATION 2 3 10**
 Development of expertise in a range of aquatic/leisure pursuits; interaction with community groups which provide the official certification for such activities (Department

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of Harbours and Marine, Boating and Fishing patrol officers); the extent to which the use of the natural environment for physical, social, intellectual and emotional recreation can be encouraged and implemented for the recreational age spectrum of the wider community.

CR1037 ADAPTIVE RECREATION 2 3 10

The role of the recreation officer in a therapeutic setting where rehabilitation is one of the primary goals; guidelines for the operation of a continuum model for recreation services; different roles in relation to the Australian setting (therapist, leisure educator/counsellor and community recreation advocacy roles); the roles of the other members of the treatment team in a rehabilitation setting.

CR1038 COMMUNITY ARTS 2 3 10

Extension of CR1035. Small groups of students work in a particular Community Arts organisation on a research project in consultation with their supervisor. Students will be encouraged to adopt a creative, innovative, catalytic role and to develop their project out of ideas developed from their case study report in CR1035.

CS3025 CONSUMERS AND THE LAW 4 10

The place of the consumer in the Australian economy; the consumer in the market place; alternatives to mass consumption; legal procedures; legal requirements regarding business transactions and business organisations; consumer protection; family and the law.

CS3030 CONSUMER EDUCATION 3 10

Consumer education in the school curriculum; curriculum content in the consumer education curriculum; examination of various teaching strategies with emphasis on developmental discussion approaches; games and simulation, inquiry approaches, team teaching, audiovisual aids, community resources; curriculum development and innovation.

Prerequisite: CU3030 or equivalent. (Students not from secondary schools or TAFE colleges must obtain approval from the Head of Department before enrolling.)

CT2000 CLOTHING AND TEXTILES 6 10

Fashion design and drawing; clothing in other cultures; sociological and psychological aspects of clothing; fabric construction; pattern making; clothing construction.

CT2003 PERSPECTIVES IN DRESS 6 10

Designing and making patterns to suit woven and knitted fabrics; clothing construction techniques for woven and knitted fabrics; Australian textile industry: textile and apparel industries, marketing, consumption patterns, fashion analysis and prediction, creative expression; curriculum application.

Prerequisite: CT2000.

CT2004 TAILORING 3 5

Pattern making and styling; basic coat patterns, panels, two-piece sleeves, raglan and dolman line sleeves, gussets, coat collars, capes, hoods, cuffs, pockets; construction techniques: shaping and stiffening collars, supporting shoulder lines, pockets, cuff and sleeve finishes, vent openings, facing, half linings, whole linings, waist finishes, front openings.

Prerequisite: CT2003.

CT2005 CLOTHING FOR MODERNS 3 5

Advanced methods of pattern cutting and clothing construction for day and evening wear; emphasis on machine and hand finishes for special fabrics; techniques required in the preparation of patterns and the sewing of garments for special occasions.

Prerequisite: CT2003.

- CT2011 TEXTILE SCIENCE AND TECHNOLOGY 3 5**
 Classification, production, manufacture and identification of fibres; yarn structure, characteristics and effects on textile properties; fabric construction; finishing treatments; colour and colour application; colour performance in textiles; textile care; performance requirements of textiles; the principles and practice of textile performance evaluation.
 Prerequisite: HS2010.
- CT2800 CREATIVE CLOTHING 2 5**
 Use and care of the sewing machine; choosing patterns; fitting adjustments; codes and layouts; fabric selection; clothing construction processes; garment making.
- CT3700 CLOTHING DESIGN 3 10**
 Influences on fashion; fashion research and analysis; concepts of design; design development; apparel production; consumer demand; fashion change and consumer acceptance; teaching strategies and resources.
 Prerequisite: CT2003 or equivalent.
- CU2000 COMMERCIAL ASSESSMENT AND EVALUATION 2 5**
 The basic requirements for the assessment and evaluation of commercial students' learning experiences; application of this theory to practical teaching areas: preparing assessment programs, tests, marking schemes, and the evaluating and analysing of test results.
 Prerequisite: AC2000 or AC2001.
- CU2007 CURRICULUM INTERPRETATION 7 14**
 Overview of the content and methodology of subjects related to the students' specialist areas; interpretation, planning and implementation of syllabi.
- CU2008 PRACTICES OF CURRICULUM DEVELOPMENT 3 8**
 Concepts and dimensions of curriculum development within the context of TAFE in Australia.
 Prerequisite: CU2007.
- CU3030 TEACHERS AND THE CURRICULUM 3 10**
 Introduction to the concepts of curriculum and of the relationship of curriculum theory and practice; consideration of the role of the teacher as a curriculum analyst, designer and change agent in the context of curriculum theory, school-based curriculum development and a selected educational issue; the development of a proposed curriculum action incorporating situational analysis, design, implementation and evaluation.
- CU3031 DEVELOPING CLASSROOM CURRICULUM PROGRAMS 3 10**
 Identification of the knowledge, understandings and skills of content areas of the school curriculum and their inter-relationships; curriculum alternatives and their influence on current curriculum program development; issues within the education process which may affect decision-making in curriculum development; application of curriculum and discipline concepts in the analysis and modification of existing programs; program development.
 Prerequisite: CU3030 or equivalent.
- CU3032 EVALUATION IN CURRICULUM DEVELOPMENT 3 10**
 Basic concepts of evaluation; models of curriculum evaluation; procedures for undertaking an evaluation within the social context of the school; data-gathering methods; report writing.
 Incompatible with ED4006.
 Prerequisite: CU3030 or equivalent.
- CU3033 CURRICULUM: MAKING IT HAPPEN AT SCHOOL 3 10**
 Current trends and issues in school-based curriculum development; relevant approaches and strategies; practical applications for schools and classrooms; school-based

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curriculum development in retrospect and prospect.

Incompatible with ED4006.

Prerequisite: CU3030 or equivalent.

CU3035 INTRODUCTION TO CURRICULUM CONSTRUCTION 3 10

Curriculum terminology and theory; the key elements of a curriculum; the pressures or influences that affect decision making; the process of curriculum development; school-based curriculum development and innovation.

CU4000 MUSIC CURRICULA: FOUNDATIONS 2 8

Curriculum defined; analysis of key aspects of the school program; emphasis on particular objectives; planning teaching-learning situations; organisation of time, materials and space; lines and levels of communication; decision-making; reviewing and modifying procedures.

CU4001 MUSIC CURRICULA: ANALYSIS 2 8

Detailed study of four programs; detailed study of teacher-devised programs; critical analysis of the programs; basic elements of curriculum design; design of programs in music for information and evaluation.

Prerequisite: CU4000.

CU4007 CURRICULUM CONSTRUCTION AND EVALUATION 3 10

The elements of curriculum theory and development as they relate specifically to the nature and aims of religious education; the objectives of religious education; basic curriculum principles; the learning situation; sources and selection of content; the learning context, looking at student needs; learning activities and experiences; designing a program of work; the significance of method; evaluation.

Prerequisites: ED4074/5, PY4017, PY4018 and PI4001.

CU4008 MUSIC CURRICULA: DESIGN AND IMPLEMENTATION 2 8

Design and implementation of a selected music program relevant to the student's own school situation.

Prerequisite: CU4001.

CW1000 FIELDWORK 13 10

Supervised practical work in established welfare and health agencies; observational visits.

CW1001 FIELDWORK 13 10

Supervised practical work in established welfare and health agencies; observational visits.

CW1006 WELFARE RESOURCES 1 3 10

Investigation of the current extent of statutory involvement in welfare provision; emphasis on social and personal issues of family support, income maintenance, unemployment, housing, child care and health care policies; practical skills in identifying needs and issues and making appropriate use of Commonwealth, State and local government resources.

Prerequisites: CW1000, CW1025 and CW1028.

CW1011 LEGAL ASPECTS OF COMMUNITY WELFARE 2 5

Investigation of Australian legal system; federal and state law courts; role of judges, magistrates, barristers and solicitors; citizens' access to legal counsel; Legal Aid; young offenders; Children's Court; Family Court; the prison system; Residential Tenancy Legislation; Consumer Affairs; Social Security Tribunal; Children's Services Act (1965); the Mental Health Act (1974); Aborigines Act (1971); Vagrants, Gaming and Other Offences Act.

Prerequisite: CW1037.

CW1012 COMMUNITY WELFARE — INDIVIDUAL PROJECT 4 10

Project work relating to a specific area of welfare need or group of clients and to a particular agency, service or range of services; particular intervention strategies;

specialisation in the areas of both community work and counselling is optional.
Prerequisites: CW1032, CW1033 and CW1034.

- CW1013 WELFARE RESOURCES 2 3 10**
Examination of non-government provision of welfare resources; relationship of non-government provision to Federal, State and local government welfare provision; roles of non-government welfare and functions in gap filling, pioneering, initiating, advocating, etc; non-government provision for defined client groups and problems; evaluation of strength and weaknesses of present non-government welfare provision.
Prerequisites: CW1001 and CW1006.
- CW1015 WELFARE RESOURCES 3 2 10**
Integration of resource knowledge and interviewing skills; identification of appropriate interviewing skills in response to a case study presentation.
Prerequisites: CW1013, CW1030 and CW1037.
- CW1025 INTRODUCTION TO COMMUNITY WELFARE 3 10**
Definitions of social welfare; political, sociological and philosophical views of social welfare; examination of Federal, State, non-government and local community systems of welfare; investigation of welfare need groups: aged, handicapped, children, minority groups.
- CW1026 INTRODUCTION TO WELFARE INTERVIEWING 3 10**
Interpersonal communication with emphasis on both verbal and non-verbal means of communication; theories associated with interpersonal communication; listening skills; attending skills and observation.
- CW1027 FAMILY WELFARE 3 10**
Examination of the Australian family, its functions within society, the problems it faces and the support it receives; needs of and resources for families with specific difficulties; family breakdown; alternatives to family care.
- CW1028 INTRODUCTION TO COMMUNITY RESOURCES 2 5**
Development of Commonwealth statutory services in conjunction with investigation of State and local government services; examination of major themes and directions in non-government provision of welfare and welfare related resources.
- CW1029 INTRODUCTORY COMMUNITY STUDY 3 10**
The elements of socio-cultural settings; investigation of ideologies of community; data collection techniques; examination of social organisation and alternatives.
- CW1030 WELFARE INTERVIEWING 1 4 10**
Development of interpersonal and interviewing skills with emphasis on self awareness and use of a micro-counselling approach; examination of interpersonal theory and the various methods of coping with stress and anxiety; interviewing practicum involving use of a developmental model of helping.
Prerequisites: CW1000 and CW1026.
- CW1031 WELFARE GROUP WORK 3 10**
Development of self awareness skills in facilitating groups; an experiential approach to group process and models of group development; emphasis on developing leadership style and skills in intervention.
Prerequisites: CW1000, CW1026 and PY1008.
- CW1032 WELFARE FUNDING 2 5**
Examination of Commonwealth, State and non-government funding bodies; analysis of the relationship between funding and policy promulgation; introduction to skills in making application for funding; fundraising strategies for the small local agency; management of funds and accountability for programs.
Prerequisites: CW1000 and CW1028.

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- CW1033 COMMUNITY WORK STRATEGIES 1 3 10**
Community work theory; philosophy of community work; role of the community worker; skills and techniques of community work; organising funding and money; community intervention models.
Prerequisites: CW1001, CW1029 and SY1012.
- CW1034 WELFARE INTERVIEWING 2 3 10**
Understanding the nature of crisis and the process of crisis counselling with emphasis on intervention skills with various clients (bereaved, suicidal, unemployed); working with families and couples; anxiety and neurosis.
Prerequisites: CW1026, CW1030 and PY1008.
- CW1035 VOLUNTEERS IN WELFARE 2 5**
Who volunteers; examination of the motivation and stereotypes of volunteers; volunteers in organisations; contribution of volunteers; volunteer programs; volunteer organisations (volunteer co-ordinators, volunteer bureaux, volunteer resource centres); practical aspects of volunteers.
Prerequisite: CW1001.
- CW1036 WELFARE NEED GROUPS 1 2 5**
Investigating the major dimension of social need; assessment of need areas; needs of unemployed, elderly, single parents, migrants and ethnic groups; comparisons between need groups and the general population.
Prerequisites: CW1001 and CW1025.
- CW1037 FIELDWORK 2 10**
Supervised practical work in established welfare and health agencies; observational visits.
Prerequisite: CW1001.
- CW1038 WELFARE NEED GROUPS 2 2 5**
The general dimensions of social and economic needs of selected welfare need groups; welfare needs of children, Aboriginal and Islander people, physically handicapped, intellectually handicapped, rural families, homeless people.
Prerequisites: CW1036 and CW1037.
- CW1039 FIELDWORK 2 5**
Supervised practical work in established welfare and health agencies; observational visits.
- CW1040 COMMUNITY WORK STRATEGIES 2 4 10**
Community work project involving an external agency or community group.
Prerequisite: CW1033.
- DA1100 CLASSICAL MAIN STUDY 1 8 12**
Basic principles of the classic techniques; practical work includes: barre work, adagio, pirouettes, allegro, pointe work and pas de deux.
- DA1101 CONTEMPORARY BASIC STUDY 1 3 8**
Practical work includes: floor work, centre work and basic combinations; basic contemporary dance vocabulary; simple analysis of dance sequences.
- DA1102 CONTEMPORARY MAIN STUDY 1 6 12**
Practical work includes: floor work, centre work and basic combinations; basic contemporary dance vocabulary; simple analysis of dance sequences.
- DA1103 CLASSICAL BASIC STUDY 1 5 8**
Basic principles of the classic techniques; practical work includes: barre work, adagio, allegro, pointe work and pas de deux.

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form and purpose to dance; graded compositional studies for both children and adults.
Prerequisite: DA1105.

DA1116 MUSIC 2 3 5
Melodic and non-melodic percussion; improvisation in 2, 3, 4, 5, 7 and freetime; improvisation to accompany dancers; music for dance from the Romantic period to the present time; recognition of these works, their composers, periods, and type of dance; basic rhythm for different dances including gavotte, polka, tango.
Prerequisite: DA1106.

DA1117 APPLIED ANATOMY 2 1½ 5
Principles which govern human stability and motion; the ways in which muscles work to produce movement: simple machines of the body; movement and injury; dance injuries.
Prerequisite: DA1107.

DA1118 DANCE STYLES 2 4 5
Development of dancing and singing skills; composition and performance of dance routines for chorus; dramatic aspects of music comedy; tap dance combinations and routines.
Prerequisite: DA1108.

DA1119 PRACTICE PERIOD 1 20
Daily technique classes; structure of rehearsals; individual tutorial work for compositions and featured roles; personal preparation for rehearsals and performance; technique and dress rehearsals; critical evaluation during season and post-performance evaluation.

DA1120 CLASSICAL BALLET 1 7½ 10
Consolidation of classical techniques; different styles and interpretation in classical ballet; advanced level work in all aspects of technique including pointe work and pas de deux.
Prerequisites: DA1100 and DA1113, or DA1102 and DA1110.

DA1121 CONTEMPORARY DANCE 1 7½ 10
Demanding contemporary dance techniques including: 'off-balance', turns, rapid changes of weight, time patterns and metric patterns; improvisation.
Prerequisites: DA1103 and DA1111 or DA1101 and DA1112.

DA1122 REPERTOIRE 3 3 5
Study of selected repertoire pieces; refinement of required technique; interpretation and style; adaptation of works as necessary for variable venues; performances of all or part of the selected repertoire studied.
Prerequisite: DA1114.

DA1123 DANCE COMPOSITION 3 2 5
Discussion and investigation of dance forms; preparation and presentation of short solo and group sequences; practical experience in group dance through improvisation and set compositional studies; discussion and criticism of presented dance works, discussion of criteria for evaluation and assessment of dance works.
Prerequisite: DA1115.

DA1124 DANCE STYLES 3 3 5
Study of both the character and jazz dance styles. Practical work includes: Basic technique, step combinations, solo and groups choreographic work.
Prerequisite: DA1118.

DA1125 HISTORY OF DANCE 2 5
Early development of dance technique; social and religious functions of dance; development of dance throughout the Renaissance period; the European and Russian contribution to classical ballet; the rise of modern dance in Europe and America; the development of dance in Australia.

DA1126	CLASSICAL BALLET 2	7½	10
Continuation of DA1120. Prerequisite: DA1120.			
DA1127	CONTEMPORARY DANCE 2	7½	10
Study of the origins and dramatic impulses which are the source of movement in various types of falls, jumps and travelling steps; interpretation of short choreographic sequences. Prerequisite: DA1121.			
DA1128	REPERTOIRE 4	3	5
Study of selected repertoire work of different styles; refinement of required technique, interpretation and style; adaptation of works as necessary for variable venues; performance of all or part of the selected repertoire studied. Prerequisite: DA1122.			
DA1129	DANCE COMPOSITION 4	2	5
Preparation of short solo pieces for another dancer; preparation of group works with emphasis on particular elements of composition; investigation of costuming, lighting and sound accompaniment for group composition; choreography of a work for public performance. Prerequisite: DA1123.			
DA1130	DANCE STYLES 4	3	5
Continuation of DA1120. Prerequisite: DA1114.			
DA1131	PROFESSIONAL AWARENESS STUDIES	3	5
Studies in the latest developments in all areas of the dance community.			
DA1132	STAGECRAFT	4	10
Basic skills in stage management; stage production techniques; theatre make-up for dance performance; basic principles of stage lighting and sound recording; practical approaches to the operation of lighting and sound equipment; costume design and construction.			
DA1133	PRACTICE PERIOD 2		20
Daily technique class; structured rehearsals; individual tutorial work for compositions and featured roles; personal preparation for rehearsals and performances; technical and dress rehearsals; critical evaluation during season and post-performance evaluation. Prerequisite: DA1119.			
DA2001	INTRODUCTORY DANCE	3	5
Introduction to three dance techniques: creative dance, folk and square dance, social dance using material and teaching styles applicable to both primary and secondary schools; development of a repertoire of dance and rhythm training for all ages.			
DA2014	DANCE IN EDUCATION	3	5
Creative dance making; motivational use of music in physical education activities; folk dance from different countries. Prerequisite: DA2001.			
DA2015	DANCE STYLES	3	5
Basic figures of ballroom dances popular in school dance programs; advanced techniques in square and round dancing; disco, bush dancing and aerobic dancing; advanced folk dancing. Prerequisite: DA2001.			
DA2016	DANCE TECHNIQUE AND COMPOSITION 1	5	10
Basic vocabulary of contemporary and classical techniques; development of strength and flexibility; manipulation of elements of dance composition; music and its application			

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to the choreographic process; style in various historic periods and its influence on art and music.

DA2017 DANCE TECHNIQUE AND COMPOSITION 2 5 10

Further study of contemporary and classic vocabulary; uses of music forms; modern stylistic elements and their uses as a means of dance expression; choreographic sources. Prerequisite: DA2016.

DA2018 DANCE TECHNIQUE AND COMPOSITION 3 5 10

Extension of technique — “off-balance” turns, rapid changes of weight etc; combinations of movement; ethnic and folk dances; teaching methods. Prerequisite: DA2017.

DA2019 DANCE HISTORY 1 1½ 5

The functional nature of dance in primitive society; dance in the ancient world — Egyptian, Cretan, Greek, Roman; medieval dance; Renaissance dance; professionalisation of ballet; romanticism in ballet; ballet in Czarist Russia.

DA2020 DANCE HISTORY 2 1½ 5

Ballet Russe; modern ballet; pioneers of modern dance — Isadora Duncan, Lois Fuller, Ruth St. Denis; the influence of Martha Graham, Doris Humphrey and Charles Weidman on dance as a theatre art; the “Pedestrian Movement” of the 1960s; philosophy of dance for dance’s sake; new directions in modern dance. Prerequisite: DA2019.

DA2021 DANCE IN EDUCATION 1 5 10

Further studies in contemporary and classical techniques; methods and principles of improvisation; principles of non-literal choreography; aesthetics; dance as an art form; examination of various national and international approaches to the teaching of dance; the ROSBA syllabus.

DA2022 DANCE IN EDUCATION 2 5 10

Continued studies in classical and contemporary dance; composition and improvisation; integration of personality within a dance framework; program development; philosophy of evaluation; production and development of assessment instruments; practical teaching experience; dance as an extra-curricula activity. Prerequisite: DA2021.

DA2023 DANCE TECHNIQUE 4 4½ 10

Further refinement of technique and combinations; biomechanics of movement; prevention and treatment of dance related injuries; alternative theories for the development of dance techniques. Prerequisite: DA2018.

DA2800 SOCIAL AND COMMUNITY DANCE 2 5

Development of recreational dance skills in a variety of community and social dance activities.

DA2801 HISTORICAL AND ETHNIC DANCE 3 8

Dances from Medieval and Renaissance periods of Europe and their influence on and relationship to the ethnic and modern dances of the twentieth century; examination of the music, dance and culture of peoples from various parts of the world.

DA2802 CREATIVE DANCE 3 8

Elements of dance and the nature of rhythm; the nature of creativity and movement and expression in dance; movement phrases in dance-like form; music and dance; space and dance; relationships and form; drama, movement, music and dance; assessment.

- DA2803 CREATIVE DANCE 3 8**
 The elements of dance and the nature of creativity in relation to dance; introduction to contemporary dance through examination of dance in Greece and Rome in the classical period, medieval age and the Renaissance; movement analysis; music, movement and drama.
- DA2804 DANCE TECHNIQUES 1 2 5**
 Development of jazz techniques, through response to rhythmic structure of jazz movement, correct alignment of the body as required by the technique, understanding and experience of expression through jazz dance combinations in informal presentation; construction and development of jazz sequences.
- DA2805 DANCE CONDITIONING AND FITNESS 2 5**
 Development of sequentially structured dance conditioning program; introduction of measurement and evaluation procedures as used in fitness assessment; theoretical understanding of body structure; analysis of movement pertinent to development of dance fitness programs.
- DA2806 CLASSICAL BALLET TECHNIQUE 2 5**
 Development of basic skill and understanding in classical technique: placement and experience in technique development through barre, centre practice and enchainments; approaches to choreography and presentation of classical repertoire.
- DA2807 DANCE TECHNIQUES 2 3 10**
 Progression of technical development in the disciplines of classical and jazz dance; introduction to the contemporary dance discipline; selection and development of dance sequences based in expression and dynamics of movement.
 Prerequisite: DA2804 or DA2806 or equivalent.
- DA2808 DANCE COMPOSITION AND STAGECRAFT 3 10**
 Development of creative approaches to composition and choreography; choreographic craft and structure; development of design for dance including costuming; lighting, sound and make up; dance criticism and analysis.
 Prerequisite: DA2804 or DA2806 or equivalent.
- DA2809 NATIONAL AND FOLK DANCE 3 10**
 Development of steps and style of selected National and Folk Dances. Understanding of cultural background of selected populations, investigation of costumes appropriate to selected populations. Demonstration of selected National and Folk dances.
- DA2810 MOVEMENT FOR YOUNG CHILDREN 3 8**
 Examines the predisposition of young children towards rhythm in movement and sound; seeks to identify how this might be used to enhance their early education; play element in relation to the above; situations in which creative learning experiences might emerge; workshops.
- DA3000 CONTEMPORARY TECHNIQUE 1 7 10**
 The basic contemporary dance vocabulary (contraction, release); study of Graham Technique with particular reference to development of strength, flexibility and placement of spine and limbs; comparison of classical and contemporary dance.
- DA3001 CONTEMPORARY TECHNIQUE 2 7 10**
 Continuation of DA3000. Basic combinations of movements; analysis of dance sequences; consideration of the aesthetic intent of combinations of movements.
 Prerequisite: DA3000.
- DA3002 CONTEMPORARY TECHNIQUE 3 7 10**
 Continuation of DA3001. Technical work including off-balance turns and rapid changes of weight, level and direction; exploration of rhythm.
 Prerequisite: DA3001.

UNIT OUTLINES

- DA3003 CONTEMPORARY DANCE 1** 7 10
Consolidation of technique; the concept of 'free time'; examination of a range of selected performance and choreographic styles.
Prerequisite: DA3002.
- DA3004 CONTEMPORARY DANCE 2** 7 10
Theories of contemporary dance with reference to Humphreys, Cunningham and Nicholais; creation and presentation of a variety of choreographic sequences demonstrating the application of contemporary dance.
Prerequisite: DA3003.
- DA3005 CONTEMPORARY DANCE 3** 7 10
Development through performance of critical understanding of contemporary dance as both an art form and an expressive means of communication.
Prerequisite: DA3004.
- DA3006 CLASSICAL TECHNIQUE 1** 6 10
Review and consolidation of a wide variety of fundamental movements (plie, tendu, rond de jambe, fondu); the background and development of classical ballet.
- DA3007 CLASSICAL TECHNIQUE AND FOLK** 6 10
Continuation of DA3006 with emphasis on body, weight and energy, advancing muscular strength and coordination; relation of music and dance; study of ethnic dance and its development.
Prerequisite: DA3006.
- DA3008 CLASSICAL TECHNIQUE 2** 4 5
Study of a variety of advanced techniques including allonge, epaulement, pointe work; the relationship of music and dance with emphasis on movement characteristics parallel to appropriate musical phrases.
Prerequisite: DA3007.
- DA3009 CLASSICAL TECHNIQUE AND REPERTOIRE** 4 5
Consolidation of technique; study of a selection of classical repertoire including corps de ballet, solo and pas de deux work; study of a variety of selected approaches to classical ballet including Vaganova, Cecchetti and R.A.D.
Prerequisite: DA3008.
- DA3010 CLASSICAL TECHNIQUE 3** 4 5
Study of a variety of performance styles and interpretations of the established traditional ballets with emphasis on music, dance approach and artistic interpretation.
Prerequisite: DA3009.
- DA3011 CLASSICAL TECHNIQUE 4** 5 5
Creation and presentation of an extended work involving responsibility for all aspects of production.
Prerequisite: DA3010.
- DA3012 CULTURAL TRADITIONS IN DANCE** 3 10
The relationship of folk and classical to contemporary dance; the relationship of costume and music in dance; the purpose of dance in the cultural setting. Contemporary dance: approaches to dance movement demonstrated by leading choreographers, performers and teachers through both the contemporary and classical disciplines.
Prerequisite: AR3005.
- DA3013 LANGUAGE OF DANCE** 3 10
Traditional and contemporary gesture used in dance; criteria for aesthetic judgement in dance; analysis of expression in dance using these criteria with emphasis on critical

appreciation of the creative element of dance making; forms of documentation of dance including notation, video and computer; educating through dance.
Prerequisite: AR3006.

DA3014 CHOREOGRAPHY 3 10

The substance of choreography (time, space, design); critical analysis of works; application of choreography in making and presenting short works.
Prerequisites: DA3001 or DA3009.

DA3015 MUSIC 1 2 5

Elements of music: the concepts of beat, accent, rhythm and phrasing; notation including half (minim), quarter (crotchet), eighth (quaver) notes and time signatures.

DA3016 MUSIC 2 3 10

Study of rhythm through improvisation in 2, 3, 4, 5, 7 and free time; study of the concept of melody through improvisation and notation using both melodic percussion instruments and other music making sources..
Prerequisite: DA3015.

DA3017 MUSIC 3 3 5

History, literature and development of music from c. 1200 AD to the present; introduction to the basic skills of score-following dealing particularly with melodic voice-leading and changes of orchestration and texture.
Prerequisite: DA3016.

DA3018 ANATOMY 1 2 5

The anatomical structure of the body; anatomical terminology; the classification and functioning of joints; the major muscle groups of the body and their actions; flexors and extensors in relation to dance movement; body maintenance.

DA3019 ANATOMY 2 2 5

Principles of movement; the biomechanics of movement; analysis of dance technique; injuries commonly associated with dance training; approaches to the treatment of injuries; diet and nutrition for dancers.
Prerequisite: DA3018.

DA3020 ELEMENTARY PRODUCTION TECHNIQUES 3 10

Consideration of various aspects of theatre (personnel, structure of theatre, stage structures, use of stage); lighting; methods of sound recording and reproduction; costuming for dance.

DA3021 STAGE CRAFTS 3 10

Principles of stage design; the history of stage costume; lighting design; staging alternatives, the use of scenery in dance.
Prerequisite: DA3020.

DA3022 DANCE IN SOCIETY 3 10

Development of dance from 1960 to the 1980s; developmental trends; management skills relative to financing, organisation and administration of dance activities; dance education within the community.
Prerequisite: DA3012.

DA3023 PRACTICUM 1A 5

The practicum in dance is designed to consolidate knowledge and skills in direct artistic experience in real contexts. Students address the needs of the artistic community, the general community and the institutional community through organisation and presentation of performance, workshop, lecture demonstration and teaching situations.

UNIT OUTLINES

- DA3024 PRACTICUM 2A 5**
(See DA3023)
Prerequisites: DA3023 and DA3040.
- DA3025 PRACTICUM 3A 5**
(See DA3023)
Prerequisites: DA3024 and DA3041.
- DA3026 FACILITIES AND MANAGEMENT FOR DANCE 3 10**
Facilities currently in use for the teaching and performance of dance; designing and planning of new facilities; administrative procedures relevant to the running of a dance studio; management and communication techniques required for sound working relationships in a community studio.
Prerequisite: DA3027.
- DA3027 DANCE TEACHING IN THE COMMUNITY 3 10**
Community groups for whom dance may represent an interest (structure of such groups, geographic location, age, social and physical background); program content and development for specific groups; practical teaching approaches relevant to the needs of particular groups.
- DA3028 PRINCIPLES OF TEACHING: STUDIO DANCE 3 5**
Program planning for the dance studio with reference to the syllabi for the major dance associations; consideration of program content for syllabus and non-syllabus courses with a view to meeting the needs of particular local communities; teaching approaches; evaluation and assessment; practical experiences including micro teaching.
Prerequisite: DA3027.
- DA3029 CHOREOGRAPHY AND PERFORMANCE 3 5**
Choreographic approaches; dance performance and demonstration in various environmental settings; structure and function of dance performance and demonstration; management of performance in various environments.
Prerequisite: DA3014.
- DA3030 ADVANCED CURRICULUM IN DANCE 3 10**
The nature of dance and its place in the school curriculum; major dance forms and their applications to the curriculum (creative dance, ethnic dance, classical ballet, contemporary dance, social dance); curriculum designs for the teaching of dance.
Prerequisite: CU3030 or equivalent, curriculum studies at Diploma of Teaching level and dance expertise.
- DA3031 ACCOMPANIMENT FOR DANCE 3 10**
Approaches to working with accompanists in the studio teaching situation; interpretation of music for the purpose of choreographing short sequences; selection and recording of music for a variety of teaching situations.
Prerequisite: DA3016.
- DA3032 CHILDREN AND DANCE 3 10**
Child characteristics and development in infancy and adolescence; exploration of creative movement for children through improvisation and composition; approaches to the teaching of creative movement.
- DA3033 ADVANCED CHOREOGRAPHY 1 5 20**
Exploration of a variety of approaches to choreography (non-literal, representational, multisensory); the craft of choreography including response to texture and timbre.
Prerequisite: DA3014.

DA3034	ADVANCED CHOREOGRAPHY 2	5 20
Exploration of a variety of aesthetic elements and their interplay and relationships to create a unified dance sequence; experimentation with environments other than the stage. Prerequisite: DA3033.		
DA3035	ADVANCED CHOREOGRAPHY 3	5 20
Creation and presentation of an extended work with responsibility for all aspects of production; public performance. Prerequisite: DA3034.		
DA3036	INDEPENDENT STUDY: DANCE	10
Students are required to design and carry through a major program on their own initiative after negotiation and consultation with lecturing staff.		
DA3037	ADVANCED PERFORMANCE 1	7 20
Study of 'real technique' in which the body, arms, legs and head of the dancer become the means by which the language of dance is expressed. Prerequisite: Audition.		
DA3038	ADVANCED PERFORMANCE 2	7 20
Study of selected works of significant choreographers; presentation of these works in a variety of performance environments; public performance of selected repertoire. Prerequisite: DA3037.		
DA3039	ADVANCED PERFORMANCE 3	7 20
Synthesis of all elements of study culminating in public performance. Prerequisite: DA3038.		
DA3040	PRACTICUM 1B	10
(See DA3023)		
DA3041	PRACTICUM 2B	10
(See DA3023) Prerequisites: DA3023 and DA3040.		
DA3042	PRACTICUM 3B	10
(See DA3023) Prerequisites: DA3024 and DA3041.		
DA3043	CHOREOGRAPHY WORKSHOP	5 5
An introduction to the elements of composition and improvisation skills; exploration of individuals' creative potential.		
DA3700	DANCE INTEGRATION	3 10
Practical and theoretical overview of the components of dance from national/folk dance to the discipline of the cut form; approaches to the analysis of movement, its relationship to time, effort, space and shape through the structure of simple movement sequences.		
DA3800	ELEMENTS OF DANCE	3 10
Dance as an art form; movement improvisation; study and application of dance steps from different countries; historical development of other arts in relation to the development of dance; teaching resources. Incompatible with major tertiary studies in dance.		
DP1010	PAINTING AND DRAWING 1	16 50
Drawing from nature; establishment of presence in the drawn object; problems of illusionistic and "real" space; spatial relationships; examination of colour in a variety of media (paints, pastels); colour relationship; receding and advancing colours; colour interaction.		

UNIT OUTLINES

- DP1011 PAINTING AND DRAWING 2 15 45**
Development of desirable traits — economy of means, strength and sensitivity of line, accurate and selective observation; a keen sense of the abstract; exposure to colour stimuli; mixing and placement of colours on the paper or canvas. Gallery visits and discussions with visiting artists.
Prerequisite: DP1010.
- DP1012 PAINTING AND DRAWING 3 14 40**
STudies of drawing styles; examination of the different purposes of drawing e.g. analytical reportage and preparatory; the mechanical aspects of drawing; diagnosis and correction of faults in painting technique and problems of interpretation. Gallery visits and critiques.
Prerequisite: DP1011.
- DP1013 PAINTING AND DRAWING 4 14 40**
Projects of an individual nature which the student will undertake with the guidance of a tutor.
Prerequisite: DP1012.
- DP2001 DRAWING 1 2½ 5**
Exploration of space and form; uses of drawing; methods of drawing; recent developments in drawing; connection between drawing and other art forms.
- DP2012 DRAWING 2 2½ 5**
Alternative drawing ideas and materials; collage, montage, frottage; life work; research into drawing modes and qualities; the place of drawing in the school.
- DP2013 DRAWING 3 2½ 5**
Studio practice; drawing for design; drawing for teachers; preparation of OHT, charts and display boards.
Prerequisite: DP2012.
- DP2014 DRAWING 4 2½ 5**
Development of personal drawing skills; new directions in drawing; application of drawing concepts and methods to the school situation.
Prerequisite: DP2013.
- DP2800 PAINTING AND DRAWING 2 5**
Pictorial exercises based on colour, form, mass and space; drawing from the live model; appreciation; criticism.
- DP2802 PAINTING 1 3 8**
Analysis, selection and symbolism of the major characteristics of natural and non-natural phenomena; analysis of structure in two and three dimensions; analysis of design factors in paintings and the environment; simple techniques of representation; simple composition; drawing from memory.
- DP2804 PAINTING 2 3 8**
Experimentation with a wide variety of media; analysis from the natural and non-natural environments; synthesis of conceptual material into compositions; appreciation.
Prerequisite: DP2802.
- DP2805 PAINTING 3 8**
Visual reality through observation techniques using drawing media; colour relationships and application of colour media to obtain transformations; exploration of realism through historical study and studio practice; transformation; visual analysis (expressive, abstract); media and techniques.
Prerequisite: AR2043.

DP2806 DRAWING 1 3 8
 Visual relationships (height and width, major changes in direction, basic form, detail relationships, negative and positive shapes/relationships); conventions of drawing (foreshortening, overlapping, compression/visual weight); expressive use of media (expressive line and response, value to describe volume, distortion of shape and response, reductive decisions and conventions).

DP2807 DRAWING 2 3 8
 Expressive conventions: distortion, expressive line, direction, texture, value, shape and simultaneity. Criticism and self evaluation: analysis and synthesis, evaluation of drawings. Prerequisite: DP2806.

DP2808 DRAWING 3 5
 Practical studies in space and form, involving extensive studio work, history of drawing, gallery visits and analytical criticism of drawings, experimental graphic processes.

DP3001 DRAWING 1 2 5
 Exploration of the nature of perception and the forming of concepts; analysis of modes of drawing; exploration of the nature and function of the mark in drawing.

DP3002 DRAWING 2 5
 Continuation of DP3001 with emphasis on drawing as an art activity in its own right: the place of drawing in the contemporary context; interpretation of space, mass and volume; the mark as a symbol or referent; analysis of cartoons, comic strips, advertisements and visual illustrations to establish the relationship these forms of drawing have with each other, with art as a whole and with contemporary Australian society; comparison of 'high' art and 'popular' art; means by which the occupation of space and the passage of time are represented in contemporary drawing. Prerequisite: DP3001.

DP3003 DRAWING 3 2 5
 Development of a comparative knowledge of drawing periods and styles; 'primitive' drawing; 'unsophisticated' drawings; refinement and adaptation of traditional forms in drawing; the impact of different cultural idioms in drawing upon each other; motives behind drawing; work involving other media. Prerequisite: DP3002.

DP3004 DRAWING 4 2 5
 In consultation with lecturing staff students undertake a program of activities related to their progress as artist/advocate. Prerequisite: DP3003.

DP3005 DRAWING 5 2 5
 Continuation of DP3004. Prerequisite: DP3004.

DP3006 DRAWING 6 2 5
 Continuation of DP3005. Prerequisite: DP3005.

DP3800 DRAWING 3 10
 Examination of established systems of drawing by historical reference and exploration of materials; methods by which shape and volume can be determined by drawing techniques; the line as a means of expression and communication; methods and techniques for creating solid form by the use of various media; perspective; rendering; perceptual organisation and expressive effects; use of drawing for teachers who require visual expression and delineation within their areas. Incompatible with Art major at Diploma of Teaching (Secondary Art).

UNIT OUTLINES

- DR1000 ACTING 1 12 20**
The nature of dramatic text; practical exploration of play scenes which are rehearsed and performed in small groups.
- DR1005 PRACTICE PERIOD 1 20**
Preparation and presentation of an evening of theatre before an audience; acting, rehearsing, blocking, costume fitting, and performing before an audience.
- DR1007 SET CONSTRUCTION 1 4 12**
Safe working practices, using and maintaining hand and machine tools; materials; joining and finishing.
- DR1011 VOICE 1 4 8**
Approach adopted by Kristin Linklater in 'Freeing the Natural Voice' — exploration of its practical application: the spine — the support of breath; breathing — the source of sound; exercises covering relaxation, physical awareness, breathing, use of images, movement and voice with additional work on the organs of articulation.
- DR1013 DANCE 1 3 8**
Basic disciplines of dance; posture, co-ordination, control, flexibility; basic classical and tap.
- DR1015 LIGHTING 1 3 6**
Small group and individual work on up to three productions of which at least one will be carried through to execution by acting or dance students.
- DR1017 MAKE-UP 1 3**
Deciding when make-up is necessary and how to make it appropriate for the conditions of performance; make-up for clowning and mime; 'straight' make-up; exercises in observation; character make-up using skills of shading and moulding; simple prosthetics.
- DR1018 MOVEMENT 1 2 5**
Posture; body awareness; flexibility; flow, concentration.
- DR1019 OPEN PROJECT 1 4**
Personal expression of ideas arising from the course in a range of methods.
- DR1020 PROPERTIES 1 2 6**
Classification of properties; acquisition and manufacturing techniques with particular emphasis on traditional techniques.
- DR1021 SINGING 1 1½ 3**
Foundations of competent rhythmic expression; aural and written perception of rhythmic notation; simple elements of pitch.
- DR1024 TELEVISION PRODUCTION 3 8**
Offered in conjunction with the television production component of the fourth semester of the acting specialisation. Students may use this as an opportunity to act, in which case their work will be identical to that of the acting students who are required to develop technical skills appropriate to this exercise; equipment and processes used in television production.
- DR1033 SINGING 2 1 3**
Integration of reading of pitch and rhythmic notation; group performance; principles of vocal production; simple part songs and materials.
- DR1037 SET CONSTRUCTION 2 4 12**
Safe working practices; materials, forming, moulding, joining and strength.

DR1041	VOICE 2	4	8
Continuation of DR1011. Additional work on the resonating ladder and on the pitch range of the voice.			
DR1047	ACTING 3	10	15
Preparation of a major dramatic statement for presentation to a specialist group such as a group of professionals in a relevant field, or to the general public preferably in some unusual situation; preparation and performance of a short one person show devised by each student around a personally devised theme; preparation and recording of a radio play; rehearsal and performance of stage texts.			
DR1049	PRACTICE PERIOD 2		20
Selection, casting and performance of a production before an audience; creation of a character and presentation of that character to the audience in context; ensemble skills will be emphasised and students will work on developing their roles in relation to the whole production.			
DR1053	TECHNICAL THEATRE	4	10
Sound studio techniques through the medium of radio; design, advanced equipment, recording, editing and 'live' mixing.			
DR1055	VOICE 3	4	8
Continuation of DR1011. Additional work on specific texts such as poetry, prose, dramatic monologues, choral speaking, etc; revision of approach to voice used by Kristin Linklater involving extensive exercises; application of the voice work to specific texts in performance.			
DR1057	LIGHTING 2	3	6
Continuation of DR1091. Prerequisites: DR1015 and DR1091.			
DR1058	PROPERTIES 2	2	6
Classification of properties, acquisition and manufacturing techniques with particular emphasis on modern materials including plastics. Prerequisite: DR1020.			
DR1067	TECHNICAL PRODUCTION AND MANAGEMENT 4	12	30
Supervised responsibility for delineated areas of up to three productions with a range of performing arts companies and venues as Assistant Stage Manager. Students should be able to take complete responsibility for any specific production area and organise its execution through to final performance. They may also be required to take overall responsibility for one outside production or production performed by an outside group.			
DR1071	THEATRE ADMINISTRATION 1	4	12
The nature of basic business operations in Australia; foundation for later work which looks specifically at the operation of the theatre as a business.			
DR1072	THEATRE ADMINISTRATION 2	4	10
Basic understanding of the operation of a small business; application of this knowledge to the administration of a small business in general and a theatre in particular.			
DR1073	THEATRE GRAPHICS	3	12
Study of a number of script lettering styles and Roman lettering; lettering as an integral part of layout; handling of lettering in a variety of situations related to poster and program design.			
DR1074	TYPING	6	12
Development of a speed of 35 wpm with an accuracy rate of 97%; general production work with special attention to theatre programs, dodgers and general publicity material.			

UNIT OUTLINES

DR1075	THEATRE DATA PROCESSING	4	12
Introduction to manual, mechanical and electronic data processing systems; use of BASIC language; application of data processing and computer programming in the theatre.			
DR1077	THEATRE HISTORY PROJECT 1	1	3
Research study methods, source, materials and presentation formats; individual study and preparation of a dossier.			
DR1078	STAGECRAFT	2	3
Elementary props and scenery construction; costumery; simple lighting and sound; manufacture of masks; stage management and theatre company structures.			
DR1079	DANCE 2	3	5
Continuation of DR1013; basic dance routines; use of stage space; group movement and interaction.			
DR1080	ACTING 2	10	20
Exploration by practical means of the two main methods of playmaking: improvisation and scripting of dramatic sequences around a theme to form a coherent dramatic statement; exploration of each of the stages in preparing a play-text performance; application of these skills to Classical Greek texts (in translation) and Shakespearian texts; rehearsal and performance of selected scenes.			
DR1081	THEATRE HISTORY PROJECT 2	1	3
Central elements of Brecht's work; individual study and preparation of a dossier.			
DR1082	MOVEMENT 2	2	3
Increase general movement skill and body awareness; use of neutral mask; basic mask skills.			
DR1083	MOVEMENT 3	2	5
Commedia dell'Arte; half mask; development of physical basis for characterisation.			
DR1084	SINGING 3	1	3
Reading skills; extension of range; solo and group performance.			
DR1085	DANCE 3	3	5
Style in dance; interpretation; introduction to jazz ballet; simple folk and ballroom dance styles. Prerequisite: DR1013.			
DR1086	MOVEMENT 4	3	7
Exploration of basis of performance styles; development of technical movement skills for performance in physical theatre.			
DR1087	VOICE 4	3	8
Continuation of DR1055. Prerequisites: DR1011 and DR1041.			
DR1088	ACTING 4	12	25
Introduction to acting for the screen either by preparing a film or a piece of television; selected 'vaudeville' skills which are useful in a variety of acting situations; preparation and presentation of an off-campus performance. This may include co-operation with specialist drama groups in devising a program with particular community oriented objectives. In designing the project, attention is given to exercising various skills developed throughout the course.			
DR1089	SINGING 4	1	5
Continuation and consolidation of reading skills, vocal and aural fluency, vocal exercising and range extension.			

- DR1090 DANCE 4 3 5**
 Individual and ensemble dance pieces; group-devised choreography.
 Prerequisite: DR1013.
- DR1091 LIGHTING AND SOUND 4 8**
 Aims, equipment, use of colour and design principles for stage lighting; aims, equipment and techniques (particularly recording and editing) for stage sound.
- DR1092 COSTUMES FOR THE STAGE 3 7**
 Sociology and psychology of clothing; elements and principles of design; designing clothes and costumes; body shape and fit; principles of pattern styling; use of sewing machine; construction methods suitable for costumes; fabric construction; use of fabrics to create costumes.
- DR1093 TECHNICAL PRODUCTION AND MANAGEMENT 1 6 15**
 Tutorial discussions with working stage managers on the range of stage management tasks and the structures used by performing arts companies and venues to organise their personnel.
- DR1094 TECHNICAL PRODUCTION AND MANAGEMENT 2 8 18**
 Supervised responsibility for delineated areas in up to two productions (Assistant Stage Manager); students will be given responsibility for specific areas and will be expected to co-ordinate fellow students and their own efforts in the completion of tasks within these areas; students will be expected to take initiative, liaise with other personnel inside and outside the production team, set deadlines and budget for expenditure; they will also take overall responsibility (as Stage Manager) for a production.
- DR1095 TECHNICAL PRODUCTION & MANAGEMENT 3 13 26**
 Supervised responsibility for delineated areas of up to three productions with a range of performing art companies and venues as Assistant Stage Manager; the standard required will be that of professional companies and will involve a wide range of areas including sets, costumes, props, lighting and sound. Students may also be required to take overall responsibility for one outside production or production performed by an outside group.
- DR2045 ADVANCED EDUCATIONAL DRAMA 5 10**
 Educational drama as a complex art form both at adult level and applied to the classroom as a method of open-ended learning; participation in complex drama and specific lesson planning; examination and expansion of the student's range of professional competencies and strategies.
 Prerequisite: DR2073.
- DR2069 ACTING SKILLS 3 5**
 Finding the playwright's truth; exorcising bad habits and theatrical dishonesty; developing interpreting skills; responding to genre and style while retaining acting integrity; predirecting skills.
- DR2071 CHILDREN'S PLAY TO PERFORMANCE 3 5**
 Play of the very young; personal projected play, social play, fantasy. Play of older children: social dramatic play, games and rules, peer groups and gangs, language games. Adolescents and adults: ritualisation — sport and quasi-dramatic displays. Play and social reality: theories of role, presentation of self, theatre of reality.
- DR2072 DRAMA FOR THE DISABLED 3 5**
 Basic drama: the roots of dramatic activity, identification and projection, expressive play. Diagnosis as negotiation: study of subtexts to discover clients' needs, wishes and interests. Planning and teaching: devising strategies for what can be accomplished, matching activities to positive abilities. Sensory activity: use of sensory stimuli and communication through the senses.
 Prerequisite: DR2045.

UNIT OUTLINES

- DR2073 DRAMA PROJECT 5 10**
The use of drama to create and explore dynamic models in any area of learning; teacher-in-role as a method of giving information and receiving help or information, and its implications for modifying the teacher's conventional status; essential elements of teacher-in-role: pace, signalling, language; structuring for commitment and for context; fieldwork.
- DR2074 DRAMA WORKSHOP 3 5**
The essentials of drama; three dimensions of expression; three elements of dramatic form; symbols and meaning; distance from the action; from ideas to communication; performance statements.
- DR2075 GENRES 1 5 10**
Introduction to the major movements in world theatre in their social contexts; historical overview; workshop exploration of genres, modes and styles.
- DR2076 GENRES 2 5 10**
Dramatic clarification of the major genres of world theatre introduced in DR2075; practice in basic elements of acting and directing to workshop production standard; production exercises involving script interpretation, pastiche, acting and directing.
Prerequisite: DR2075.
- DR2077 DRAMA CURRICULUM 5 10**
The role of language, class dynamics and teacher signalling in creating, controlling and inhibiting communication in the classroom, with particular reference to drama; program planning and ROSBA; evaluating and assessing dramatic action.
Prerequisite: TS2901.
- DR2078 PLAYBUILDING 5 10**
Fieldwork project bringing together the students' understanding, planning and teaching skills in educational drama with their practical skill in theatre; students form artists-in-residence teams in school classrooms to find dramatically, then illustrate theatrically, their classes' concerns.
Prerequisite: DR2045.
- DR2079 THEATRECRAFT 1 3 5**
Administration and organisation; theatre safety; set design; mask making; costume design.
- DR2080 THEATRECRAFT 2 3 5**
Lighting and sound design; technical theatre in schools; interpreting script and style; production possibilities and limitations; technical theatre in production; production apprenticeship.
Prerequisite: DR2079.
- DR2081 THEATRE PRODUCTION 5 10**
Casting and division of responsibilities; planning and negotiating overall style and design; interpreting roles; direction, production and reflection.
Prerequisite: DR2069.
- DR2082 VOICE AND MOVEMENT 1 5 10**
Body awareness: development of kinaesthetic sense, analysis of posture. Sense of space: claiming space, moving in a variety of spaces, interacting in space. Breathing: the source of energy and sound. Expression and articulation: developing a vocabulary of voice and movement, colour and language. Context; reflection; critical analysis of systems and techniques.
- DR2083 VOICE AND MOVEMENT 2 5 10**
Personal presence: teacher status as affected by posture, movement, body language and voice; improvement of skills in these areas through practice; identifying needs of

school students in terms of self-esteem as expressed in voice and movement; satisfying students' needs through all teaching contexts; relating voice and movement specifically to secondary school syllabi.

Prerequisite: DR2082.

DR2091 CURRICULUM STUDIES IN DRAMA 3 8

The child as communicator; dramatic play and the child; dramatic craft and the teacher; spoken text in the classroom; puppetry; dramatic role-taking in the classroom; development of a drama-based lesson sequence.

Prerequisite: ED2608.

DR2092 ADVANCED CURRICULUM STUDIES IN DRAMA 3 8

Drama as a learning medium; drama as a complex art form and as an integrating medium for the expressive arts; the skills of drama leadership; evaluation of drama-based programs; teaching project.

Prerequisite: DR2091.

DR2800 ADVANCED IMPROVISATION 2 5

Refinement and extension of role work; exercises to clarify verbal and non-verbal signalling; exercises and discussion of elements of time, space, pacing, imagery, ritual; reflection and refraction; selecting and developing dramatic images; group exercises.

Corequisite: DR2803 or equivalent.

DR2801 CURRENT THEATRE 2 5

Visits covering the major Brisbane theatre companies involving discussions with actors or directors; visits to the major theatre company workshops in Brisbane; study of the plays concerned including the period and the playwright; introduction to relevant aspects of acting, directing and design; reviews.

DR2802 FREEING THE NATURAL VOICE 2 5

The relationship between the body and voice production; breathing (diaphragm, posture, phrasing); operation of the vocal chords; range extension; the relationship between mind and voice.

DR2803 INTRODUCTORY IMPROVISATION 2 5

Introduction to the basic techniques of dramatic improvisation; quality and appropriateness of response; credibility; adopting a role; physical elements; the fluctuations in the relationship between fiction and reality; the move from drama for personal exploration to the making of a dramatic statement.

DR2804 MODERN DRAMA 2 5

The nineteenth-century background; melodrama, literary theatre; naturalism/realism; Ibsen, Chekhov, Stanislavski, Shaw; Antinaturalism: expressionism, symbolism, Brecht; post-war European drama: drawing room comedy, existentialism, the new wave, the second wave, political theatre; American drama: domestic tragedy, O'Neil, Miller, Williams; Australian drama: Buzo, Williamson, Hibberd, Lawler; the evolution of theatre design and performance styles in relation to these various movements.

DR2805 MOVEMENT FOR RELAXATION 2 5

Practical techniques for controlling physical fatigue and for effective relaxation; anatomy; the importance of the spine to healthy movement; weight placement; tension and relaxation exercises; breathing exercises and theory.

DR2806 THEATRE GAMES 2 5

Study of a wide variety of theatre and drama games for their intrinsic interest and to demonstrate the ways in which a leader may choose and run games with a group; game theory; game leadership style; group dynamics; game sequencing.

DR2807 WORKSHOP THEATRE 2 5

Selection, rehearsal and performance of a short scripted play at workshop standard.

UNIT OUTLINES

- DR2808 DRAMA PROCESS AND THEATRE 3 8**
Individual, pair and group work in workshop sessions dealing with the drama process (role play, storytelling, movement, mime, improvisation, drama). Theatre styles: seminar presentations on realism and naturalism, the absurd, Brechtian theatre, theatre of cruelty, children's theatre.
- DR2809 DRAMA PROCESS AND CHILDREN'S THEATRE 3 8**
The drama process and methodology: role play, storytelling, movement, mime, improvisation, drama. Children's theatre: script, staging, child involvement and participation.
Prerequisite: DR2808.
- DR2810 DRAMATIC TEXT AND PERFORMANCE 3 8**
Styles of dramatic text; selection and preparation of material; rehearsal and preparation; staging; performance; evaluation.
Prerequisite: Theatre studies.
- DR2811 GROUP PLAYMAKING AND PERFORMANCE 3 8**
Selection and preparation of material; rehearsal and preparation; staging; performance; evaluation.
- DR2812 PUPPETRY 3 8**
Construction of shadow, rod, glove and/or marionette puppets; manipulation; history of puppet theatre; stagecraft.
- DR2813 THEATRE PROCESS 3 8**
Styles of dramatic text; preparation and exploration of dramatic text; developing a text from improvised drama; from text to performance.
- DR2814 COMMUNICATION THROUGH DRAMA 3 5**
Voice and speech development; creative and developmental drama; interpretation of literature; group discussion techniques; oral skills of the classroom.
- DR2815 PUPPETRY 3 5**
Practical workshops in handling puppets, being aware of limitations and advantages; creation of a puppet and devising an original script; preparation and presentation of a public performance.
- DR2816 PLAY PRODUCTION 5 10**
Self-discovery at students' own level through drama; developing a character through textual study; preparation and presentation of a play as a group effort, including technical theatre aspects of a public performance.
- DR2817 CHILDREN'S THEATRE 5 10**
Analysis of children's theatre, its techniques, aims and values; preparation and presentation of a production for children; organisation of a school's tour.
Prerequisite: DR2814.
- DR3004 ACTING 1 6 10**
Stanislavski: exercise work in realistic acting in order to eliminate bad habits and theatrical dishonesty. Realism: acting classes involving selected extracts from a modern realistic play, finding the playwright's truth, development of appropriate interpretive acting skills.
- DR3005 ACTING 2 5 10**
Styles: the range of comedic styles, their common structural aspects and differences and the operation of distancing techniques in didactic theatre. Circus skills: tumbling, juggling, acrobatics, stage fighting, prat falls, slapstick routines. Commedia dell'Arte: development of commedia characters, use of mask, improvisation. Brecht: practical work in the acting exercises designed by Brecht, distancing techniques.
Prerequisite: DR3004.

- DR3006 VOICE AND MOVEMENT 1 6 10**
 Body awareness; sense of space; breathing; expression and articulation; text and context; research.
- DR3007 VOICE AND MOVEMENT 2 5 10**
 Awareness through movement; freeing the natural voice; development of holistic response to text; exploration of physical and emotional levels in characterisation; review of research relative to the study of voice and movement; alternative teaching styles; comparative analysis and personal synthesis.
 Prerequisite: DR3006.
- DR3008 STAGECRAFT 1 6 10**
 Scenery construction; stage properties (budget and purchase procedures, hiring and borrowing, categorisation, storage and use); stage lighting (electricity, rigging and focussing of lanterns, maintenance and repairs, operating principles); stage costumes (hire of costumes, principles of pattern styling, use of sewing machine, fabric construction, the use of fabrics to create costumes).
- DR3009 STAGECRAFT 2 6 10**
 Stage make-up; types of commonly used make-up and its application in the creation of character and straight roles, clowning and mime. Theatre sound: the need for sound effects, use of live and recorded effects, use of stage sound equipment. Stage management: the range of stage management tasks, the role the stage manager in co-ordinating and enhancing theatre production. Basic lighting design: use of colour and lighting angles, 'painting' with light, computer controlled equipment, stage lighting organisation and documentation.
- DR3010 ANALYSIS 1 3 10**
 Interaction of the various codes in writing a dramatic text; historical and cultural factors which impinge upon the text; the additional codes which operate in a film text translated from a play text.
 Prerequisite: AR3006.
- DR3011 ANALYSIS 2 3 10**
 The interaction of various codes within two pieces of theatre; implication of changes made in practical work in the light of analysis; the generation of meaning on stage in the areas of movement, expression, spatial relationships, lighting and design; project.
 Prerequisite: DR3010.
- DR3012 DEVELOPMENT OF THEATRE 1 3 10**
 What theatre does and how it affects its audience; dramatic illusion; theatrical conventions; origins of theatre; Greek drama/theatre; medieval theatres in Europe; theatre in the Orient; theatre of the English Renaissance; theatre of the Italian Renaissance; royal theatre of France and England; England's popular theatre of the nineteenth century.
- DR3013 DEVELOPMENT OF THEATRE 2 3 10**
 Realism; naturalism; symbolism/expressionism; epic theatre; absurd; current theatre; South East Asian theatre; Australian theatre to World War 2; post-war Australian theatre.
 Prerequisite: DR3012.
- DR3014 ELEMENTS OF DRAMA 5 10**
 Minimal drama (fiction plus tension); the three dimensions of expression (light/dark, movement/stillness, sound/silence); the three elements of dramatic form (space, time, communication); symbols and meaning; distance from the action; from ideas to communication.
- DR3015 INTRODUCTORY THEATRE STUDIES 5 10**
 Space: the physical setting of theatrical events. Staging theatre: end staging, theatre-in-the-round, proscenium, realistic and symbolic settings. Dialogue and movement: the relationship between language, movement and setting. Dramatic language: speech

UNIT OUTLINES

patterns and rhythms, good and bad dialogue, naturalism, stylisation, poetry. Overviews: the play as a whole, writing style and structure, interpretation through direction and design.

DR3016 GROUP THEATRE 5 10

Selection by negotiation and research of a topic and an appropriate audience; use of improvisation to explore the dramatic potential and to create appropriate images; forming, selecting and writing of material; preparation of a working script; rehearsal and performance.

Prerequisite: DR3019.

DR3017 PLAYWRITING 3 10

Dramatic structure (tension, climax and resolution; focus and audience distance); fitting an appropriate style to a dramatic theme; the relationship between action, theme and character; developing a scenario; imagery (the relationship between the visual and the linguistic); dramatic writing, dialogue and staging.

Prerequisite: DR3015.

DR3018 DIRECTING 5 10

Functions of the director from casting to rehearsal to performance; organisational procedures and relationship to other production staff; the director's role as intermediary between text, actor and audience; differing definitions of that role; personal style; project.

Prerequisite: DR3015.

DR3019 DRAMA PROCESS 5 10

Workshops involving individual, face-to-face and group role-play; participant enrolment, leader-in-role and intervention; identification with role; negotiation, devising and consequent decision-making; the operation and management of dramatic tension and resolution; structuring for the theme and for the dramatic moment; distancing devices; reflection, re-enactment and re-making.

Prerequisite: DR3014.

DR3020 SOCIETY, IDEAS AND FORMS 4 10

Theatre and Australian society; class, race and gender assumptions; funding and status of Australian theatre; different manifestations (professional, amateur, community); historical patterns; cultural and class roots; the effects of cinema and television; the role of the critic; speech and drama in schools; the Little Theatre movements; the Australia Council; State theatres; alternative theatres; models of initiatives in theatre; designing for a community.

Prerequisite: DR3013.

DR3021 WORKSHOP PRODUCTION 6 10

Direction, design and acting of a number of short plays at public performance standard.

Prerequisite: DR3015.

DR3022 DESIGN 3 10

Establishing the scene; staging alternatives; lighting and scenery; costume design; scale models and drawings.

Prerequisite: DR3008.

DR3023 THEATRE STUDIES OPTION 4 10

Specialised work in one of the theatre studies areas: directing, design, playwrighting or theatre in education.

Prerequisites: DR3017, DR3018 and DR3022.

DR3024 PLAY STUDY 3 10

Study in depth of a major play in production from one particular frame of reference; development of a comprehensive view of the same play by matching and comparing the frames of reference.

Prerequisites: DR3011 and DR3020.

DR3025	PRACTICUM 1	15
Students are provided with an opportunity to practise as artists within a specific community and to participate in an artistic/advocacy project in the community. Elective studies influence the emphasis of the practicum, which will involve one of the three main communities identified: artistic, public, institutional.		
DR3026	PRACTICUM 2	15
(See DR3025) Prerequisite: DR3025.		
DR3027	PRACTICUM 3	15
(See DR3025.) Prerequisite: DR3026.		
DR3028	ADVANCED DESIGN 1	10
Research project on the origins and development of design and theatre; practical design involvement in a Departmental production. Prerequisite: DR3022.		
DR3029	ADVANCED DESIGN 2	10
Analysis of the philosophy and practice of a specific designer; assignment to a major production as assistant designer. Prerequisite: DR3028.		
DR3030	DRAMA ACROSS THE CURRICULUM	3 10
Processed models of curriculum applied to drama method; drama methods for the classroom; dramatic contexts and power in the classroom; content analysis and planning; implementation of a lesson sequence based on dramatic action; preparation of curriculum materials. Compulsory study school for external students. Prerequisite: CU3030 or equivalent.		
DR3035	ADVANCED DESIGN 3	20
Design for film and television; secondment as designer or associate designer to a professional, amateur or community theatre project (approximately 7 weeks). Prerequisite: DR3029.		
DR3036	ADVANCED DIRECTING 1	10
Research project on the origins and development of the role of the director; practical work assisting the director of a Departmental production. Prerequisite: DR3018.		
DR3037	ADVANCED DIRECTING 2	10
Analysis of the philosophy and practice of a major director; assignment to a major production as assistant director. Prerequisite: DR3036.		
DR3038	ADVANCED DIRECTING 3	20
Directing for film and television; secondment as director or associate director to a professional, amateur or community theatre project (approximately 7 weeks). Prerequisite: DR3037.		
DR3039	ADVANCED PLAYWRITING 1	10
Secondment to a major production within or outside the College as Dramaturg (researcher and interpretative consultant). Scriptwriting project. Prerequisite: DR3017.		
DR3040	ADVANCED PLAYWRITING 2	10
Study of a selected scriptwriting style. A major playwrighting project in any dramatic medium. Prerequisite: DR3039.		

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- DR3041 INDEPENDENT STUDY: DRAMA 20**
Students are required to devise an outline of study and/or action after negotiation and consultation with lecturing staff and carry out the approved program with regular tutorial consultation.
- DR3700 SPECIALIST EDUCATIONAL DRAMA 3 10**
Drama as a complex art form: the arts experience, teaching skills, planning skills; evaluation; new directions in educational drama; field project.
Prerequisite: Previous training and current experience in drama teaching, or equivalent studies.
- DR3701 SPECIALIST THEATRE LEARNING 3 10**
Practical work with opportunity to: make a personal dramatic statement within a negotiated major genre of theatrical style; direct a colleague's statement; act in two colleagues' statements.
Prerequisite: Relevant training and experience.
- DR3800 EDUCATIONAL DRAMA 3 10**
Practical introduction to educational drama techniques available to all teachers (teacher-in-role, enrolment of students, dramatic exercises, analogies, simulations); fieldwork project: planning, teaching and evaluating a simple program.
Incompatible with tertiary studies in drama or substantial experience in teaching drama.
Prerequisite: Relevant studies at Diploma of Teaching level or equivalent. All students must have access to a class of children.
- DR3801 THEATRE LEARNING 3 10**
The origin of theatre; the theatre in history; analysis of major elements of dramatic form; introduction to the two main genres of twentieth century and contemporary work; consideration of the nexus between educational drama and theatre as an art form; group play building.
- DR4010 DRAMA CURRICULUM 1 5 10**
Development of basic teaching skills; drama workshop; drama teaching skills; planning approaches in drama.
- DR4011 DRAMA CURRICULUM 2 5 10**
Continuation of work on teaching skills commenced in DR4010; development of practical skills relative to group work; integration of program elements; drama method across the curriculum; evaluation and assessment.
Prerequisite: DR4010.
- DR4012 EDUCATIONAL DRAMA 3 5**
Study of drama techniques including teacher-in-role, enrolment of pupils, dramatic expertise, examination of educational drama in schools by means of film and video; lesson planning.
- DS2800 LETTERING AND LAYOUT 2 5**
Use of lettering pens and brushes in a variety of lettering styles; consideration of good lettering as it relates to graphic design and the visual environment; production of lettering charts; teaching charts; overhead transparencies; posters.
- DS2801 PRINTMAKING 1 2 5**
Exploration of a wide range of printmaking devices; (a) relief: preparation of a surface by addition (collage), and by subtraction (linoleum); (b) intaglio: acetate, engraving, paper drypoint.
- DS2802 TEXTILE PRINTING AND DYEING 3 8**
Screen printing (paper pickup, lacquer, photo sensitive); block printing (wood, lino); resist dyeing (Batik, tie-dye); design.

DS2805	PRINTMAKING 2	2	10
Further development of technical skills introduced in DS2801, including collagraphs, relief and intaglio. Prerequisite: DS2801.			
DS3025	DESIGN STUDIES	4	10
Art elements and principles; qualities of natural and non-natural materials; design process; design presentation; effects of changing technology on form and construction; ergonomics.			
DY2010	HUMAN DEVELOPMENT	3	5
Socialisation; the peer group, conformity, adolescent friendships; relationships with parents; psychological and physical growth; adolescents and sex; moral growth; vocational choice; interpersonal skills; teaching strategies.			
DY3030	ADULT DEVELOPMENT AND LEARNING	3	10
Foundations of adult learning; the nature of the learning process; the context of adult learning; curriculum construction and program development. Prerequisite: CU3030 or equivalent.			
EC1000	MACROECONOMIC ANALYSIS	4	10
The structure of the Australian economy; determination of income, employment and the price level; government policy in relation to aggregate labour market variables.			
EC1001	ELEMENTS OF LABOUR ECONOMICS	4	10
Price theory and its application to the Australian labour market — demand and supply of labour; determination of wages and employment; factors influencing the relative wage structure.			
EC1002	POLITICAL ECONOMY OF AUSTRALIA	4	10
An overview of Australia's political economy; the processes and interest groups which affect the formulation and implementation of government policy; an introduction to important contemporary issues in the political economy of Australia.			
EC2000	MICROECONOMICS	3	10
The economic problem; scarcity and the allocation of resources, production and distribution of output; theory of consumer behaviour; theory of production; markets; industrial relations.			
EC2001	MACROECONOMICS	3	10
The structure of the Australian economy; the role of the government; monetary and fiscal policy, the capital market; Australia's economic objectives; circular flow; national accounts.			
EC2005	INTERNATIONAL ECONOMICS	3	10
Australia's trading relationships with other world economies; balance of payments, international monetary system, foreign investment, protection and economic integration. Prerequisites: EC2000 and EC2001.			
EC2016	AUSTRALIAN ECONOMIC ISSUES	2	5
Positive and normative economics; resource allocation issues; income distribution; stabilisation; growth and structural change; the public sector. Prerequisites: EC2000 and EC2001.			
EC2017	COMPARATIVE ECONOMIC SYSTEMS	3	10
Classification of economic systems; market capitalism; marxian analysis of capitalism; planning and the market in Western and socialist economies; comparative studies of systemic factors and economic behaviour; comparative sub-systems: industrial relations, social welfare, public finance. Prerequisites: EC2000 and EC2001.			

UNIT OUTLINES

- EC2018 ECONOMIC DEVELOPMENT 3 10**
Meaning and measurement of development; population policies; agricultural policies; industrialisation; foreign aid; trade; technology.
Prerequisites: EC2000 and EC2001.
- EC2019 ECONOMICS CURRICULUM AND METHOD 1 2 5**
Economics in the secondary school curriculum; examination of the Queensland economics curriculum; selection and organisation of content; teaching strategies and aids.
- EC2020 CONSUMER ECONOMICS 2 5**
Introduction to the curriculum model used; consumer education in the school curriculum; the consumer in the Australian economy and in the market place; consumer protection; contemporary issues; teaching consumer education.
- EC2021 ECONOMICS CURRICULUM AND METHOD 2 2 5**
Continuation of EC2019 with particular emphasis on the use of computers in teaching economics; evaluation and moderation procedures; the requirements of the Queensland economics syllabus; the future of economics in the secondary school.
Prerequisite: EC2019.
- EC2800 UNDERSTANDING ECONOMICS 2 5**
Australia's economic objectives and current economic problems; unemployment; inflation; money and interest rates; exchange rates; foreign trade; balance of payments; protection of industry; trade unions and wage determination; the role of the government.
- EC3012 LABOUR ECONOMICS 4 10**
Supply and demand in labour markets; theories of wage determination; relative wage structure; trade unions in the labour market; unemployment, wage inflation and government policy.
Prerequisites: EC3016.
- EC3013 BUSINESS ECONOMICS 4 10**
Managerial and behavioural theories of the firm; pricing under monopoly and oligopoly; average cost pricing, unit pricing; structure, conduct and performance in industry; public policy and its effect on behaviour of the firm.
Prerequisites: EC3016.
- EC3014 MANAGERIAL ECONOMICS 4 10**
The application of microeconomics to business decision making; risk analysis; quantitative estimation of demand and costs; market structures and pricing practices; multiproduct pricing; transfer pricing; capital budgeting; economic interpretation of accounting reports for decision making purposes using a computerised microeconomic simulation.
Prerequisite: EC3016.
- EC3015 ECONOMICS 1 4 10**
Basic economic principles and concepts; introduction to microeconomics: demand curves and demand functions; elasticity of demand; supply curves and supply functions; elasticity of supply; pricing under competition and monopoly; introduction to macroeconomics: national accounting concepts; aggregate supply and aggregate demand; inflationary and deflationary gaps; the multiplier.
- EC3016 ECONOMICS 2 4 10**
Macroeconomics: cardinal and ordinal utility theory; the theory of production and costs in the short-run and the long-run; short-run and long-run adjustment under perfect competition and monopoly; regulation of monopolies; macroeconomics: the theory of income determination in a three and four sector economy, international trade and the balance of payments; IS-LM curve analysis.
Prerequisite: EC3015.

- EC3025 ECONOMICS 4 10**
The role of the economic system in promoting economic growth and in allocating resources; economic growth and social well-being; the market system and market failure; the public sector and public finance; the macro-economy; money and the economy.
- EC4010 ECONOMICS CURRICULUM 1 3 10**
The nature of economics and its place in the school curriculum; the objectives of teaching economics; overview of the economics course in Queensland; program and lesson planning and selection and organisation of content; teaching strategies and resources.
- EC4011 ECONOMICS CURRICULUM 2 3 10**
Extension of work on teaching strategies commenced in EC4010 with emphasis on use of computers; assessment and moderation procedures in economics with emphasis on ROSBA; detailed examination of the Queensland economic syllabus leading to the development of work programs, assessment programs and teaching packages; the future of economics education in schools.
Prerequisite: EC4010.
- ED2094 CLASS PROGRAM DEVELOPMENT 3 8**
Curriculum design and models; curriculum concepts; the primary curriculum; curriculum components (objectives, content, methodology, evaluation); curriculum development; school and classroom curriculum processes.
- ED2300 ABORIGINES AND EDUCATION 3 10**
Concepts (culture, identity, language) which have implications for education; racism, prejudice and ethnocentrism; social and economic position of Aborigines in Australian society; educational policies and programs; meeting the educational needs of Aboriginal people.
Prerequisite: ED2316 or ED2325.
- ED2301 ALTERNATIVE EDUCATION 2 5**
The philosophy of alternative education; the radical tradition in school; the Romantic Libertarian Movement in education; the 'community' alternative; the deschooling movement; the socialist alternative.
Prerequisites: ED2316 and ED2325.
- ED2302 ALTERNATIVE EDUCATION 3 10**
The philosophy of alternative education; the radical tradition in school; the Romantic Libertarian Movement in education; the 'community' alternative; the deschooling movement; the socialist alternative; the technological alternative; critique of alternative education.
Prerequisites: ED2316 and ED2325.
- ED2303 ANALYSIS OF BEGINNING TEACHING 2 5**
Problems of beginning teaching; research on teacher information processing; strategies employed by experienced teachers; successful classroom managers; complexities of classroom interaction; transition to effective teacher.
- ED2304 ANALYSIS OF BEGINNING TEACHING 3 10**
Problems of beginning teaching; research on teacher information processing; strategies employed by experienced teachers; successful classroom managers; complexities of classroom interaction; classroom thinking of secondary students; transition to effective teacher.
Co/Prerequisites: ED2316, ED2325, PT2901 and TS2900.
- ED2305 COMMUNITY PARTICIPATION IN SCHOOLS 3 10**
Variations in communities; theory behind school-community interaction; comparative models; levels of community involvement; analysing community needs; working with the community.
Prerequisites: ED2316 and ED2325.

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- ED2306 CRITICAL ANALYSES OF SCHOOLING 3 10**
Types of sociological theories; sociological perceptions of schooling (meritocratic versus reproduction view of schooling); the nature of reproduction theory; types of reproduction theory (alienation, political economy, ideology, resistance); the works of Bernstein and Bourdieu; analysis of issues.
Prerequisite: ED2316 or ED2325.
- ED2307 DEVELOPMENT OF AUSTRALIAN EDUCATION 3 10**
Influences on the development of education in Australia (social, religious, economic and political factors); the developing aims of education in Australia; the influence of prevailing philosophies of education; the influence of traditions in Australian education; the changing nature of teacher preparation in Australia.
Prerequisites: ED2316 and ED2325.
- ED2308 DIFFERENTIATING CLASSROOM INSTRUCTION 2 5**
Differentiating instruction in the heterogeneous classroom; cognitive stage development; instructional strategies for developing higher conceptual level thinking.
Prerequisites: ED2316, ED2325, PT2901 and TS2900.
- ED2309 EDUCATION, SOCIAL CHANGE AND UNEMPLOYMENT 3 10**
The relationship between schooling and work; employment; credentialism; growth in upper secondary school enrolments; problems of minority groups and women; public response to education in the current economic crises particularly the 'standards' debate and other ideological struggles; effects of technological change; unemployment, education policy, strategies for evolving relevant educational programs and practice in a technologically advanced society.
Prerequisites: ED2316 and ED2325.
- ED2310 EDUCATION, TECHNOLOGY AND WORK 3 10**
Theories of social change; development of technology through the ages; technology and work; education and technology; the effects of technology on the school learner; social responsibility and technology.
Prerequisites: ED2316 and ED2325.
- ED2311 FAMILIES AND CONFLICT 3 10**
The family unit as a source of and possible solution to various social ills; the family and wider structural issues; the family and crisis; the family and the caring community; family welfare legislation, family law, family support services, interprofessional co-operation, self-help groups and methods.
Prerequisite: ED2316 or ED2325.
- ED2312 FILM AND VIDEO IN EDUCATION 3 10**
Examination of non-verbal communication and how images are assembled to produce meaning; using film and video in the classroom; planning for an educational film or video program; production techniques; analysing television output.
Prerequisites: TS2901 and TS2903.
- ED2313 FUTURES, TECHNOLOGY AND EDUCATION 3 10**
Student beliefs regarding the meaning and purpose of contemporary technology; historical and modern views regarding the meaning of technology; philosophical assumptions underlined by technology; analysis of changes in social roles and values with the advance of technology; education and technology; relationship between high technology and existing democratic values.
Prerequisites: ED2316 and ED2325.
- ED2314 GROWTH OF SELF FOR TEACHING 3 10**
The concept of 'growth of self' and how it contributes to persons becoming effective teachers; investigation of the existentialism-phenomenology connection as the major

underlying philosophy; consideration of various fundamental concepts and issues within this framework; implications for teaching and learning.
Prerequisites: ED2316 and ED2325.

ED2315 ISSUES IN COMPARATIVE EDUCATION 2 5

Introduction to comparative education methodology; difficulties inherent in comparing the educational practices of differing cultures; the relationship between the culture of selected countries and the form of education which exists in those countries; the response of selected countries to a range of educational issues.
Prerequisites: ED2316 and ED2325.

ED2316 LEARNERS AND TEACHERS 3 10

Facets of human nature, development and socialisation which provide an understanding of the way in which the student's view of the world affects and is affected by school and classroom life; teachers' understandings of classroom behaviour and interaction; developmental and organisational transitions experienced by students and teachers which affect the climate of the school or classroom; social life of the school.

ED2317 LEGAL ISSUES FOR TEACHERS 3 10

Introduction to education law; children, law and school; compulsory schooling and educational rights; parents, children and education; teachers and the law; injury in the school environment; maintaining order in the school; educational administration.
Prerequisites: ED2316 and ED2325.

ED2318 MEASUREMENT AND ASSESSMENT IN EDUCATION 3 10

The nature and purposes of assessment; basic measurement concepts; assessment techniques; side effects of assessment; communicating results of assessment; secondary school assessment in Queensland.
Prerequisites: ED2316 and ED2325.

ED2319 MODELS OF TEACHING 2 5

Recent research into teaching theories; collection, analysis, interpretation and evaluation of classroom data; models of teaching.
Prerequisite: ED2908.

ED2320 MODELS OF TEACHING 3 10

Recent research into teaching theories; collection, analysis, interpretation and evaluation of classroom data; models of teaching; model selection and adaptation.
Prerequisite: ED2908.

ED2321 MOTIVATION AND TEACHING STRATEGIES 3 10

Limitations of cognitively-oriented conceptions of effective teaching; motivational effects of selected teaching strategies; indices of motivation; teaching strategies to enhance student motivation.
Prerequisites: ED2316, TS2901 and TS2903.

ED2322 PHILOSOPHY AND TEACHING 3 10

The modes and methods of philosophy; philosophy of education; the concept of education; traditional and progressive education; confronting the future in a changing society; personal philosophy of education.
Prerequisites: ED2316 and ED2325.

ED2323 PHOTOGRAPHY IN EDUCATION 3 10

Using photographic resources in teaching; criteria for effective utilization; planning skills; technical skills in areas of equipment operation, composition, taking photographs, black and white and colour processing; special effects photography; conducting a school camera club.
Prerequisite: ED2316 or ED2325.

UNIT OUTLINES

- ED2324 RESOURCING THE TEACHING SITUATION 3 10**
Examination of the range of media available for use in teaching; media attributes; selection, planning, development and evaluation criteria; planning and production of graphics and reprographics, audio, photographic, television and video, multi-media resources.
Co/Prerequisites: TS2901 and TS2903.
- ED2325 SCHOOL, COMMUNITY AND SOCIETY 3 10**
The inter-relationships between school, family and the community especially as they contribute to an understanding of significant educational issues; problems and issues in the school that result from class and cultural differences in society; the formation of teachers' attitudes, values and behaviours; the nexus between school and post-school experience and its relationship to the relevance of the curriculum.
Prerequisite: ED2316.
- ED2326 SCHOOLS, TEACHERS AND DEVIANCE 3 10**
The various theoretical perspectives utilised in explanation of social deviance; identification of various types of behaviour defined as deviant; structural aspects of deviant behaviour (employment, unemployment, gender, class); agencies of social control (police, family, school); schools, students and deviance; the role of the media in the creation and amplification of social deviance.
Prerequisite: ED2316 or ED2325.
- ED2327 SEX ROLES, EDUCATION AND SOCIETY 3 10**
Psychology and sociological viewpoints on sex and gender; inequality in Australian society; the concept of socialisation and the role of the family, church, media and school in this process; discrimination and education with emphasis on the differential education opportunity for girls; strategies and programs for combating sexism in schools.
Prerequisite: ED2316 or ED2325.
- ED2328 SOCIETY, SCHOOLS AND PHOTOGRAPHY 3 10**
Analysis of the social significance of photography in print media; major twentieth century photographers and the significance of their work; major photographic themes and their significance; 'social problems' research in sociology and photography; pervasive sociological themes; use of photography in education of adolescents.
Prerequisites: ED2316 and ED2325.
- ED2329 SOCIOLOGY OF AUSTRALIAN EDUCATION 3 10**
The major macro and micro sociological theories; the nature of Australian society; socialisation; education and inequality; politics and education; sociological perspectives on the curriculum; interaction of the cultures of the different groups in the school.
Prerequisites: ED2316 and ED2325.
- ED2330 SOCIOLOGY OF QUEENSLAND EDUCATION 3 10**
Themes in the study of Queensland society; general history of Queensland society including Aboriginal-European contact and economic changes; political history of Queensland society; sociological analyses of education; history of primary and secondary education in Queensland; issues in the history of education and their applicability to Queensland education; sociological and historical analysis of Queensland schooling 1945 to present; changing role of function of teachers; contemporary issues.
Prerequisite: ED2316 or ED2325.
- ED2331 TEACHERS AND INNOVATIVE SCHOOL PROGRAMS 3 10**
Introduction to the concept of curriculum; the four levels of curriculum decision-making (State authorities, schools, classrooms, communities); innovative curriculum developments in Australian schools; developing improved education programs.
Prerequisites: ED2316 and ED2325.

ED2332 TEACHING CHILDREN ABOUT THE ENVIRONMENT 2 5

The philosophical underpinnings of various environmental policies; the value-frameworks which motivate competing points of view of environmental issues; means by which philosophical issues pertinent to environmental studies may be most effectively dealt with in the classroom.

Prerequisites: ED2316 and ED2325.

ED2333 TEACHING IN ISOLATED SCHOOLS 3 10

Consideration of the meaning of 'isolation' by looking specifically at the Queensland situation; educational provision for isolated children; advantages and disadvantages of the smaller country secondary school setting; strategies to combat disadvantage and utilise strengths.

Prerequisites: ED2316 and ED2325.

ED2334 UNDERSTANDING CHILDREN: DEVELOPMENT 3 10

Perspectives on development and learning; understanding children; fundamental issues in child development; contexts of human development; aspects of development (physical, language, cognitive, personality, social, moral); motivation and development; abnormal development; research literature.

ED2335 UNDERSTANDING CHILDREN: LEARNING 3 10

Contemporary explanations of the nature of learning; the importance of learning theory in the development of teaching methods; motivation and learning; personality and learning; self-concept and learning; assessment of learning; intelligence; creativity; exceptionality; social behaviour; the research process.

ED2336 SOCIAL, SCHOOL AND POLITICAL CONTEXTS 3 10

The social context: role of the school in promoting society's educational goals; nature of society and its structures; the social processes that operate in schools. The school context: society's educational expectations of schools; organisational aspects of the school as a basis for considering teacher expectations, pupils' experiences, and control; models of schooling, functions and characteristics of schools. The political context: political decision-making and its effects on schools; ideologies underlying educational practices; operation of power in various educational settings.

Prerequisites: ED2334 and ED2335.

ED2337 CULTURAL, LEARNING AND FUTURE CONTEXTS 3 10

The cultural context: Australia as a multicultural society, culture and education; schools as agents of cultural reproduction; school responses to cultural groups. The learning context: views of learning, teaching and learning, education and learning; learning processes and environments, freedom; models of teaching and learning, learning contexts. The future context: the contribution of the school in an era of change; diversity in education, work and non-work, lifestyles; learning in the future; computers in education; learning to cope with change.

Prerequisites: ED2334 and ED2335.

ED2338 ISSUES OF KNOWLEDGE, QUALITY AND POWER 3 10

The nature and place of knowledge in education; the concept of quality as a primary criterion in education; power as an initiating, organising and maintaining influence in education.

Prerequisites: ED2334, ED2335, ED2336 and ED2337.

ED2339 ISSUES OF EQUALITY, VALUES AND COMPETITION 3 10

Equality: equality and educational opportunity; poverty and the schools, rural education, minority groups, sexism. Values: basis of moral and religious values, conflicting moral and cultural values, pluralism of values, professional considerations for teachers, aesthetic values in the school, taboos; moral and affective education, religious education, sex education, pressure groups. Competition: the relative merits of competition, co-operation and individualisation as teaching/learning strategies; traditional education;

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open education; examinations, competitions and prizes; rational bases for synthesising; references for values.

Prerequisites: ED2334, ED2335, ED2336 and ED2337.

ED2340 PHILOSOPHY OF EDUCATION 3 8

Values and assumptions; the qualities of a teacher; the school and the individual; authority and freedom; education alternatives past, present and future; change.

ED2341 SOCIOLOGICAL FOUNDATIONS OF EDUCATION 4 10

Theory and concepts: structural functionalism, conflict/critical, symbolic interactionist. Stratification of education; inequalities in education, inequalities of opportunity. Education and society.

Corequisites: ED2340 and ED2342.

ED2342 ISSUES IN POST-COMPULSORY EDUCATION 3 6

Hierarchical structure of education; political issues including how education is funded and the various influences on education decisions; student issues including provisions for special groups; contemporary issues including participation rates and new patterns of TAFE education; issues of interest to teachers.

ED2343 THE LEARNER, SCHOOL AND SOCIETY 3 8

Examination of the sociological context of schooling using several of the major sociological perspectives; the outcomes, processes and social relationships of the major social institutions and the interrelationships between the major social institutions.

ED2344 DECISION-MAKING IN EDUCATION 3 8

Analysis of personal values and assumptions, their impact on teacher qualities and behaviours and their influence on the historical relationship between schools and society; educational alternatives that develop from this; the issues of authority and autonomy in schools; possible roles of schools in the change process.

ED2345 EDUCATION AND THE FAMILY 3 10

The family as the primary socialising agent where children are concerned; various family patterns as they relate to social class, geographical location, and the multicultural nature of Australian society; the influence of changing social conditions on the modern family.

ED2346 FAMILIES IN AUSTRALIA 2 5

Patterns of family socialisation in ethnic groups in Australia; the cultural/socialisation patterns of Aboriginal, Anglo-Celtic, Chinese, Greek, Italian, Lebanese and Vietnamese ethnic groups.

Prerequisite: ED2345.

ED2347 FAMILIES IN CRISIS 2 5

The differing crisis situations which confront families in modern, industrialised societies; facets of children's lives which affect behaviour in the early years; meeting appropriately the needs of children from families in crisis situations.

Prerequisite: ED2345.

ED2348 PHILOSOPHY AND YOUNG CHILDREN 2 5

Children as philosophers; children with the capacity to philosophise; implications for the early childhood 'curriculum', and the nature of the learning environment provided.

Prerequisite: ED2345.

ED2349 THE IMAGE OF CHILDHOOD 2 5

The nature and image of childhood and how it has changed over the centuries; the nature of the child and education theory; implications for teachers at all levels of education, but especially early childhood teachers.

Prerequisite: ED2345.

- ED2350 THE MEANING OF PLAY 2 5**
 The concept of play from a philosophical point of view; theories of play; the play experience; rules, games and sport; symbolism and myth; the educational significance of play.
 Prerequisite: ED2345.
- ED2351 SOCIOLOGY OF PARENTHOOD 2 5**
 The notion of parenting in general and the parental role in particular; the changes that have occurred in child rearing practices, patterns of socialisation and aspects of social legislation pertinent to the family as a social unit.
 Prerequisite: ED2345.
- ED2352 EDUCATION AND SCHOOLING 3 10**
 The school within the community and the school as a community; transition from home to school; school-community interaction; alternative schooling; overt and hidden curricula; educational measurement; the difference between education and schooling.
 Prerequisite: ED2345.
- ED2353 ALTERNATIVE EDUCATION 2 5**
 Problems confronting conventional schooling; various modes of alternative education; alternative modes of education which are available in early childhood education.
 Prerequisite: ED2352.
- ED2354 GENDER, SCHOOL AND SOCIETY 2 5**
 The nature of sex roles in Australian society and the ways in which these are reinforced and perpetuated in the family, the media, and in particular the school; strategies for combatting discrimination in the school; the work-life patterns of teachers.
 Prerequisite: ED2352.
- ED2355 SCHOOLS AND COMMUNITIES 2 5**
 The range of inter-relationships between schools and their communities; skills and techniques for analysing school-community relationships; case studies; student involvement in fieldwork and the development of appropriate practical skills.
 Prerequisite: ED2352.
- ED2356 SOCIALISATION THROUGH PLAY 2 5**
 The socialisation of a child in both the home and the school; socialisation through play, both individual and in the form of a game; study of socialisation through the medium of play.
 Prerequisite: ED2352.
- ED2357 EDUCATION AND SOCIETY 1 3 10**
 Relationships between the school and the wider society; Australian education systems: societal, system and intra-school pressures on school administrators; social class and attitudes (particularly racial attitudes) and their relationship to the concept of equality of educational opportunity.
 Prerequisite: ED2352.
- ED2358 EDUCATION AND SOCIETY 2 3 10**
 Specific concerns within education today; the effect of social change (particularly in technology and the nature of work) on education; the effect of mass media on education; teachers and the law.
 Prerequisite: ED2357.
- ED2361 MULTICULTURAL EDUCATION AND THE TEACHER 3 10**
 Historical overview of the development of Australia as a multicultural society; cultures in Australian society; current issues in multiculturalism; factors influencing the development of multicultural education; current initiatives in multicultural education; role of the teacher in multicultural education; the teacher as curricula developer.
 Prerequisite: ED2316 or ED2325.

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- ED2362 LEGAL ISSUES AND THE TEACHER 2 5**
The nature of 'education law' as it affects the teaching of children in the early and lower school; analysis of legal rights and obligations as these affect teachers; children and parents; custody and access; discrimination, school discipline, supervision and administrative practices.
- ED2363 PREJUDICE AND RACISM 3 10**
Theories of prejudice and racism; history of prejudice and racism; discrimination against minority groups; current issues in race relations.
Prerequisites: ED2316 and ED2325.
- ED2600 ANALYSIS OF TEACHING AND LEARNING 3 8**
Constructional objectives; the planning of learning episodes; evaluation of pupil progress; organisational decisions affecting children; the decision-making process in primary classrooms; personal and professional qualities considered desirable for teachers; preparation, implementation and analysis of teaching; teaching sequences and teaching skills.
- ED2601 COMMUNICATION PROCESSES IN THE CLASSROOM 3 8**
Theories of communication; verbal and non-verbal behaviour; interpersonal interaction; the expository/discovery continuum; application of communication skills to the teaching/learning process.
- ED2602 EDUCATIONAL TECHNOLOGY AND THE CLASSROOM 3 8**
Print and non-print resources; multi-media stimulus variations; resource production and utilisation; classroom applications of computers; future developments in educational technology.
- ED2603 CONTEXTS FOR TEACHING AND LEARNING 3 8**
The concept of teaching the individual learner; learning groups; the open classroom; the autonomous learner.
Prerequisites: ED2600, ED2601 and ED2602.
- ED2604 DEVELOPING CHILDREN'S POTENTIAL 3 8**
Identifying the high-potential learner; individual program planning; major issues in current literature; creativity; the parent/teacher partnership; interpersonal communication skills; information sharing.
Prerequisites: ED2600, ED2601, ED2602 and ED2603.
- ED2605 CHILDREN WITH LEARNING PROBLEMS 3 8**
Rationale for intervention programs; categories and causes of learning problems; principles of diagnosis and remediation; strategies and programs for children with learning problems; socio-emotional problems influencing learning; the concept of the professional team.
Prerequisites: ED2600, ED2601, ED2602 and ED2603.
- ED2606 EVALUATION AND ASSESSMENT 4 8**
Evaluation strategies in the context of TAFE curricula; analysis of objectives and the relationship of these to various test items; analysis techniques.
- ED2607 ISSUES IN TEACHING AND LEARNING 3 8**
Examination of the teaching/learning process in primary school classrooms; application of basic teaching skills (introductions and closures, basic questioning, variability, reinforcement) to primary school learning; planning and preparation of lessons; decision-making in formulating plans; professional development issues.
- ED2608 COMMUNICATION IN TEACHING 3 8**
The person as communicator (verbal and non-verbal messages, interpersonal signalling and the perception of self, the voice and spoken language); the communication process: (communication models; communication as a process of negotiation; communication

within large and small groups); teacher as communicator (skills of presenting); from communication to curriculum; skills of facilitating; experiential learning and the arts in education; skills of initiating.

ED2609 MANAGING TEACHING AND LEARNING 3 8

The developing role of the teacher including achieving and maintaining a positive image; extension of basic skills (advanced questioning, explaining, planning, assessment); extension and synthesis of different teaching strategies; management models; the importance of parents in the educative process; field experience and the student teacher. Prerequisite: ED2607.

ED2610 APPROACHING AUTONOMY IN TEACHING 3 8

Design, implementation and evaluation of work plan; the contexts of teaching (double teaching spaces, small group teaching, the small rural school, individualisation); accountability and the teacher; assessing and evaluating student progress; evaluating the curriculum; professional interaction; extending teacher perspectives (postgraduate study, promotion, transfer, vertical and horizontal career patterns).

ED2700 CONTEXTS FOR TEACHING AND LEARNING (E.E.) 3 8

Teaching and learning in early childhood education; the concept of early teaching; the individual learner; grouping techniques; techniques for the management and control of groups; the open classroom; approaches for delimiting the learner.

ED2701 CURRICULUM DEVELOPMENT IN EARLY EDUCATION 1 4

The philosophical and historical foundations of early education; the range of services in Australia; international perspectives; educational programs for young children; specific curricula areas; emerging programs for young children.

ED2702 EARLY EDUCATION: HUMAN DEVELOPMENT 3 8

Early doctrines of child development; the ecology of human development; personality development; physical and social development; the development of cognition and perception; language development; moral development; aesthetic development; the child's world; methods of studying children.

ED2703 ISSUES IN EDUCATION (E.E.) 3 10

The question of quantity in early education: age for beginning formal education; accelerated teaching programs; human development and curriculum development; premature emphasis on basic learning skills; intellectual stimulation or emotional security. The goals of early education: philosophical, sociological and psychological influences on goals; cognitive, affective and psychomotor goals; the selection of goals; translation of goals into classroom experiences; the curriculum (integrated or undifferentiated).

ED2704 INTEGRATED CURRICULUM DEVELOPMENT (E.E.) 3 8

Sources of early curricula; curriculum models; integrated curriculum development for early education; developing curricula for children with special needs.

ED2705 EARLY EDUCATION CLASSROOM PROCESSES 3 8

The functions of the teacher of young children; creating a challenging and healthy learning environment; enhancing development through play; enhancing language and thinking; enhancing affective development; enhancing aesthetic development; extension of the teacher's professional development.

ED2800 MOTOR SKILL ACQUISITION IN TAFE 3 8

Teaching models used in trades; development of refined techniques to improve existing practices; safety aspects related to bending, lifting, etc. in specific work areas; perceptual motor concepts of adolescence; application of concepts to assessment criteria and remediation; fine motor development.

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- ED2801 TEACHING IN THE MULTIPLE YEAR CLASSROOM 3 8**
Preparation of students for teaching assignments in small, or in particular, one teacher schools. Studies include: classroom management and organisational procedures; teaching strategies; planning and preparation; administration procedures; the school and the community; resource availability and usability. (Students undertaking this unit must complete one practice teaching unit in a small or one teacher school.)
- ED3027 INDEPENDENT STUDY 10**
Self-initiated and self-directed academic study in an area of interest which allows study either to a depth not possible in electives, or in an area not covered by the current Bachelor of Education program. An independent study can be taken by any student who has completed, or will have completed, 4 units of the course, subject to meeting certain requirements laid down in the 'Independent Study Guide'.
- ED3300 CONTEMPORARY ISSUES IN EDUCATION 3 10**
Society, schools and teaching in an age of change studied from the perspectives of educational psychology, philosophy of education and sociology of education; critical evaluation of educational policy; application of principles of social justice to participation and equity; pluralism and social cohesion including education for a multicultural Australia and the education of exceptional children; evaluation of changing roles and responsibilities of teachers.
- ED3301 STUDENTS, TEACHERS AND KNOWLEDGE 3 10**
Contemporary theories of knowledge (empiricism, rationalism, intuition, indoctrination, logic, reason, deduction, commonsense, scientific method); knowledge, ideology and schooling; schooling and its outcomes.
Co/Prerequisite: ED3300 or equivalent.
- ED3302 SECONDARY EDUCATION TODAY 3 10**
Consequences of universal secondary schooling; school and work: transition initiatives, career education, link courses, work experience programs. Alternatives in secondary schooling; recent developments in secondary school discipline areas.
- ED3700 ASSESSMENT ISSUES IN EDUCATION 3 10**
Review of issues surrounding assessment: modern developments in assessment and implications for teaching; test construction; analysis of the psychological and sociological assumptions underlying assessment; application of assessment techniques in classroom situations.
Incompatible with ED4004.
- ED3701 SCHOOL ORGANISATION AND DEVELOPMENT 3 10**
Overview of educational administration; educational leadership; organisational development; organisational communication; issues and problems for educational administrators.
Incompatible with ED4000, ED4001, ED4002 and LB4001.
- ED3702 THE COMMUNITY AND SCHOOL ADMINISTRATION 3 10**
The context of the community and the school; the practice of community education at various educational levels; community education, strategies for teachers (content analysis, public relations, delphi, force-field analysis, etc.).
Incompatible with ED4004.
- ED3703 EDUCATIONAL RESEARCH AND PRACTICE 3 10**
Introduction to educational research and practice; preparing for research; data collection techniques applicable to either quantitative or qualitative research methodologies; analysis and interpretation of evidence; reporting.
Incompatible with ED4008.
Prerequisite: Studies in applied curriculum.

- ED3704 EDUCATIONAL PLANNING AND POLICY 3 10**
 Education and national development; educational planning; world-wide issues and trends in educational planning; educational planning in the Australian context; review of the traditional approaches to educational planning.
- ED3800 SCHOOL FINANCE 3 10**
 School financing in Australia; financial characteristics of a school; management of school finance resources; accounting for school financial transactions; accountability; economics and the school decision-maker.
 Incompatible with CO4007 and ED4011.
- ED3801 COMPARATIVE EDUCATION 3 10**
 The relationship between development and education in developing countries: case studies, for example, of Singapore, P.N.G., China; comparisons with and implications for Australia.
- ED3802 HISTORY OF AUSTRALIAN EDUCATION 3 10**
 The growing involvement of the state in education during the nineteenth century; factors which led to the state accepting responsibility for elementary education; growth of educational bureaucracies; state involvement in secondary education; establishment of tertiary education in Australia; the influence of particular reports on Australian education.
 Prerequisite: Relevant studies at Diploma of Teaching level.
- ED3803 ECONOMICS OF EDUCATION 3 10**
 Education as an economic activity; the concept of human capital; schooling, investment and earnings; cost-benefit analysis; challenges to the human capital approach; internal efficiency (cost analysis, production function analysis, cost effectiveness analysis); systems of finance and control; public and alternative systems of finance; macro-planning in education.
- ED3804 INTERNATIONAL EDUCATION FIELD STUDY 3 10**
 Purposes and uses of comparative studies; comparative method; education and social development; observation of the cultural factors which influence the kind of education which another society has evolved; analysis and interpretation of observations; comparison with Australian situation. (Overseas field study of two weeks duration during June or September vacation.)
- ED3805 EDUCATION FOR A MULTICULTURAL SOCIETY 3 10**
 Theoretical issues (pluralism, ethnicity); majority and minority cultures in Australia; immigration; social attitudes and educational policies; evaluation of effects of discrimination, prejudice and ethnocentrism in schools; schools and multiculturalism; the role of the teacher in multicultural education.
 Incompatible with MC4020.
- ED3806 ISSUES IN ABORIGINAL EDUCATION 3 10**
 Factors influencing the position of Aborigines in Australian society; government policies; Aboriginal culture and education; current initiatives in Aboriginal education; participation of Aborigines in policies and programs.
- ED3807 RELIGIOUS EDUCATION 3 10**
 The concepts of religion, worship and the sacred, the use of sacred scriptures; the relationship between culture and religion; trends in religious education in state schools; the religious development of children; religious education as practised in a number of the major world religions; methods of teaching religious education.
 Incompatible with ED4026, ED4031, ED4074, ED4075, ED4077 and ED4079.
- ED4026 ORGANISATION OF RELIGIOUS EDUCATION 3 10**
 Organisational issues relevant to the Act and regulations of the Department of Education; the legal aspects of the religious teacher's role; practical organisational aspects of

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religious education; opportunities for religious education in state primary and secondary schools and church schools; religious camping for one day or more; the role of the school chaplain; pastoral care; community education. (This unit is not available to teachers). Incompatible with ED3807.

Prerequisites: ED4075, PI4001, PY4017 and PY4018.

ED4031 INDIVIDUAL PROJECT 20

To integrate the studies undertaken in the course work a personally selected project is prescribed for each student. It is anticipated that this project will develop out of interest generated during lectures, discussion and practical experience and be related to the particular sphere in which the student exercises his or her religious education ministry. It is thus intended that the project will be highly relevant and of practical value to each student. The project may consist of library research or the development of some practical experiment. A copy of the project is bound and presented to the Resource Centre. The project may be commenced in semester two but may not be presented for evaluation until all eight coursework units have been completed.

Many students prefer to complete all coursework units before commencing the project. In this case it may be completed in the following year.

Incompatible with ED3807.

ED4074 BASIC CHRISTIAN CONCEPTS (TEACHERS) 3 10

Introduction to Christian theology; appreciation of the various schools of theological emphasis; inter-church and intra-church views of major Christian doctrines; biblical introduction — approaches to authority and integrity of scriptural writings; Exegesis — an introduction to the skills of retrieving meaning from scripture. (This unit is designed for teachers who have little theological training. It is not available to clergy.)

Incompatible with ED3807.

ED4075 BASIC LEARNING DYNAMICS (CLERGY) 3 10

Teaching techniques and methodology; psychological dynamics of learning, motivation and problem-solving; lesson plans; teaching techniques; classroom management; exceptionality; readiness; evaluation. (This unit is designed for potential religious educators who do not have teacher training. It is not available to teachers.)

Incompatible with ED3807.

ED4077 SACRED WRITINGS AND RELIGIOUS EDUCATION 3 10

The function of sacred writings in modern religious communities; approaches to the interpretation of sacred writings; the historical context for the writing of the Judeo-Christian scriptures; the study of selected biblical themes and concepts such as creation, exodus, revelation, covenant, salvation, messiah. (This unit is not available to clergy.)

Incompatible with ED3807.

Prerequisites: ED4074, PI4001, PY4017 and PY4018.

ED4079 RECURRENT ISSUES IN RELIGIOUS EDUCATION 3 10

Factors influencing approaches to religious education in relation to specific periods of history; educational assumptions of significant thinkers who have shaped the history of religious education; aims for religious education; church-state relationships; key issues facing religious education in the present and their links to the past.

Incompatible with ED3807.

Prerequisites: ED4074/5, PI4001, PY4017 and PY4018.

ED4080 CLASS PROGRAM DEVELOPMENT 1 4

Curriculum design and models; curriculum concepts (the primary curriculum, curriculum components); curriculum development; school and classroom curriculum processes.

ED4081 RELIGIOUS EDUCATION IN SECONDARY SCHOOLS 2 5

Religious education in various education systems; background to the Religious Education Curriculum Project; the nature and aims of religious education; readiness for religion; review of religious education materials and resources, and of the curriculum outline for years 8-12; planning for teaching.

- ED4096 CURRICULUM FOR YOUTH WITH SPECIAL NEEDS 3 10**
Introduction to curriculum development and situational/self analysis; innovative program approaches; changing ourselves and school environments; evaluation of curriculum development; resource teacher support for school-based curriculum development, student assessment, participation and equity programs; communicating information about improved programs.
- ED4097 SOCIAL FACTORS AFFECTING THE SCHOOL 3 10**
Examination of structural and organisation aspects of the school arising in the hidden curriculum; impact of the local community on school life, including multiculturalism, school-community relations, school responses to family crises; innovation and change arising in schools in response to the above factors.
- ED4098 DEVELOPING AUTONOMY IN PLANNING 3 10**
Curriculum design and models; curriculum concepts — the primary curriculum, curriculum components; curriculum development — formulation of curriculum programs; school and classroom curriculum processes; induction into teaching.
- ED4115 ORGANISATIONAL THEORY AND BEHAVIOUR 1 10**
Introduction to educational administration as a field of study; the nature of administration; theory and practice in educational administration; simulation techniques in professional development activities; open education; organisational communication; perception; leadership; decision-making.
- ED4116 ORGANISATIONAL THEORY AND BEHAVIOUR 2 10**
Further development of the concepts considered in ED4115; counter disaster measures and emergency procedures; professionalism; bureaucracy; authority influence and power; morale; organisational climate; centralisation and decentralisation; change and innovation.
- ED4117 HUMAN RESOURCE DEVELOPMENT 10**
Phases of human resource development; intervention models; staff development dilemmas; data collection; self-awareness; mapping the organisation; skills training; action planning and evaluation.
- ED4118 COMPUTER APPLICATIONS IN SCHOOL ADMIN 5**
An overview of computer applications in school administration; comparison of financial characteristics of government and non-government schools; recording of school financial transactions; preparation of financial reports; utilisation of computer packages in school administration functions.
- ED4119 LAW AND EDUCATION 3**
The concept of duty; negligence; liability; schools and the criminal law, teachers' rights in police questioning, confiscation of property, search; assault, corporal punishment; compulsory attendance; family law; copyright, defamation and disclosure of confidential information.
- ED4120 CURRICULUM LEADERSHIP 10**
The importance of school improvement; skill development in the area of policy formulation and implementation; supervisory tasks of curriculum leaders; consultancy roles, responsibilities and skills; curriculum evaluation and student assessment; roles of parents and community in the curriculum.
- ED4121 FINANCIAL MANAGEMENT IN TAFE 1 5**
TAFE and its funding; financial administration and the Audit Act; educational and financial accountability; bank reconciliations; part-time teacher payment system; budgets — formulation and control; Stream 1000 budgets; course costing; financial management systems.

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- ED4122 RESEARCH METHODS 5**
Definitions of research; research design and methodologies; data gathering techniques; data analysis techniques; report writing.
- ED4123 IMPLICATIONS OF INDIVIDUALISED EDUCATION 10**
Studies from the areas of: pastoral care; discipline; juvenile delinquency; absenteeism; drugs; gifted and talented children; multiculturalism in schools; handicapped children; children from low socio-economic homes; children under stress, technology and individualised education.
- ED4124 COMMUNITY EDUCATION ADMINISTRATION 10**
Introduction to community education administration; the complex relationships and structures of the society and of schooling; community education as practised; techniques for administering and evaluating community education.
- ED4125 INDEPENDENT STUDY 10**
Self-initiated and self-directed but supervised academic study in an area of interest which is not otherwise available as a format unit. An independent study can be undertaken by any student who has completed 3 units prior to the semester of enrolment in the Independent Study.
- ED4126 COMPARATIVE ADMINISTRATION 10**
Purposes and uses of comparative studies; comparative case studies within our society examining its education system and its administration; similarities and dissimilarities; evaluation of administrative implications.
- ED4127 INTERNATIONAL EDUCATION FIELD TRIP 10**
Purposes and uses of comparative studies; comparative method; education and social development; observation of the cultural factors which influence the kind of education which another society has evolved; analysis and interpretation of observations; comparison with Australian situation. (Overseas field study of two weeks' duration during June or September vacation.)
- ED4128 GROUP DYNAMICS 10**
Characteristics of effective groups; requirements for group effectiveness, characteristics of useful feedback in inter-personal communications; measures of group maturity.
- ED4129 ETHICS IN EDUCATIONAL ADMINISTRATION 10**
The nature of ethics; place of ethics and education in social life; ethical dimensions of public administration; contemporary ethical theories; authority, leadership and decision-making; current ethical issues in educational management.
- ED4130 FINANCIAL MANAGEMENT IN TAFE 2 5**
A management approach to budgeting; TAFE budgetary provisions and process, sources and time-lines; costing of new and enhanced initiatives; research and development of a college budget estimates submission.
- ED4302 CLASSROOMS IN SOCIAL CONTEXT 3 10**
The influences of social forces on classroom practice; what is education?; what is worth knowing?; the influence of differing value systems on classroom practices.
- ED4303 TEACHING AND LEARNING 3 10**
How students learn; factors affecting learning; perspectives on classroom practice; characteristics of effective teaching.
- ED4304 PHILOSOPHY FOR THE CONTEMPORARY TEACHER 2 5**
The modes and methods of the philosophy of education; the continuing debate in education; confronting the future in a changing society; the nature of a need for a coherent, defensible and workable personal philosophy of education.

ED4305	SOCIOLOGY, SCHOOLS AND SOCIETY	2	5
Sociological methods and perspectives; sociology and education; the cultural context of educational institutions and teaching; teachers and students; appropriateness of education to modern Australian society.			
ED4306	TEACHERS AND SCHOOL PROGRAMS	2	5
School programs in context; approaches to designing school programs; approaches to implementing and evaluating school programs; practical applications in school program development.			
ED4307	SOCIOLOGY OF EDUCATION	3	10
Introduction to sociological theory; sociology and education; the cultural context of educational institutions and teaching; teachers and students; appropriateness of education to modern Australian society.			
ED4308	PHILOSOPHY AND THE TEACHER	3	5
The modes and methods of the philosophy of education; the continuing education debate; traditional and progressive education confronting the future in a changing society.			
ED4309	PERSONAL PHILOSOPHY FOR EDUCATION TODAY	3	5
Philosophy of education: meaning and function of a personal philosophy for teaching and learning; why the teacher needs a personal philosophy; assumptions underlying the student's current approach to teaching and learning. Human nature: various views of human nature; what human beings can become; formulating a personal view of human nature. The nature and need for a coherent, defensible and workable personal philosophy of education.			
ED4310	HUMAN DEVELOPMENT AND LEARNING	3	8
Theoretical orientation to contemporary educational issues and concepts; the basic assumptions underlying educational practices and theories, the relationship between the educational system and the broader society, the future directions that education may take, and the psychological and sociological aspects of child development.			
ED4311	CONTEMPORARY EDUCATIONAL ISSUES/PRACTICES	2	8
Teaching programs and resources: teachers and the instructional program; the teacher and resources (computers, teaching kits, learning centres, community participation). The teacher and pupils (pre-primary, primary and early adolescence): the normal pupil; the exceptional pupil. Community and the professional dimensions of teaching: the teacher and the community; the teacher as a professional.			
ED4312	INTRODUCING MOVEMENT EDUCATION	1	4
The content of physical education in primary schools; identification of approaches to physical education; consideration of structural models and syllabuses in use; the relationship of movement education to total curriculum program planning.			
ED4313	INQUIRING INTO CLASSROOMS	3	10
The development of inquiry, observation and reflection skills; child development — structuring teacher observations; representing and explaining child development in specific areas of primary school curriculum; teaching skills of planning, implementation and evaluation; lesson preparation and lesson plans; adapting the skills of observation, inquiry and reflection.			
ED4314	HUMAN DEVELOPMENT AND LEARNING	3	8
Alternative approaches to the study of development; cognitive development; social development; schools and their social mechanisms; approaches to learning; individual differences in learning.			
ED4315	EDUCATIONAL ISSUES AND PRACTICES	2	8
Teaching programs and resources: the teachers and the instructional program; the teacher and resources. The teacher and pupils (pre-primary, primary and early			

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adolescence): the normal pupil, the exceptional pupil. Community and professional dimensions of teaching: the teacher and the community; the teacher as a professional.

ED4600 ANALYSIS OF TEACHING AND LEARNING 3 8

The teaching process (planning, implementation and evaluation); models of communication (verbal and non-verbal behaviour); decisions in the teaching/learning process; skills involved in the teaching/learning process.

ED4601 DEVELOPING CHILDREN'S POTENTIAL 4 12

Development of individualised programs to foster the abilities of each child and develop parental participation in education: learning style and learning performance, socio-emotional problems influencing learning and their management, interpersonal communication, parent-teacher partnership and the professional team.

ED4602 CONTEXTS FOR TEACHING AND LEARNING 3 8

The concept of teaching; learning groups; teaching styles; the open classroom; the autonomous learner; print and non-print resources; selection, production and utilisation of resources.

ED4604 ANALYSIS OF TEACHING AND LEARNING 2 8

Personal theories of teaching; the teaching-learning process; basic teaching skills; educational software, lesson preparation and lesson plans; professional attitudes.

ED4605 CONTEXTS FOR TEACHING AND LEARNING 2 8

The expanding role and responsibility as teacher; advanced teaching strategies; teacher planning; understanding and applying management models; evaluation and assessment; professional attitudes.

ED4606 DEVELOPING CHILDREN'S POTENTIAL 4 12

Principle of normalising, theory of mainstreaming, special education support services; psychosocial and educational needs of atypical learners; diagnosing needs, developing, implementing, evaluating special educational needs programs in primary schools.

ED4802 DEVELOPING TEACHING RESOURCES 2 5

Examination of the major educational media families and the attributes of their members; development of graphic and reprographic skills; audio resources available to teachers; tape compilation and editing; use of audio mixers, sound effects and syncroorders; photography; television and video.

ED4805 MEASUREMENT AND ASSESSMENT IN EDUCATION 2 5

The nature and purposes of assessment; secondary school assessment in Queensland with emphasis on the implementation of ROSBA; side effects of assessment; development of skills in the use of a variety of assessment techniques; communicating and using assessing results.

ED4806 PHOTOGRAPHY FOR TEACHERS 3 5

The range of photographic resources available to teachers and their use in teaching; basic photography and processing skills; applications of photography in specific school situations (sporting events, school excursions, demonstrations); photographing illustrations from books; planning of print or slide/tape sequences; school photographic facilities and resources; conduct of school photography clubs.

ED4809 THE TEACHER AND MULTICULTURALISM 2 5

The development of Australia as a multicultural society; educational implications of State and Federal policy statements; the concepts of discrimination and prejudice and their effects in schools and classrooms; multicultural education.

ED4810 TEACHERS AND THE LAW 2 5
 Introduction to the law governing education; children, law and school; compulsory schooling and rights; parents, children and education; injury in the school environment; maintaining order in the school; educational administration.

ED4813 INDEPENDENT STUDY 5
 After consultation, students are offered a degree of personal choice and self-direction in selecting studies which are relevant to their interests, experiences or expectations of teaching; students are required to present progress reports at regular intervals in addition to a final report.

EE2053 INTRODUCTION TO CURRICULUM 3 10
 The concept of curriculum as a framework for teacher decision-making; past and present approaches to early childhood curriculum development; the role of teachers in curriculum decision-making; the role and relation of various persons involved in the curriculum process.

EE2054 CURRICULUM FOR EARLY LEARNING: 0-5 YEARS 3 10
 The significance of early learning in the home and group care; the role of the early childhood teacher in relating curriculum to the learner, cultural values and society; applying knowledge of development and learning to curriculum for the young child on a formal and informal basis.

EE2055 CURRICULUM FOR THE PRE-SCHOOL YEARS I 3 10
 Integrated with EE2056; study of aspects of curriculum incorporated theoretically and practically in programs for children aged 3-5 years; planning mathematics, science and social studies.
 Prerequisite: EE2054.

EE2056 CURRICULUM FOR THE PRE-SCHOOL YEARS II 3 10
 Integrated with EE2055; study of aspects of curriculum incorporated theoretically and practically in programs for children aged 3-5 years; focus on language, literacy, literature, the expressive and creative arts.
 Prerequisite: EE2054.

EE2058 CURRICULUM FOR THE EARLY SCHOOL YEARS I 3 10
 The communication process and children in the early years of schooling; the development and evaluation of language competence and performance; the teacher's role in planning for and evaluating the development of the processes and skills associated with listening/observing, oracy and literacy; catering for the diversity of languages and dialects among school-age children.
 Prerequisites: EE2055 and EE2056.

EE2059 CURRICULUM FOR THE EARLY SCHOOL YEARS II 3 10
 Study of the concepts, skills and attitudes of mathematics and science curriculum for children in the early school years within a problem-solving context; planning for the needs and interests of children in these areas.
 Prerequisites: EE2055 and EE2056.

EE2060 CURRICULUM FOR THE EARLY SCHOOL YEARS III 4 10
 Understanding of the nature of the following areas of curriculum appropriate to young children in the early years of schooling: social studies, health education, art, music and movement, drama; planning for the needs and interests of children in these curriculum areas.
 Prerequisites: EE2055 and EE2056.

EE2064 INTRODUCTION TO CURRICULUM 1 2 5
 Basic elements in curriculum design; environmental factors affecting curriculum; processes of curriculum development.

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- EE2065 INTRODUCTION TO CURRICULUM 2 2 5**
Contemporary issues affecting curriculum; analysis of curriculum models; the teacher and decision making in the curriculum process.
Prerequisite: EE2064.
- EE2067 EXCEPTIONALITY AND YOUNG CHILDREN 3 10**
Forms and ranges of exceptionality including intellectual and orthopaedic handicaps, impairment of sight and hearing, learning disabilities and giftedness; initial screening and identification procedures; early intervention programs; integration in regular classrooms; support and referral services.
- EE2068 LITERACY AND NUMERACY: THE EARLY YEARS 3 10**
Identification of contemporary issues in literacy and numeracy; analysis of approaches to literacy and numeracy in terms of young children; diagnostic and assessment procedures; planning, implementation and evaluation of learning experiences for children including those with special needs; examination of learning environments and materials appropriate to literacy and numeracy teaching.
- EE2069 CHILD CARE 3 10**
Social and program issues relating to child care; provision of child care in Australia and overseas; examination of research on group care for young children.
- EE2070 RESEARCH IN EARLY CHILDHOOD EDUCATION 3 10**
Introduction to research techniques; identification of emerging issues in early education through a review of current literature; perceptions of community and professional organisations and seminar/conference topics; evaluation of provisions for postgraduate professional development.
- EE2071 PROGRAMS FOR CHILDREN UNDER THREE 3 10**
Examination of social and historical factors relating to the provision of care and education for very young children; analysis of the characteristics and effects, as demonstrated in research studies, of a variety of parent/infant, early intervention and day care programs for under threes, both in Australia and overseas.
- EE2074 SPECIAL PROGRAMS FOR YOUNG CHILDREN 3 10**
Meeting particular needs of young children through special programs; procedures for setting up, obtaining funding, assessing needs, formulating objectives, devising programs, and evaluating outcomes of programs including those for isolated children, socially disadvantaged children and culturally different children.
- EE2077 DRAMA WITH SPECIAL CHILDREN 4 10**
Drama as a method of facilitating learning through available resource materials; observing, planning for and teaching children with special needs; matching activities to positive abilities; evaluation of outcomes.
- EE2078 SPECIAL PHYSICAL EDUCATION 3 10**
Disability: cause, etiology and motor or intellectual limitations. Evaluating procedures: use of existing test batteries; designing test batteries for specific purposes. Teaching strategies and skills: designing and implementing programs; using appropriate techniques for specific disability groups.
- EE2300 DEVELOPMENT AND LEARNING: LIFE SPAN 3 10**
Continuity and change in development and learning from conception to death; multidisciplinary overview of life cycle; theoretical perspectives; major features of physical, cognitive and socio-emotional development and learning over the life span.
- EE2301 DEVELOPMENT AND LEARNING: 0-4 YEARS 3 10**
Observation of techniques; theories of development and learning applied in infancy and early childhood; pre-natal development, birth and the neonate; cognitive, language,

perceptual-motor, personal and socio-emotional development and learning; the function and the development of play.

Prerequisite: EE2300.

EE2302 DEVELOPMENT AND LEARNING: 3-6 YEARS 3 10

Observation techniques; theories of development and learning applied to the pre-school child; cognitive, personal, language and perceptual-motor development and learning in the pre-school child.

Prerequisite: EE2301.

EE2303 DEVELOPMENT AND LEARNING: 5-10 YEARS 3 10

Theories of development and learning as they apply to the school age child; cognitive language, perceptual-motor, and social and personality development and learning.

Prerequisite: EE2302.

EE2307 DEVELOPMENT AND LEARNING: LIFE SPAN 1 2 5

Development and learning as a life-long process; a multi-disciplinary overview with particular emphasis on the effect of different cultural and social environments on the cognitive, social and physical development of young children; techniques of observation, recording and analysis of child behaviour.

EE2308 DEVELOPMENT AND LEARNING: LIFE SPAN 2 2 5

Significance of theoretical frameworks in understanding human development and learning throughout the life span; assessment of own stage in the developmental process; continuity and change in human development and learning from conception to death; consideration of cultural and social influences upon development.

Prerequisite: EE2307.

EE2600 TEACHING STRATEGIES 1 3 5

Understanding and practising effective interpersonal communication skills in practical situations; the application of knowledge and skills acquired to the teaching situation in early childhood settings; acquisition of skills of observing and recording ongoing behaviour in practical situations.

EE2601 TEACHING STRATEGIES 2 3 5

Relating to children 0-5 years, parents and caregivers in family and community settings; using media effectively in the pre-school setting; using play as a teaching strategy; acquiring the art of storytelling; developing basic competencies in planning learning experiences and organising the learning environment in kindergarten/pre-school settings.

Prerequisite: EE2600.

EE2602 TEACHING STRATEGIES 3 3 5

Study and application of learning theories, motivational strategies, planning and evaluation procedures, teaching roles and management techniques in relation to pre-school settings.

Prerequisite: EE2601.

EE2603 TEACHING STRATEGIES 4 3 5

Application of previously acquired knowledge and skills to the lower primary school setting; emphasis on teaching style; motivation; organisation and management of the environment; planning and teaching for individual and group needs.

Prerequisite: EE2602.

EE2604 THE EARLY CHILDHOOD TEACHER 1 3 10

The early childhood teacher; analysis of the role of the early childhood teacher with particular emphasis on the lower primary setting; development of an integrated curriculum plan relevant for children in contemporary society; professional behaviour and ethics; formulation of a personal philosophy of teaching for early childhood education.

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- EE2605 THE EARLY CHILDHOOD TEACHER 2 3 10**
The early childhood teacher; further analysis of the role of the early childhood teacher with particular emphasis on the pre-school setting; development of an integrated curriculum for pre-school children; administrative, organisational and coordinating responsibilities of the early childhood teacher; working with parents; current issues in child welfare.
- EE2606 MICROCOMPUTERS IN EARLY EDUCATION 3 10**
Computer consciousness; programming and languages, particularly LOGO; relevance and significance of computers in education; techniques for using computers with young children.
- EE2607 MEDIA FOR EARLY CHILDHOOD TEACHERS 3 10**
Examination of considerations relevant to media selection, use and evaluation; integration of learning through media; planning and production in areas of graphics, audio, projected and photographic media, and television; development of media for early childhood teaching situations.
- EE2608 WORKING WITH PARENTS 3 10**
Practical demonstration of understanding parental role in early childhood education; devising and implementing a variety of innovative programs.
- EE2609 TEACHING ENGLISH AS A SECOND LANGUAGE 4 10**
The nature and functions of language; the grammar of English from a teaching/learning perspective, particularly in relation to English learners; fundamental principles and procedures underlying a communicative approach to teaching English as a second language; teaching specific language skills; evaluation and assessment.
- EE2700 EARLY EDUCATION LEARNING ENVIRONMENTS 3 8**
Observational strategies used to develop the key experiences basic to programming in early education; learning and development; the socialisation process (family, pre-school/school, neighbourhood/community); play and the learning process; principles and procedures for the establishment of learning environments.
Corequisite: EE2701.
- EE2701 CURRICULUM TRENDS IN EARLY EDUCATION 3 8**
Historical perspectives on the foundations of curriculum development in early education; curriculum models in early education; principles of curriculum design and implementation; the integrated approach to curriculum development.
Corequisite: EE2700.
- EE2702 INTEGRATED STUDIES IN EARLY EDUCATION 3 8**
Relationship between developmental goals and curriculum areas in early education programs; curriculum areas that emphasise the growth of basic competencies in young children; interpersonal relationships and management approaches in early education settings; integration of curriculum experiences.
Prerequisites: EE2700 and EE2701.
- EE2703 HOME, SCHOOL, COMMUNITY INTERACTION 3 8**
Teachers as 'social technologists' (roles of parents and teachers, collaboration between home, school and community); program approaches and applications to parent and community involvement; strategies for developing an effective parent/community involvement program; community services and resources for teachers and parents.
Prerequisites: EE2700 and EE2701.
- EE2704 MOVEMENT EDUCATION IN EARLY CHILDHOOD 3 8**
Theoretical approaches to motor behaviour (sensory integration and sensory interaction theorists); motor development and learning with emphasis on reflex responses, basic movements and patterns, perceptual and spatial development as they apply to movement,

rhythm and play; individualised learning; group teaching strategies; motor testing; teacher evaluation check lists.

Prerequisite: PE2087.

EE2705 STUDY SKILLS AND COMMUNICATION 1 4
Enhancement of students' reading, writing, note-taking and organisational skills.

EE2706 STUDY SKILLS AND COMMUNICATION 2 3
Enhancement of students' reading, writing, note-taking and organisational skills.
Prerequisite: EE2050.

EE2707 STUDY SKILLS AND COMMUNICATION 3 3
Enhancement of students' reading, writing, note-taking and organisational skills.

EE2708 ADMINISTRATION IN EARLY EDUCATION 3 8
Overview of early childhood programs; diverse roles of the early childhood educator; management and organisation; resources concerned with planning and administration.
Prerequisites: EE2700 and EE2701.

EE2709 EXCEPTIONAL CHILDREN IN EARLY CHILDHOOD 3 8
Theories and philosophies guiding current provision for exceptional children; etiological, psychological and sociological factors; predictive tests, developmental assessments and check lists; principles of curriculum design and program development; roles and needs of parents; services and facilities available to teachers and parents.
Prerequisites: EE2700 and EE2701.

EE3030 EARLY EDUCATION: CURRICULUM DEVELOPMENT 3 10
Perspectives on the undifferentiated curriculum; early educational curriculum design and implementation; analysis of representative models of early education; curriculum evaluation and innovation in early education.
Prerequisite: CU3030 or equivalent.

EE3031 EARLY EDUCATION: READING 3 10
Reading as a natural language-learning and communicative process; the complementary roles of parents and teachers in literacy development 0-8 years; implications for the planning and implementation of pre-school and infant school literacy programs; implications for selecting instructional materials; organisation and management of a set of cohesive and developmental literacy experiences.
Incompatible with RE3700 and RE4035.
Prerequisite: CU3030 or equivalent.

EE3032 MATHEMATICS: EARLY CHILDHOOD 3 10
Theoretical background and research; logical sequence of mathematics and children's cognitive development; mathematics content and learning experiences for early childhood; integration and application of mathematics in early childhood settings.
Prerequisite: CU3030 or equivalent.

EE3700 WORKING WITH PARENTS AND COMMUNITY 3 10
Parental roles in childhood; review of research on childrearing; the use of interpersonal skills in relating to parents; planning for parent involvement; parent involvement approaches; resources for parents; meeting the needs of parents and programs; future trends.
Prerequisite: Relevant studies at Diploma of Teaching level.

EE3701 EARLY EDUCATION DEVELOPMENT AND LEARNING 3 10
Ecological orientation of child development; forces shaping the development of children 0-8 years; ecological analysis of the psychosocial and cultural perspectives of infant and early childhood learning; ecological analysis of the major early childhood settings; social policy.
Prerequisite: Studies in human development at Diploma of Teaching level.

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- EE4009 CHRISTIAN EDUCATION OF YOUNG CHILDREN 3 10**
Implications of a child's growth and development for religious education programs in early education; the social world of childhood; planning and organisation of learning experiences appropriate to ages, needs and abilities of young children; innovations in religious education of young children; historical approaches to moral and religious education of young children.
Prerequisites: ED4074/5, PY4017, PY4018 or equivalent.
- EE4015 DEVELOPMENT AND LEARNING (3-8 YEARS) 2½ 10**
Examination of techniques for observing and analysing child behaviour; overview of major theories of development and learning; cognitive, social/emotional, language and physical development and learning in children 2-9 years.
- EE4016 RESEARCH IN DEVELOPMENT AND LEARNING 2½ 10**
Examination of the research literature in development and learning; research techniques in early childhood; application of research techniques in early childhood; application of research techniques to research proposals; experimental research in one aspect of development and learning of children aged 3-8 years; contributions to early childhood research from other fields.
Prerequisite: EE4015.
- EE4017 CURRICULUM AND TEACHING STRATEGIES 1 2½ 10**
Examination of the development of problem solving, explanation, investigation, self-expression, originality, divergent thinking, and risk-taking in young children in relation to communication, movement and the expressive arts; analysis of teaching strategies.
- EE4018 CURRICULUM AND TEACHING STRATEGIES 2 2½ 10**
Examination of teaching strategies, incorporating problem solving through exploration and investigation, for studying mathematics, science, social studies and health curriculum. The emphasis will be on approaches and suitable materials for these curriculum areas within various early childhood settings.
Prerequisite: EE4017.
- EE4019 CURRICULUM AND TEACHING STRATEGIES 3 2½ 10**
Critical evaluation of current approaches to the teaching of literacy and numeracy in the early years; diagnosis and assessment in early literacy and numeracy; the expressive arts and the sciences as modes of learning and teaching in the early years; the use of microcomputers and educational software with young children; planning and teaching for individual and group needs.
Prerequisite: EE4018.
- EE4020 PROGRAM PLANNING 2½ 10**
Planning and evaluating early childhood programs for children 3 to 8 years; organisation and administration of programs for young children; examination of approaches to teaching; early intervention programs; inter-disciplinary teamwork and support services; strategies for working with parents and community agencies; professional behaviour and ethics.
- EE4305 THE CONTEXT OF EARLY CHILDHOOD EDUCATION 2½ 10**
Examination of the bases and scope of education in early childhood, the role of psychological theories, curriculum models, policies and programs; case studies of early childhood programs.
- EE4306 TRANSACTIONS IN EARLY CHILDHOOD EDUCATION 2½ 10**
Examination of the implication of social, cultural and geographical factors for early childhood education; consideration of the effects of technology and media, and ethical and legal obligations; analysis of procedures and techniques for case studies; formulating a personal philosophical statement.
Prerequisite: EE4305.

- EE4900 PRACTICE TEACHING 1: 3-5 YEARS 10**
 Observation; planning, implementation and evaluation of curriculum for children in the preschool age range. Communication with children, parents and colleagues and the demonstration of organisational and administrative skills in a preschool setting or equivalent.
- EE4901 PRACTICE TEACHING 2: 5-8 YEARS 10**
 Observation; planning, implementation and evaluation of curriculum for children in the lower primary age range. Communication with children, parents and colleagues; responsibility for control and management in the early childhood setting; catering for children in the lower primary age range.
- EN1031 STORYTELLING 1½ 5**
 Children's literature; television realisations of children's literature; evaluation; introducing books to children and reading aloud.
- EN1032 WRITING FOR SPECIFIC PURPOSES 4 10**
 Survey of writing tasks required of sports administrators; analysis of functional elements of administrative writing; forms of administrative writing; the sports administrator as communicator.
- EN2041 AUSTRALIAN CINEMA 3 5**
 The origins of Australian cinema; the pre- and World War I years; early directors; the causes and results of the 1927 Royal Commission; the documentary film; Cinesound and the 1930s; the newsreel; Ealing Studios in Australia; post-war independents; the Commonwealth Film Unit, the Australian Film and Television School, Film Australia; the resurgence of the 1970s.
- EN2042 BLACK WRITING 2 5**
 The attempts made by black writers to counter the racial stereotypes depicted by white writers; the dual role of the black writer as spokesperson and artist, and the extent to which these roles conflict; the appropriateness of traditional criteria in assessing the worth of black literature; issues in black writing.
- EN2043 CLASSICAL LITERATURE 2 5**
 Consideration of texts which have inspired writers in English: Homer, Greek dramatists and Greek philosophy, Virgil and Lucretius; the Bible and its influence on English literature.
- EN2044 CONTRASTS IN AUSTRALIAN LITERATURE 4 10**
 Consideration of a variety of literature dealing with significant aspects of the Australian ethos/character: anti-authoritarianism, aggression and violence, female oppression, aggressive nationalism, racism; ways in which writers have viewed and used aspects of the Australian landscape; the literature of protest: the Vietnam war, feminism, civil rights, Aboriginal land rights; the new Australian drama.
- EN2045 ENGLISH CURRICULUM DEVELOPMENT 4 10**
 Historical survey of English teaching; consideration of the Queensland English syllabus in terms of the types of lessons that follow from it and in terms of the wider influences that help shape the syllabus; recent developments in English teaching; the English teacher and the community; developments in English assessment.
 Co/Prerequisite: EN2048.
- EN2046 ENGLISH CURRICULUM: LANGUAGE AND EDUCATION 4 10**
 The nature and functions of language; comparison of language with other communication systems; the role of paralinguistics in human communication; the effects of physical appearance, dress and behaviour on human communication; linguistic diversity and community attitudes to language; patterns of communication in the classroom and associated learning outcomes; the role of language in a range of social contexts;

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examination of the principles of language development and implications for design and planning of English lessons.

EN2047 ENGLISH CURRICULUM: LANGUAGE STUDY 2 5

The nature and functions of language; the English language; the geographical and social distribution of language with particular reference to accent and dialect; language and situation; language and manipulation; modern approaches to teaching writing; oral language development.

EN2048 ENGLISH CURRICULUM: RESOURCES/STRATEGIES 4 10

The oral interpretation of experience; the nature of personal response to literature; responding to poetry; the use of role in English teaching; teaching the scripted play; examination of a range of literature suitable for use with young adolescents; the teaching of prose fiction.

Co/Prerequisite: EN2046.

EN2049 ENGLISH CURRICULUM STUDIES 2 5

Development of units of work in English; consideration of Dixon's three models of English teaching; the current context of English teaching; developments in English assessment.

Co/Prerequisite: EN2048.

EN2050 FANTASY AND SCIENCE FICTION 2 5

Nature, scope and function of science fiction. Fantasy: struggle between good and evil, horror and frisson, traditional and 'art' fairytales, children's and adult fantasy; utopian literature and alternative worlds; allegorical fantasy; traditional wisdom and fantasy. Science fiction: history of the genre, beginnings of modern science fiction, nature of today's science fiction and criteria for evaluating it, differentiation and expansion of the sciences now appearing in science fiction, effects of scientific and technological discovery.

EN2051 FILM AND SOCIETY 3 5

Examination of the text of a number of films to reveal the ideological implications within the narrative; film and social upheaval in America: the Depression, the New Deal, the McCarthy era, post-war conservatism and the reconstitution of the family unit, issues of the 1960s and 1970s; politics and film.

EN2052 FILM: LANGUAGE AND STRUCTURE 4 10

The communicative process; consideration of mise en scene (movement and placement of figures, setting, costume, lighting); cinematic graphic and editing codes; sound/image relationships; narrative and non-narrative form; authorship in the film.

EN2053 AN INTRODUCTION TO BIOGRAPHY 2 5

The history of biography; theories of biography; biographical methodology; ritual biography; documentary biography; newspapers and biography; literary biography; political biography both popular and serious; psycho-biography; autobiography; biography in art; the biography of ordinary people.

EN2054 THE LANGUAGE OF FILM 3 5

The communicative process; consideration of mise en scene (movement and placement of figures, setting, costume, lighting); cinematic graphic and editing codes; sound/image relationships; narrative and non-narrative form.

EN2055 LITERATURE IN AN AGE OF TRANSITION 4 10

Study of a selection of the poetry of the major Romantic poets: Wordsworth, Coleridge, Keats, Byron, Shelley; the convention of realism and the Victorian novel: Thackeray, Eliot; the industrial novel, a response to the immense changes brought about by the Industrial Revolution: Gaskell, Dickens, the poetry of the mid-nineteenth century: Tennyson, Browning, Arnold.

EN2056 LITERATURE INTO FILM 3 5

Narrative form; ~~theorists' and filmmakers'~~ writings on adaptation and on the relationships between film and literature; the novel and ~~film adaptation~~; film versions of popular fiction; the short novel and the film; the short story and the film; ~~drama on the screen~~; the poem and the film.

EN2057 THE MASS MEDIA AND SOCIETY 4 10

Major issues in the studies of mass communications; media theories; the cultural perspective; the content and techniques of media message making; the media as definers of social reality; the mass media in the classroom.

EN2058 THE MASS MEDIA IN AUSTRALIA 2 5

The mass media in Australia; advertising and the media; critical examination of television programs; the mass media in the classroom.

EN2059 MEDIEVAL LITERATURE 2 5

Overview of Medieval times: Europe, the Medieval period in England, Beowulf. The age of Chaucer: England in the later Middle Ages, literary antecedents of Chaucer, the works of Chaucer, contemporaries of Chaucer; Medieval drama; the end of the era.

EN2060 MODERN AMERICAN LITERATURE 4 10

The historical context of pre-twentieth century writings in America; the Jazz Age; the Thirties; literature of war; social unrest and post-war literature.

EN2061 MODERN ENGLISH LITERATURE 4 10

The study of English literature from Hardy to the present day with emphasis on the novel in the latter part of the nineteenth century; drama from Shaw to the present day; twentieth-century poetry, the twentieth-century novel.

EN2062 MODERN LITERATURE IN SOCIAL PERSPECTIVE 4 10

Dispossessed people: literature and film dealing with racism, violence, segregation, exploitation, societal guilt, politics of social change. Images of teachers and students: the teacher as part of a large education system, the teacher as a social paragon, anti-intellectualism, relationships between school and the outside world. Living with technology: the workless society, dehumanising potential of technology development, human obsolescence, positive contributions of technology, political implications of an increasingly technological society.

EN2063 READING: A TUTORIAL APPROACH 2 5

The nature of the reading process; monitoring the reading process; organising collected language/reading data; teaching techniques; development of materials.

EN2064 READING COMPREHENSION TECHNIQUES 2 5

Examination of ~~an interactional~~ model of the comprehending process and the role of prior knowledge in developing comprehension; ~~structures of text~~; the establishment of purposes as a prerequisite to reading the text; ~~consideration of the structure of stories together with specific strategies to enhance reading comprehension~~; ~~exploration of various text schema used in expository text across the curriculum~~; determining reading outcomes.

EN2065 SHAKESPEARE'S WORLD 2 5

The social, economic, political and cultural background to Shakespeare's work; Elizabethan cosmology and religion; the life of Shakespeare; analysis of Shakespearean plays and sonnets; Shakespeare's contemporaries; staging and acting conventions of Shakespeare's theatre.

EN2066 SHAPING REALITY: AUSTRALIAN NEWS MEDIA 2 5

Newsmaking as a social process; the techniques and language used in documentary film and news film or broadcast; consideration of the meanings and messages that

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emerge from the news and the ways in which meanings and views are constructed for audiences; the management of public opinion.

EN2067 SPORT IN LITERATURE 2 5

Study of literature and film in which sporting themes, figures and events predominate; examination of how literature defines the cultural significance of sport in Western societies, especially Australia; consideration of sport from the viewpoints of literary artist, athlete, social critic, philosopher and historian.

EN2068 TEACHING LITERATURE IN THE SENIOR SCHOOL 4 10

Literature teaching in historical perspective; recent developments in theory; poetry in the senior school; appropriateness to teaching drama in the senior school; teaching the novel in the senior school; shorter works (novellas, short stories) and their use in the English curriculum.

Co/Prerequisite: EN2048.

EN2069 TELEVISION AND CULTURE 2 5

Television and the consumer society; television and sport; television and the arts; television and politics.

Co/Prerequisite: EN2058.

EN2070 WOMEN IN LITERATURE AND THE MEDIA 2 5

Images of women in advertising; woman as hero in contemporary fiction; sex-role stereotyping and socialisation; women in popular culture and romantic fiction; women and drama; woman as creator; literature and the media as propaganda; women and the news.

EN2071 COMMUNICATION: FOCUS ON LITERACY 3 8

Oral language as the beginning of a set to literacy; the emergent reader/writer; beyond initial literacy; environmental literacy.

Prerequisites: LA2042 and SS2053.

EN2072 COMMUNICATION: FOCUS ON INTEGRATION 3 8

Principles underlying communication program development; resource identification, selection and development; strategies for fostering language/communication development; communication program development; critical issues in communication.

EN2800 JOURNALISM 3 5

Analysis of news writing techniques, news gathering, selection and presentation; writing news for print and broadcast; ownership and control of Australian news-media organisations.

EN2801 INTERPERSONAL COMMUNICATION 3 8

The function of self-concept in the communication process; the process of personal change; consideration of the Johari model as a theoretical framework for developing skills of disclosure and feedback; the development and maintenance of trust; communication skills (listening, attending, encouraging, paraphrasing, clarifying, perception checking, reflecting, summarising).

EN2802 COMMUNICATION IN GROUPS 3 8

Experiential work in group skills such as communication, decision-making, problem-solving, use of power, resolving conflicts, formulating group goals, developing norms, adapting leadership to process; consideration of group behaviour in the light of group development models (Bennis, Beon, Bradford, Cohen and Smith, Miles, Rogers and Schutz); consideration of own behaviour in group settings with respect to communication style.

Prerequisite: EN2801.

- EN2803 LANGUAGE AND COMMUNICATION 2 5**
The nature and functions of language and communication; characteristics of the English language; language variation and English; the role of language in social control and persuasion; communication in a multicultural society; discourse analysis.
- EN3025 COMMUNICATION 4 10**
The nature of communication; the nature of language; non-verbal communication; interpersonal communication; the mass media; language and manipulation; communication in a multicultural society; written communication in organisations; aspects of information technology.
- EN3030 ENGLISH LANGUAGE CURRICULUM ISSUES 3 10**
Concepts of the English/language arts curriculum; concepts of oracy and literacy; recent research findings; emerging issues in English/language arts teaching; evaluation of language growth in students; issues and innovations in primary school language areas; issues and innovations in the secondary English curriculum.
Prerequisite: CU3030 or equivalent plus relevant teaching experience and studies at Diploma of Teaching level.
- EN3700 THE TEACHER AND THE WRITING PROCESS 3 10**
The writing workshop; the writing process and language growth; writing in the school; the sociology of writing; helping the writer; evaluation and assessment of writing.
Prerequisite: English/language arts curriculum studies at Diploma of Teaching level.
- EN4000 ENGLISH CURRICULUM 1 4 10**
Introduction to a number of basic lesson approaches to teaching English; principles of curriculum development in English; workshops on the processes by which adolescents develop their reading and writing abilities; examination of lessons and units based on media texts and media productions; drama workshops.
- EN4001 ENGLISH CURRICULUM 2 4 10**
Examination of a number of models of English teaching; principles of assessment in English with reference to ROSBA procedures; problems and issues in English teaching; film and television study.
Prerequisite: EN4000.
- EN4009 COMMUNICATION: FOCUS ON LITERACY 3 8**
A set towards literacy: oral language, appropriate environments for the development of a set, a concept of print. The emergent reader/writer: the reading and writing processes, children's behaviour at the emergent literacy stage, monitoring reading and writing development, resources and strategies for developing reading and writing, program development for the lower primary school. Beyond initial literacy.
- EN4012 COMMUNICATION: FOCUS ON LANGUAGE 1 4**
Principles underlying language program development; resource identification, selection and development; strategies for fostering language development; language arts; program development.
- EN4013 LANGUAGE AND LEARNING PROCESSES 4 10**
Linguistic demands of school learning contexts; content area reading processes and strategies including ERICA; content area writing processes and strategies; planning and implementing a whole-school language policy.
- EN4014 STUDY SKILLS AND WRITING IN THE CURRICULUM 3 10**
Establishing personal study goals, organising time and study materials; increasing reading speed and efficiency; listening and notetaking; examination techniques including preparation, timing, question analysis; analysing and understanding writing tasks in the curriculum; improving student seminar presentations; student stress management.

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- EN4015 CONTENT AREA READING 2 5**
Language, learning and content area reading; cognitive aspects of content area reading; classroom implementation of content area reading programs and application to various subject department curricula.
Incompatible with RE3703 and RE4037.
- EN4017 FOSTERING LITERACY 1 2 8**
Language development; a set towards literacy; the emergent reader/writer.
- EN4018 FOSTERING LITERACY 2 2 4**
Fluency in the reading process; reading comprehension; learning through reading; learning through writing; conferencing and conventions; literacy program development.
- ER2021 AUSTRALIAN GEOLOGY 5 10**
Preparation of thin sections to investigate the properties and characteristics of common minerals and rocks; mineralogy and textures of igneous rocks; metamorphic rocks; origins of significant mineral occurrences and the factors which control economic viability; sedimentary basins.
Prerequisite: ER2022.
- ER2022 DYNAMIC EARTH 3 5**
Classification and origin of common earth materials; plate tectonics; erosion; case study of the relationship between society and the geological environment in terms of environmental hazards, environmental impact and resource utilisation; field study of Brisbane geology.
- ER2023 EXPLORATION OF THE UNIVERSE 3 5**
The nature of the atmosphere and its relationship to flight and the operation of the space shuttle; the nature, origins and effects of atmospheric pollutants; the structure and dynamics of the solar system; stellar evolution; aerospace; the space environment.
- ER2024 THE PHYSICAL UNIVERSE 5 10**
Waves and applied optics; electromagnetic radiation; instrumental techniques; magnetic fields and cosmic rays; celestial mechanics; introduction to quantum physics; stellar evolution; galaxies and cosmos.
Prerequisites: ER2022, ER2023 and PH2026.
- ER2025 TOPICS IN EARTH SCIENCE 4 10**
Geological maps: interpretation of complex structures and their significance in terms of the geological history of an era; use of structure contours; isopachyte maps and borehole data; the chemical and physical processes responsible for the formation of high grade metamorphic rocks; palaeontology; the development of the geological sciences.
Prerequisites: ER2021 and SC2056.
- ER2800 THE INCREDIBLE UNIVERSE 3 5**
The atmosphere, its structure and composition and the effects upon it of human activities; exploration beyond the atmosphere — methods and equipment used; the quest for knowledge of the origins of the universe and the solar system; space exploration in science and in fiction; life on earth and elsewhere?
Prerequisite: SC2816.
- ER3700 EARTH SCIENCE 3 10**
Mineralogy; petrology; economic geology; the solar system and space exploration; stellar evolution and cosmology; diastrophism; geomorphology.
Incompatible with tertiary studies in earth science, or earth science as major in Diploma of Teaching.
Prerequisite: Science studies at Diploma of Teaching level.

ER4000	SENIOR SCIENCE CURRICULUM — EARTH SCIENCE 1	4	10
(See CH4000)			
ER4001	SENIOR SCIENCE CURRICULUM — EARTH SCIENCE 2	4	10
(See CH4001)			
Prerequisite: ER4000.			
ER4002	SENIOR EARTH SCIENCE WORKSHOP	2	5
(See CH4002)			
Incompatible with ER4000.			
Prerequisite: SC4006.			
FD2003	CULTURAL ASPECTS OF FOODS	3	5
Consideration of differences in food customs. Cultures with differing food patterns and methods of food preparation.			
FD2004	FOOD STORAGE AND PRESERVATION	3	5
The scientific principles involved in food storage and processing; application of these principles to more remote areas where fresh foods are not readily available or in areas where supply of foods is seasonal.			
Prerequisite: FD2006.			
FD2005	FOOD 1	6	10
Introduction to food studies integrating food science, food applications and nutrition; the nature, properties and behaviour of the major nutrients in food and their dietary role.			
Prerequisites: HS2010 and PL2000.			
FD2006	FOOD 2	6	10
Interrelationships of food components; the uses, processing methods and legislative aspects of food products.			
Prerequisite: FD2005.			
FD2007	FOOD 3	3	5
Application of basic nutrition and food studies from FD2005 and FD2006 to the broader life-cycle situation; planning of meals.			
Prerequisite: FD2006.			
FD2800	BASIC FOOD PREPARATION	2	5
Selection, preparation and presentation of a range of foods that satisfy physiological and psychological needs of consumers; basic food preparation skills and techniques in cooking.			
FD3025	FOOD STUDIES	6	10
The behaviour of foods; nature, properties and behaviour of major nutrients in food; interaction between major ingredients in certain foods; individual research.			
Prerequisites: CH3025 and MB3025.			
FD3026	FOOD SCIENCE AND TECHNOLOGY	4	10
The role of the food industry in modern society; issues and problems facing consumers and the food industry; food preservation principles; unit processes in the food industry; commercially available food; product development; food technology workshop.			
Prerequisite: MB3025.			
FD3027	FOOD MANAGEMENT FOR FAMILIES	5	10
Food habits and attitudes; social and cultural influences; role of the family in developing food habits; nutritional requirements of different age groups; principles of meal management and meal planning; adaptation of meals to special groups.			
Prerequisites: FD3025 and NU3025.			

UNIT OUTLINES

- FD3028 FOOD PRODUCTION AND PRESENTATION 6 10**
Advanced techniques and complex skills of food production and presentation; commercial production and presentation of food; production and presentation of food for photography or display purposes; food demonstrations; special occasion cookery.
Prerequisites: FD3025 and NU3025.
- FI1002 FILM: LANGUAGE AND STRUCTURE 4 12**
How film communicates its language and structure which includes the communicative process, the codes of mise en scene, cinematographic codes, editing codes, sound, narrative and non-narrative forms.
- FI1003 TELEVISION: CONTENT AND CONTROL 4 12**
Television in Australia; the history, control, organisation, purposes and forms of television.
- FI1006 WRITING FOR THE MEDIA 1 4 12**
Practical writing exercises; the documentary and the short television drama.
- FI1007 STUDIES IN DOCUMENTARY 3 10**
An examination of the history, aims, styles of the documentary film, including Lumiere, early ethnographic film, the modernist movement, the political or propaganda documentary, the newsreel, the war documentary.
Prerequisite: FI1002.
- FI1008 A HISTORY OF FILM STYLE 4 12**
The development of film styles in an historical context: the Hollywood continuity style, realism and neo-realism, the long take/deep focus style, expressionism, modernism, Russian film of the 1920s, Film Noir, Cinemascope.
Prerequisite: FI1002.
- FI1010 WRITING FOR THE MEDIA 2 4 12**
Short television drama script centring on the narrative structure, characterisation, setting and dialogue.
Prerequisite: FI1006.
- FI1012 VIDEO: STUDIO 1 6 16**
Introduction to studio techniques such as the studio television camera, lighting, the crew, editing, production management.
Prerequisite: FI1009.
- FI1013 WRITING FOR THE MEDIA 3 4 12**
Skills developed in relation to the television drama extended to writing for the film medium: differences and similarities in writing for the two media, scripting of a short narrative film, fostering group and individual authorship, completion of a short narrative script.
Prerequisite: FI1010.
- FI1016 VIDEO: STUDIO 2 6 16**
Continuation of FI1012; production of a television drama.
Prerequisite: FI1012.
- FI1017 WORKSHOP 1 20**
Attachment to film and television production organisations.
- FI1020 WORKSHOP 2 20**
Drama workshop; production with drama students; pre-production and set construction; independent project.
- FI1025 FILM: 16MM 1 4 10**
Plan, coordinate and produce short creative 16mm films; develop associated skills in lighting, sound, design, editing and time code video editing.

FI1026	CONTEMPORARY AUSTRALIAN CINEMA	3	5
Examination of the Australian film industry in the 1970's and 1980's.			
FI1027	VIDEO 1	6	14
Use of video portapak systems; action sequences; documentary to a brief (current affairs); commercials and promotions; teaching tape; music clip.			
FI1028	VIDEO 2	6	13
Pre-production, production and post-production techniques for single camera documentaries and dramas. Prerequisite: FI1027.			
FI1029	VIDEO 3	6	15
Live dramatic single and multi camera video productions. Prerequisite: FI1028.			
FI1030	VIDEO 4	4	10
History of experimental film and video, techniques employed and aesthetic perceptions; production of an experimental video. Prerequisite: FI1029.			
FI1031	VIDEO 5	6	18
Production of single and multi camera videos of commercial duration. Prerequisite: FI1030.			
FI2800	FILM AND VIDEO PRODUCTION	2	5
How to make short film and video productions according to one's own ideas and aspirations; generation of meaning in images; planning and scripting, camera operation, production techniques, editing. Incompatible with ED2312.			
FI2801	MUSIC IN NARRATIVE FILM	2	5
The film production process, establishment of film music style; alternatives to the Hollywood tradition; Hollywood in the 1940s and 1950s; the film music crisis of the 1960s; the return of the symphonic score; film music in Australia.			
GE2010	INTRODUCTION TO GEOGRAPHY	3	10
Introduction to geography; use of photographs in interpreting landscapes; maps, map design and interpretation; graphics; statistics; applied study of a geographical problem.			
GE2011	AUSTRALIAN GEOGRAPHICAL STUDIES	3	10
Consumer versus conserver values; resources development in Australia; distribution and structure of the Australian population; prospects for sustainable agriculture; energy resources, user patterns, future scenarios: industrialisation in Australia, the benefits and costs of technological changes on resources development. Prerequisite: GE2010.			
GE2013	INTRODUCTORY PHYSICAL GEOGRAPHY	3	10
Introduction to the Earth's atmospheric, climatic and hydrological systems and their interactions with other physical systems such as soils, vegetation and landforms; field study. Prerequisite: GE2010.			
GE2021	LIVING IN CITIES	3	10
The cultural basis of human settlement and the factors that contribute to the nature of modern cities (human perception, economic and political processes, the natural environment); the problems caused by overcrowding, urban decay and the unjust distribution of urban services and facilities in Australian, other Western and Third World cities; principles of town planning; field study. Prerequisite: GE2010.			

UNIT OUTLINES

- GE2044 ASIAN GEOGRAPHICAL STUDIES 3 10**
Physical and cultural aspects of Asia; transition from traditional societies; the effect of colonialism; the independence movements; alternative approaches to development; traditional and modern agriculture; trends in manufacturing; tourism; urbanisation; cultural conflict and economic power; alternative approaches to development; trade co-operation and dependency.
Prerequisite: GE2010.
- GE2046 CURRICULUM PLANNING IN GEOGRAPHY 1 4 10**
Fieldwork strategies; teaching for skills; classroom and library research; simulation in geography; values in geography; diagnosis of student abilities and development; use of computers; selecting and evaluating resources; assessment; curriculum planning; curriculum evaluation.
Prerequisite: GE2010.
- GE2047 CURRICULUM PLANNING IN GEOGRAPHY 2 4 10**
The Queensland geography syllabus; aims and objectives of geography; lesson planning; the importance of oral communication in the geography classroom; expository teaching; enquiry; diagnosis of student abilities and development; use of computers; selecting and evaluating resources; curriculum planning; curriculum assessment and evaluation.
Prerequisites: GE2048 and GE2049.
- GE2048 DOING GEOGRAPHY 1 2 5**
The nature and purpose of geography in society and education; understanding and using photographs and maps.
- GE2049 DOING GEOGRAPHY 2 2 5**
Use of graphics and statistics in geographical studies; field based geographical study.
Prerequisite: GE2048.
- GE2050 ENVIRONMENTAL MANAGEMENT 3 10**
Environmental management; interdisciplinary concepts in ecosystem management; Australian ecosystems and their management; field study.
Prerequisite: GE2010.
- GE2053 RESOURCES DEVELOPMENT IN AUSTRALIA 3 10**
The social, economic and political implications of the distribution, management and consumption of resources; evaluation of the impact of resources development on social and economic well-being and environmental quality; clarification of the concept of a just society in terms of resources development.
- GE2800 LIVING BETTER WITH LESS 2 5**
The 'lucky country' debate focusing on the problems caused by environmental exploitation; contemporary and alternative views on the use of physical and human resources in Australia; the ecology and economics of agriculture in Australia; the energy problem; living better with less.
- GE2801 THE BUILT ENVIRONMENT 2 5**
The architectural heritage of the street-scapes of Queensland country towns; the architectural form of residential buildings in Queensland towns and cities; the process of change in the central areas of large cities; the planning consequences of demographic and social changes in urban areas.
- GE2802 LIVING IN A NUCLEAR AGE 2 5**
The nuclear fuel cycle; world distribution of nuclear energy; nuclear weapons; Australia's roles in the global nuclear economy; the background to contemporary militarism; prospects and scenarios for World War III, preventing World War III.

- GE2803 GENERAL CARTOGRAPHY 3 8**
 The history of maps; scales and projections; presentation of the Earth's pattern on maps; drafting; special cartography: surveying on the ground and in the air, official and professional maps, cartographic specialities, science maps; economic maps; presentation and cataloguing of maps.
- GE2804 PHYSICAL GEOGRAPHY 3 8**
 Earth, moon and sun relationships; representation of the Earth's surface on maps; the water cycle; the atmosphere; the lithosphere; the hydrosphere; the biosphere.
- GE2805 THEMES IN HUMAN GEOGRAPHY 3 8**
 Demographic aspects of world population; origins of agriculture; the effects of the urban revolution on people; distribution of wealth and difference in living standards; the nature and methods of medical geography; warfare; culture; recreation.
 Prerequisite: GE2804.
- GE3800 AUSTRALIAN LANDSCAPES 3 10**
 Landscape theory in geography; the role of perception in environmental interpretation; continuity of Australia's landscapes with those of South East Asia; Aboriginal use of land and resulting landscape changes; Aboriginal perception of land and contemporary issues; viewpoints in historical geography, evolution of Australian landscapes; landscape assessment.
 Prerequisite: Relevant studies in Diploma of Teaching or related experience.
- GE4000 GEOGRAPHY CURRICULUM 1 4 10**
 Approaches to geography education; the Queensland geography syllabi; lesson planning in geography; research findings on the cognitive, spatial and moral development of adolescents; teaching for the individual; the use of language in the geography classroom.
- GE4001 GEOGRAPHY CURRICULUM 2 4 10**
 Advanced methods in the teaching of geography, the technological classroom; unit planning; assessment and evaluation; trends in geography education; curriculum planning.
 Prerequisite: GE4000.
- GR1010 GRAPHICS 1 16 50**
 Intaglio: preparation of plates, grounds, etches, aquatint processes; drypoint technique, combined with etched process; methods of etching (strengths of acids, time of etching); preparation of papers for printing, press operation; production of experimental work and editions of prints by the above processes. Serigraphy: preparation of silk screens; types of stencils (paper, direct and indirect emulsion, shellac); use of inks and squeegees; production of editions of prints by the above processes.
- GR1011 GRAPHICS 2 15 45**
 Relief process: various relief surfaces, preparation of relief blocks in a variety of materials (wood, plastic, metal); embossed 'blind' printing; use of relief press; hand printed experimental work from multiple blocks; care, use and preparation of inks and tools; editions of prints in one colour from wood or lino blocks, incorporating the positive qualities of white, unprinted areas; printing from a combination of assembled and cut blocks, incorporating the positive qualities of white, unprinted areas; printing from a combination of assembled and cut blocks, incorporating a variety of textural means. Lithography: chemical processes in lithography; preparation of stones; drawing and transferring on to the stone; preparation and use of gum etches, coter etches; experimental work on stones and use and care of rollers, tools and lithographic press; production of editions of prints in block; care of prints when dry.
- GR1012 GRAPHICS 3 14 40**
 Lithography: the production of colour prints, registration, the treatment and adjustment of inks, the use of varnishes and additives, setting-off (powder offsetting), bronzing, rainbow rolling, transferring, airbrushing, colour reversal. Intaglio: use of colour

UNIT OUTLINES

processes, registration, varieties of aquatinting, irregular plate cutting, engraved and drypoint line work, embossing. Relief: colour printing, multiple block printing, registration, advanced texture involving collage and abrasion, rainbow rolling, end-grain engraving. Serigraphy: photographic screen process, registration tonal drop-out, the treatment and adjustment of inks.

Prerequisite: GR1010 or GR1011.

GR1013 GRAPHICS 4 14 40
Advanced work of an individual nature in one or more areas of printmaking.
Prerequisite: GR1012.

GR2800 PRINTMAKING 1 3 8
Relief printmaking using lino, wood and glued materials; intaglio printmaking involving etching, engraving, dry point and aquatint; planographic printmaking (lithography, monoprints, transfer prints); stencil printmaking involving silkscreening with cut, drawn and photographic stencils; presentation of prints.

GR2801 PRINTMAKING 2 3 8
Motivational sources; exploration of the areas of relief, intaglio, planographic, stencils, including photographic techniques in printmaking; exploration of related art areas.
Prerequisite: GR2800.

GR2802 GRAPHIC/PRINTMAKING 3 8
Relief printing (lino, woodblock, collotype); intaglio printing (drypoint, etching, aquatint, collotype); planographic printing (monoprint, lithograph); stencil printing (cut paper stencil, wax crayon, stencil, photographic emulsion stencil); photographic printing.

GR3800 STUDIES IN GRAPHIC PRINTMAKING 3 10
Exploration of the three areas of printmaking: relief, intaglio and planographic; practice and research relative to the aesthetic, technical and design values of printmaking.
Prerequisite: Studies in graphics at Diploma of Teaching level.

GR4800 GRAPHIC LITERACY 2 5
The nature of graphic communication (cartoons, maps, graphics, diagrams); the process of communicating graphically; deriving meaning from graphics; designing effective graphic messages.

HE1000 HEALTH AND SAFETY FOR CAREGIVERS 1½ 5
Health and safety of caregivers and young children; personal care and hygiene, physical fitness, environmental hazards to physical and mental health, common health problems in childhood; health and safety requirements and procedures in the child care setting.

HE1001 COMMUNITY HEALTH 1 3 10
Examination of the lifestyle and living conditions of Australians; investigation of current health problems in the Australian health care system; prevention and control measures used to deal with health problems; health care agencies; practical and theoretical aspects of first aid.
Prerequisite: CW1001.

HE1002 COMMUNITY HEALTH 2 2 5
The nature of mental illness and the major psychiatric disorders; community resources for the psychiatric patient; the community psychiatry concept.
Prerequisite: CW1037 and HE1001.

HE2015 SCHOOL HEALTH EDUCATION 2 6
Responsibility of the primary school in health promotion; school-based curriculum development; consideration of the following areas from the Health Education Curriculum Guide: maintenance and promotion of health standards, changes in the environmental lifestyle, consumerism, self-concept, mood and behaviour modifiers.
Prerequisite: PE2085.

- HE2800 HEALTH ISSUES IN AUSTRALIAN SOCIETY 3 8**
Terminology and research basis of societal health; environmental conditions; technology and change; current health problems; special community groups; the Australian health care system.
- HE2801 PERSONAL HEALTH 3 8**
Health and optimal well-being; essential components of good health: emotional, spiritual, physical and sociocultural well-being, life-cycle concerns.
- HE2802 CHILD HEALTH 3 8**
Genetic and environmental factors which affect the health of the child; physical growth and development; vision; hearing; postural patterns of a growing child; development and care of teeth; importance of sound nutrition; communicable diseases of childhood; children with non-communicable diseases; trauma in childhood; emotional disorders; health services for children.
- HE2804 PERSONAL HEALTH 3 8**
The meaning of health and factors which affect it; health and the environment; stages of adult development; looking after the body; effects on emotional and physical well being of interaction with other people; emotional factors, particularly identification assessment and management of stress; breaking old patterns; a healthy community.
Prerequisite: PE2087.
- HE2900 COMMUNITY STUDIES: FIRST AID 1 2**
Principles and practice of first aid; cardio-respiratory system; resuscitation; nervous system; haemorrhage and burns; strains, sprains and fractures; poisons, bites and stings; function and care of eyes and ears.
- HE3030 HEALTH EDUCATION CURRICULUM PLANNING 3 10**
The nature of curriculum; philosophical orientations to health and health education curriculum planning; the school's responsibility in health education; models of curriculum design in health education; case studies in curriculum design; developing and implementing the health education curriculum; curriculum evaluation.
Prerequisite: CU3030 and health studies at Diploma of Teaching level.
- HE3800 ADOLESCENT HEALTH 3 10**
Growth and development factors which affect the health of the adolescent; the acquisition of independence; interpersonal relationships; major health risk factors; youth services; development of an adolescent health profile.
Prerequisite: Health studies at Diploma of Teaching level.
- HE3801 OCCUPATIONAL AND ENVIRONMENTAL HEALTH 3 10**
The nature of occupational health risks in Australia; environmental health issues; the link between the work place and levels of health and qualities of life; efforts of consumer organisations to improve occupational and environmental health; preparation of an intervention strategy.
Prerequisite: Health studies at Diploma of Teaching level.
- HE4007 EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH 3 10**
The inter-relationships between disease patterns and the environment; geography, climate, transmission and the susceptible population; distribution of disease in Queensland; factors affecting such distribution.
Prerequisite: HE4010, HE4014 or HE4016.
- HE4010 HEALTH AND LIFESTYLE IN AUSTRALIA 3 10**
Explanation of a broad range of factors which together define the parameters of the health educator's role in the maintenance of healthy lifestyles in a rapidly changing world.

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- HE4011 COMMUNICATION THEORY AND SKILLS 3 10**
Analysis and practical experience in the development of communication skills and techniques applicable to individual, small group, community and societal levels in health education.
Prerequisite: HE4010, HE4014 or HE4016.
- HE4012 RESEARCH AND EVALUATION 3 10**
Introduction to the role of research and evaluation in health education; evaluation of health education programs; development of research skills to interpret and analyse current literature in the field; basic statistical methods.
Prerequisite: HE4007.
- HE4013 HEALTH EDUCATION AND THE CHANGE PROCESS 3 10**
Analysis of the process of change as it relates to individual, group and organisational contexts; the role of the health educator as a change agent; the nature of change; how change can be achieved and factors that undermine or negate change.
Prerequisite: HE4014 or HE4016.
- HE4014 SCHOOL HEALTH EDUCATION 3 10**
Introduction to the field of health education and the roles, functions and areas of responsibility of the health educator; specific focus on nature, scope and place of health education in the total school environment.
- HE4015 SCHOOL HEALTH PROGRAM PLANNING 3 10**
Planning and implementation of school health programs.
Prerequisite: HE4014.
- HE4016 COMMUNITY HEALTH EDUCATION 3 10**
Introduction to the field of health education with a specific focus on the nature of community health education; environmental, social and educational elements supporting and encouraging behaviours conducive to health.
- HE4017 COMMUNITY HEALTH PROGRAM PLANNING 3 10**
Planning and implementation of intervention strategies in community health; culminating unit requiring application of knowledge and skills developed over preceding semesters of course.
Prerequisite: HE4016.
- HE4018 CURRICULUM DESIGN 3 5**
Theory of curriculum design, development and evaluation; concepts, principles and processes in health curricula design.
Prerequisite: HE4014.
- HE4019 HEALTH BEHAVIOUR CHANGE 3 5**
Analysis of health related behaviours which can be modified and identification of the range of behavioural programs; development and implementation of behaviour change programs for selected health-related behaviours.
- HE4020 EDUCATION TECHNIQUES FOR COMMUNITY HEALTH 3 5**
Selection and implementation of appropriate educational approaches for community health programs.
Prerequisite: HE4016.
- HE4021 HEALTH SERVICES 3 5**
Community health resources and their operation and service; response of health services to changing community needs.
- HE4022 COMMUNITY NUTRITION 3 5**
Analysis of balanced nutrient intake; food consumption in Australia; dietary factors contributing to diseases of affluence; promotion and prevention techniques.

- HE4023 DRUGS AND ALCOHOL 3 5**
Substance use and abuse; physical, social, emotional and environmental effects; models of drug education; the Australian context; international comparisons.
- HE4024 HUMAN SEXUALITY 3 5**
Perspectives on human sexuality; human sexuality throughout the lifespan; laws, ethics and decision making in human sexuality.
- HE4025 INDEPENDENT STUDIES 1 5**
Work in an area of particular interest relating to specific concerns in health education.
- HE4026 INDEPENDENT STUDIES 2 5**
Work in an area of particular interest relating to specific concerns in health education.
- HE4027 INDEPENDENT STUDY 10**
Work in an area of particular interest relating to school or community health education.
- HI2017 MODERN CHINA AND JAPAN 3 10**
Historical developments in China and Japan during the nineteenth and twentieth centuries; use of historical evidence to examine commonly held stereotypes of Chinese and Japanese society and to evaluate a variety of explanations relating to the recent history of the area.
Prerequisite: HI2048.
- HI2018 MODERN INDIA AND SOUTH-EAST ASIA 3 10**
India, Indonesia, Vietnam and the effects of colonial policies, the growth of nationalist movements and the struggle for independence; post-independence issues; Australia's role in the region.
Prerequisite: HI2048.
- HI2041 THE BEGINNINGS OF WESTERN CIVILISATION 3 10**
Evaluation of what archaeology reveals about the distant past; problems of deciphering and interpreting literary sources; overview of human development; the first Western civilisations: Egypt and Sumer; case study of Hebrew history.
Prerequisite: HI2048.
- HI2044 THE CLASSICAL WORLD 3 10**
The history and culture of Greece and Rome; origins of both civilisations, with an emphasis on Athens in the fifth century and Rome in the period of the late Republic and the early Empire; political, social and economic topics with particular attention to the governmental process, the structure of society and the growth of Empire; literature, philosophy, architecture and sculpture.
Prerequisite: HI2048.
- HI2045 CONTEMPORARY WORLD HISTORY 3 10**
Overview of the twentieth century to 1945; contemporary political ideologies; origins of the Cold War; relations between the superpowers; Common Market; the Soviet Union since 1945; case study of a Third World country; the Middle East; case study of Northern Ireland; imperialism; racism; post-war movements including feminism, existentialism, positivism, the new Christianity.
Prerequisite: HI2048.
- HI2048 UNDERSTANDING HISTORY 3 10**
Examination of the nature of history as a discipline and the work of a particular historian; development of basic skills essential to the study of history: critical reading, note-taking, organisation of ideas, referencing of sources.

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- HI2050 AUSTRALIAN STUDIES 3 10**
The nature of traditional Aboriginal society and culture; the reasons for British settlement; the origins and development of the Australian national character; the Australian political system; social and economic developments of the twentieth century; foreign policy; Australia as a multicultural society.
Prerequisite: HI2048.
- HI2051 AUSTRALIAN STUDIES 1 2 5**
The nature of traditional Aboriginal society and culture; the reasons for British settlement; the origins and development of the Australian national character; the origins of Australian racialism; political and constitutional development to 1901.
- HI2052 AUSTRALIAN STUDIES 2 2 5**
Relevant historical framework; social and cultural problems; political problems; Australia's role in a changing world particularly Australia's relations with the USA and the countries of South East Asia; economic problems; the technological revolution; economic development and unemployment.
- HI2053 CURRICULUM PLANNING IN HISTORY 1 4 10**
The nature of history; appropriate strategies for history teaching; the nature of evidence in history and techniques involved in the handling of evidence by history students; the tentative nature of historical judgment; teaching for skill development; the Queensland syllabi; the need to take account of children's development; use of computers; resources; student assessment; curriculum planning.
Prerequisite: HI2048.
- HI2054 CURRICULUM PLANNING IN HISTORY 2 4 10**
The nature of history; appropriate strategies for history teaching; the nature of evidence in history and techniques involved in the handling of evidence by history students; the tentative nature of historical judgment; teaching for skill development; the Queensland syllabi; the need to take account of children's development; use of computers; resources; student assessment; curriculum planning.
Prerequisite: HI2048.
- HI2055 MODERN BIOGRAPHY 3 10**
An interdisciplinary approach to modern biography, its practices and interpretations; the history, theory and methodology of biography including aspects of oral history; various types of biography; short practical exercises in writing biography.
Prerequisite: HI2048.
- HI2056 MODERN EUROPEAN HISTORY 3 10**
The French Revolution and the legacy of Napoleon; liberalism and nationalism in nineteenth century Europe; European imperialism; the origins of World War I; the Russian Empire and the Russian Revolution; Facism and National Socialism in the inter-war period; the origins of World War II; the state of Europe in 1945.
Prerequisite: HI2048.
- HI2058 TRADITIONAL ASIAN SOCIETIES 3 10**
The meaning of 'traditional Asia'; religion and philosophical beliefs; systems of government; socioeconomic systems; culture; traditional and modern Asian societies.
Prerequisite: HI2048.
- HI2800 THE AUSTRALIAN SOCIAL CHARACTER 2 5**
Contribution of migrants, large landowners, bush workers, the trade unions, radicals, women, the armed forces to the development of Australian society; the new Australian; urban Australia; the arts in Australia; sport.
- HI2801 WOMEN IN HISTORY 2 5**
The nature of history as a series of tentative interpretations; the 'forgotten people' of history of which women are one group; how to redress the imbalance and develop

women's history; women's history as part of the predominant historical paradigm; women's history as social history; developing women's history.

HI2802 MYTHS IN HISTORY 2 5

Examination of myth in history using case studies such as: the nature of Roman imperial society; medieval knighthood and chivalry; the American Wild West 1865-1900; John F. Kennedy's presidency and the controversy about his assassination.

HI2803 AN INTRODUCTION TO SOUTH-EAST ASIA 3 8

The physical setting; early history; common factors in South-East Asia; early contact with the West; the consolidation of Western colonial regimes; the South-East Asian reaction to the West; the Japanese interregnum in South-East Asia; South-East Asia since World War II, Bahasa Indonesia.

HI2804 QUEENSLAND IN THE NINETEENTH CENTURY 3 8

Colonialism; civilisation in Queensland before 1824; European colonisation of Queensland; Aboriginal/white contact; patterns of Queensland society in the nineteenth century; economic and political development.

HI2805 AUSTRALIA IN THE TWENTIETH CENTURY 3 8

Patterns of nineteenth-century Australia; federalism and nationalism; political culture and the political system; economic patterns; education policies in the federal context; cultural interaction in Australia; male and female roles in Australian society; work and leisure; Australia at war; Australia in the world context.
Prerequisite: HI2804.

HI2806 INDONESIA 3 8

Influence of the physical environment on population distribution and land-use systems; ethnic groups and national unity; early history; early Dutch exploitation; Dutch colonial policies; nationalism; Indonesia's fight for independence; Indonesia since independence; Bahasa Indonesia.
Prerequisite: HI2803.

HI3700 THE STUDY OF HISTORY 3 10

Justification for the teaching and study of history; theories of history; the extent to which history contributes to the acquisition of societal values, beliefs and attitudes; new emphases in the writing of history and their implications for history teaching.
Prerequisite: History studies at Diploma of Teaching level or equivalent.

HI3701 ASIAN STUDIES 3 10

Cultural frameworks of China and Japan; religion, stratification and social modernisation in India; landscapes of Japan and Hong Kong; perceptions of contemporary China; continuity/discontinuity in Japan's social patterns; implications for modern industrial Japan; Asian models of economic development.
Prerequisite: Relevant studies at Diploma of Teaching level.

HI3800 AUSTRALIAN STUDIES 3 10

The background to settlement; attitudes and beliefs of early settlers and the extent to which these influenced the development of colonial society; European civilisation and the Aborigine; the origins of an Australian stereotype and development of an ethos; nationalism and Federation, Australia between the wars; Australia since World War 2; urbanisation and the rights of the individual.

HI3801 AUSTRALIA'S NEAR NEIGHBOUR INDONESIA 3 10

Influence of the physical environment on population densities and land use systems; ethnic groups; historical survey from pre-European times to Independence; agricultural systems; religion; mining and manufacturing; politics since Independence; problems for the future; the nature and structure of the Indonesian language.

UNIT OUTLINES

- HI3802 AMERICAN STUDIES 3 10**
History of the United States; the American character; Americanisation of Australian society and culture; the myth of the American West; development and operation of the American system of government; growth and development of the American city; immigration; contemporary issues; development of American foreign policy.
- HI4002 HISTORY AND SOCIAL SCIENCE CURRICULUM 1 3 10**
The nature and purpose of history and social sciences; approaches to the teaching of history and social science; Queensland syllabi in history and the social sciences and the principles by which they were designed; examination of the enquiry and critical thinking skills required by students in history and social science; children's intellectual, moral and social development; teaching mixed ability classes.
- HI4003 HISTORY AND SOCIAL SCIENCE CURRICULUM 2 3 10**
Micro-strategies for the classroom; teaching about values; resources which might be used, their selection and organisation; techniques for developing reading, communication and social skills; assessment and evaluation; unitisation techniques.
Prerequisite: HI4002.
- HO2010 THE HOME ENVIRONMENT 4 10**
Housing tenure; housing finance; construction techniques; factors affecting provision of housing; influence of the macro environment; influence of the micro environment; architectural drafting; field trips; curriculum application.
- HO2011 AESTHETICS IN THE HOME 3 5**
How decisions about design and interior decoration are made; the inter-relation between designer, manufacturer, retailer and consumer; factors which influence design decisions; steps involved in the design process; elements and principles of design in relation to interior decoration; the place of ergonomics in the design of furniture; history of furniture design; interior decoration.
Prerequisite: HO2010.
- HO2013 THE FUTURE HOME 2 5**
The physical principles underlying the construction, operation and maintenance of modern appliances and equipment; the impact of home computers; energy conservation.
- HO3025 HOUSING STUDIES 4 10**
Housing tenure; advantages and disadvantages of ownership/tenancy; housing finance; housing for special groups; special needs in housing; interior environment; housing heritage.
- HP2001 INTERPERSONAL DYNAMICS 3 5**
Small group experiences which allow opportunities for personal development of the student and increased proficiency in developing effective interpersonal relationships.
Prerequisite: SP2004.
- HS2002 CURRICULUM IMPLEMENTATION 4 10**
Curriculum design; syllabus interpretation and implementation; ROSBA; home economics for specific groups (slow learners, gifted, Aboriginal/Islander, isolated students); evaluation and assessment; career opportunities in home economics.
Prerequisite: PT2091.
- HS2010 FOUNDATION SCIENCE 3 5**
The fundamental chemical and physical concepts which form a basis for further scientific studies in food, textiles and housing; emphasis on the chemistry of carbon compounds.
- HS2020 INDEPENDENT STUDY IN HOME ECONOMICS — 10**
An independent investigation selected by the student and approved by the supervising lecturer(s) as being a topic worthy of indepth study.

- HS3025 PRACTICUM 1 10**
 Experience in working in industry, commerce or government; placement at two different organisations each for two weeks.
- HS3026 PRACTICUM 2 10**
 Experience in working in industry, commerce or government; placement in one organisation for four weeks.
 Prerequisite: HS3025.
- HS3027 RESEARCH METHODS 3 10**
 Introduction to research; research in home economics; theoretical elements of research; research types or settings; sampling and measurement; methods of data collection; analysis and interpretation of data; planning and design of a major research project.
- HS3028 RESEARCH PROJECT 2 10**
 An indepth investigation of a particular topic of relevance to home economics; field-based research in conjunction with business or community organisations.
- HS3029 THE HOME ECONOMIST AS COUNSELLOR 3 10**
 The counselling process; major approaches to counselling; models of helping and the helping relationship; communication skills; the home economist as counsellor; moral, ethical and legal responsibility of the home economist as a helping professional.
 Prerequisites: PY3025 and SS3025.
- HS3030 HOME ECONOMICS APPLIED CURRICULUM 3 10**
 Issues and problems relating to home economics education; bases for curriculum decision making; nature and structure of home economics; syllabus implementation; student needs; innovation; assessment procedures.
 Prerequisite: CU3030 or equivalent and curriculum implementation studies at Diploma of Teaching level.
- HS3031 INDEPENDENT STUDY 1 1 10**
 Self-initiated and self-directed academic study in an area of interest consistent with the overall aims of the course.
- HS3032 INDEPENDENT STUDY 2 1 10**
 Self-initiated and self-directed academic study in an area of interest consistent with the overall aims of the course.
- HS4000 HOME ECONOMICS CURRICULUM 1 4 10**
 Interpretation and implementation of the home economics syllabus: syllabus documents and terminology; work programs; syllabus implementation case studies; preparation of units of work; teaching strategies and learning experiences for particular objectives; resources. Development of a personal philosophy of home economics.
- HS4001 HOME ECONOMICS CURRICULUM 2 4 10**
 Curriculum design in home economics; home economics for specific groups (slow and gifted learners, Aboriginals and Islanders, isolated students); advanced teaching strategies and learning experiences; resource development; evaluation and assessment; determining levels of student performance (ROSBA).
 Prerequisite: HS4000.
- IA2000 WOODWORK 1 6 10**
 Workshop management and safety; development of skill in hand-tool technique; the theory relating to the tools, materials and disciplines involved in practical work; elementary woodturning; design and project planning; teaching strategies; demonstration; the learning situation; the linking of psycho-motor and cognitive skills, the role of the teacher; workshop discipline, problem solving.

UNIT OUTLINES

- IA2001 WOODWORK 2 5 10**
 Hand-tool project to professional standards incorporating fine jointing; woodturning; machining; practical project from a design brief; technology; sharpening of both scraping and cutting types of lathe tools and special hand-tools; reconditioning of a hand-saw.
 Prerequisite: IA2000.
- IA2002 METALWORK 1 6 10**
 Workshop safety; development of skills in machining, problem solving, cutting, folding, forming, bending, joining, fitting; technology; demonstration techniques; tool and equipment maintenance; basic mechanics.
- IA2003 METALWORK 2 5 10**
 Problem solving; presentation of design solution; use of metalworking machines and techniques; properties and applications of ferrous and non-ferrous metals; development of co-operation in the workplace; evaluation of design prototype.
 Prerequisite: IA2002.
- IA2017 PLASTICS 1 5 10**
 Identification and application of plastics; safety and material handling; hand working and machine working of thermoplastics; hand-layup of thermosets; technology; teaching strategies.
- IA2022 WOODWORK 1 6 10**
 Workshop management and safety; development of skill in hand-tool techniques; the theory relating to the tools, materials and disciplines involved in practical work; elementary wood-turning; design and project planning; teaching strategies: demonstration, the learning situation, the linking of psycho-motor and cognitive skills, the role of the teacher, workshop discipline, problem solving.
- IA2023 WOODWORK 2 5 10**
 Hand-tool grinding and sharpening; practical bench work; woodturning; elementary machining; problemsolving from a design brief; technology. Knowledge and skill for competency to meet the needs of the junior high school syllabus in the subject.
 Prerequisite: IA2022.
- IA2024 WOODWORK 3 5 10**
 Maintenance of scraping and cutting types of the lathe tools and special hand-tools; reconditioning of a handsaw; wood turning; presentation demonstrating sequential stages in the construction of a type of jointing; book reviews; practical project; technology.
 Prerequisites: IA2022 and IA2023.
- IA2025 WOODWORK 4 5 10**
 Reconditioning of a tenon saw, power tools, machine blades and cutters, router bits; carcass construction; fine box construction; woodturning; technology; design and project planning; competencies related to the senior high school syllabus in the subject.
 Prerequisites: IA2022 and IA2023.
- IA2026 METALWORK 1 6 10**
 Workshop safety; development of skills in machining, problem solving, cutting, folding, forming, bending, joining, fitting; technology; demonstration techniques; tool and equipment maintenance.
- IA2027 METALWORK 2 5 10**
 Identification and selection of materials; manipulation of materials; properties of materials; preparation of written report; tool and equipment maintenance; basic mechanics.
 Prerequisite: IA2026.

- IA2028 METALWORK 3 5 10**
 Principles of problem solving; presentation of design solution; use of machines in metal machining and fabrication; properties and applications of non-ferrous metal and ceramic abrasives; machine technology; assessment.
 Prerequisite: IA2027.
- IA2029 METALWORK 4 5 10**
 Investigation of and response to a community need; development of co-operation in the workplace; motivation and enthusiasm; further development of practical skills; principles of simple structures; evaluation of design prototype.
 Prerequisite: IA2028.
- IA2038 DESIGN FUNDAMENTALS 6 10**
 Drawing and illustration; graphic design principles; elements of three-dimensional design; material studies; skills and techniques.
- IA2039 DESIGN FUNDAMENTALS 3 5**
 Drawing and illustration; graphic design principles; elements of three-dimensional design; material studies; skills and techniques.
- IA2040 WORKSHOP GRAPHICS 3 5**
 Materials and equipment; orthographic projection; pictorial views; surface and pattern development; spatial concepts; plane geometrical drawing and sketching; trade setting-out.
- IA2041 CONTENT STUDIES IN JUNIOR GRAPHICS 4 10**
 Principles, concepts and conventions in graphics; materials and equipment; plane geometrical constructions; systems of projection (orthographic, pictorial); development; diagrams and charts; presentational drawing and reprographics; field exercises.
 Prerequisite: IA2040.
- IA2042 CURRICULUM STUDIES IN JUNIOR GRAPHICS 2 5**
 The junior graphics syllabus; analysis of the syllabus to determine those concepts; inter-relationships and unifying themes which determine logical sequencing of learning experiences; establishment of objectives; assessment; lesson planning and micro-teaching; resource identification and use.
 Prerequisite: IA2041.
- IA2043 CONTENT STUDIES IN SENIOR GRAPHICS 4 10**
 Equipment and aids; plane geometrical drawing/constructions; systems of projection: orthographic (geometrical, technical), pictorial (axonometric, oblique, perspective); diagrams and charts; development; field exercises; presentational graphics.
 Prerequisite: IA2041.
- IA2044 CURRICULUM STUDIES IN SENIOR GRAPHICS 4 10**
 Graphics in schools; work programs in graphics; establishing the learning environment; advanced teaching strategies; assessment; integrated studies in communication.
 Prerequisite: IA2043.
- IA2045 EXTENSION STUDIES IN GRAPHICS 4 10**
 Plane geometry; delineation of shape (technical and geometrical drawing, axonometric projection and oblique views, perspective); development; reprographic techniques; theoretical aspects of symbolism in graphical communication; graphical communication curriculum; diagrammatic presentation of information.
 Prerequisite: IA2043.
- IA2046 GRAPHIC PRESENTATION AND DESIGN 4 10**
 Drawing and illustration; graphic design principles; signography; communication techniques.
 Prerequisite: IA2045.

UNIT OUTLINES

IA2047	PLASTICS 2	5	10
Mould design and construction (thermoplastics); machine forming; mould design and construction (thermosets); application of thermosets; safety and material handling; technology; teaching strategies. Co/Prerequisite: IA2017.			
IA2048	BUILDING SKILLS	2½	5
Building construction; bricklaying; concreting; wallpapering; tiling; glazing; safety procedures.			
IA2049	SMALL INTERNAL COMBUSTION ENGINES	2½	5
General theory and principles of operation; functions of various components and subsystems; practical work involving adjustment; inspection and repair; diagnosis and correction of malfunctions.			
IA2050	BASIC ELECTRICITY AND ELECTRONICS	2½	5
Fundamentals of electricity; automotive electrics and circuit wiring; assembling electronic circuits; project construction and troubleshooting; individual project.			
IA2051	DESIGN APPLICATIONS IN ART METALWORK	2½	5
Workshop safety; copper tooling; copper beating and raising; jewellery making; copper enamelling; wire and chain work; etching; cuttle fish bone casting; integration of materials.			
IA3030	CURRICULUM STUDIES IN MANUAL ARTS	3	10
Review of established models of curriculum development; contemporary issues in practical arts education; historical background to the development of practical arts curriculum in Australia; method in practical arts education; practical aspects of providing design-based learning experiences; organisation of the learning environment; assessment in design; practical experience in the design process; practical arts in the senior school; alternative approaches to curriculum development. Prerequisite: CU3030 or equivalent.			
IA3700	DESIGN AND TECHNOLOGY	3	10
Definitions of design and terms of reference; design methods; the design process; methods of ideation; presentation techniques; design realisation and evaluation.			
IA3800	TECHNOLOGY AND CULTURE	3	10
Social and psychological aspects of culture; historical perspectives; the age of mechanics; the electronic revolution; political and social aspects of technology; industrialisation and the Third World; educational implications of technical change.			
IR1000	INDUSTRIAL RELATIONS INSTITUTIONS	4	10
An introductory analysis of the theory and practice of industrial relations in which major emphasis is placed upon the role of the parties and the bargaining context in Australia.			
IR1001	INDUSTRIAL ORGANISATIONS	4	10
The structure and government of trade unions and employers associations; the factors which shape and constrain organisational practice and policy.			
IR1002	AUSTRALIAN INDUSTRIAL LAW	4	10
Legal concept of worker-employer relationships; Federal and State conciliation and arbitration acts and awards; workers' compensation acts; legislation relating to health, safety and welfare of workers; functioning and regulation of trade unions. Prerequisite: LW1000.			
IR1003	SOCIOLOGY OF WORK	4	10
Social processes in contemporary society; individual-society interactions; industrial applications and consequences.			

IR1004	WORKPLACE SITUATIONS	4	10
Analysis of policies dealing with current industrial relations issues in the workforce. Australian and overseas initiatives.			
IR1005	PROJECT	4	10
Individual work in an area of industrial relations.			
IR1006	INDUSTRIAL RELATIONS SKILLS 2	4	10
Vocational skills associated with industrial relations practice; industrial information sources; collection, collation and utilisation of source material; handling industrial situations; meeting law and procedure. Prerequisite: IR1013.			
IR1007	INDUSTRIAL RELATIONS SKILLS 3	4	10
Negotiation processes in industrial relations; duties, responsibilities and skills of negotiators; handling grievances at the workplace; award interpretation; local responsibilities. Prerequisite: IR1006 and IR1013.			
IR1008	INDUSTRIAL RELATIONS SKILLS 4	4	10
Formal advocacy and negotiation; operations within the conciliation and arbitration tribunals; collective bargaining and common law agreements; award creation and variation. Prerequisites: IR1006, IR1007 and IR1013.			
IR1009	INDUSTRIAL RELATIONS MANAGEMENT	4	10
Professionalism in industrial relations; pre-emptive bargaining; alternative strategies; functional specialisations and the division of professional labour.			
IR1013	INDUSTRIAL RELATIONS SKILLS 1	4	10
Introduction to industrial relations research; written and oral skills necessary for industrial relations practitioners; research writing and presentation of industrial relations reports.			
IR3000	INDUSTRIAL RELATIONS SYSTEMS	4	10
Introduction to industrial relations; employer/employee relationship in Australia; the origins and functions of trade unions; arbitration and collective bargaining at State, Federal and workshop levels; contemporary issues; union security, technology, white collar unionism etc; managerial roles and prerogative; overseas comparisons.			
IR3001	EMPLOYMENT LAW	4	10
Common law and contract of employment; workers' compensation, conciliation and arbitration acts; law and industrial disputes. Prerequisite: LW3000.			
IR3003	POLITICAL ECONOMY	4	10
The development of political and economic thought; historical approach to the ideas of natural law, value, distribution, land, labour and their relationship to theories of the state and society; basic concepts in political and economic thought and their application to contemporary problems and processes of decision-making, e.g. pressure groups, taxation, welfare policy.			
IR3004	INDUSTRIAL SOCIOLOGY	4	10
The range of thinking in sociology, particularly the aspects relevant to the analysis of contemporary social relations.			
IR3006	WORKPLACE INDUSTRIAL RELATIONS	4	10
Theories underlying labour and management policy with respect to plant-level industrial relations; inter-union cooperation; grievance procedures; custom and practice; inter-industry comparisons. Prerequisite: IR3000.			

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IR3007	PROJECT	4	10
Individual work in industrial relations or other area of business. Prerequisite: IR3000.			
IR3009	APPLIED INDUSTRIAL RELATIONS	4	10
The field of the industrial relations professional; comparative bargaining contexts, job placement and/or occupational reporting; formal and informal negotiation processes; operations within industrial tribunals; alternative negotiating strategies. Prerequisites: IR3000 and IR3001.			
IR3011	WORK AND INDUSTRY	4	10
Analysis of the development of work and industry in Australia; introduction to the social, political, legal and industrial institutions which operate in the Australian economy; structure and patterns of employment and industry; work as an ethic and culture; political and industrial regulation; trade unions, politics and pressure groups.			
IR3012	CONTEMPORARY INDUSTRIAL RELATIONS ISSUES	4	10
Examination of current issues influencing industrial relations: the status of women and minority groups in employment, industrial democracy, and anti-discrimination.			
IR4001	INDUSTRIAL RELATIONS THEORY	4	10
Major theoretical approaches to resolution and regulation of conflict in work and employment; theories of collective organisation; bipartite and tripartite schema of labour market regulation and workplace processes.			
IR4006	COMPARATIVE INDUSTRIAL RELATIONS	4	10
Approaches to comparative study; range of legal and institutional forms of industrial regulation, cross-national comparisons of unionisation and disputation; detailed study of national models of industrial relations.			
IR4011	INDUSTRIAL LAW	4	10
Labour law within the legal system, contract of employment and common law rights and obligations; individual dismissal and remedies; workers compensation; conciliation and arbitration; strike laws.			
IR4012	INDUSTRIAL RELATIONS PRACTICES	4	10
Negotiation practices in industrial relations; case research, preparation, presentation and conduct; institutional framework of negotiation in Australia and overseas.			
IR4013	INDUSTRIAL RELATIONS STRUCTURES	4	10
The economic and political context pertinent to Australian industrial relations; development of Australian economy, industry structure, labour markets, wage fixation, current economic strategies and policies.			
IR4014	INDUSTRIAL CASE LAW	4	10
Law for the industrial practitioners; law of industrial unions and organisations; law relating to individual and collective dismissals, injunctions and sanctions, health and safety, discrimination and other emerging issues; detailed study of Queensland industrial law.			
IR4015	INDUSTRIAL RELATIONS POLICIES	4	10
Examination of policy formation in industrial relations at national and local level in areas including wage policies, job security, job design, bargaining structure and union matters.			
IR4016	INDUSTRIAL RELATIONS PROCESSES	4	10
Examination and development of skills in arbitration processes; analysis of structure and performance of institutions of arbitration; development of relevant skills including documentation, preparation of submissions and exhibits, handling witnesses.			

JE1010 JEWELLERY 1 16 50
 Basic metalcraft processes and methods of construction: sawing, filing, annealing, rolling and drawing metal, soldering, pickling, forging, riveting, simple forming, simple casting and polishing techniques. Care and use of tools.

JE1011 JEWELLERY 2 15 45
 Further basic metalcraft processes and methods of construction: cuttlebone casting, working with waxes to produce patterns for casting, lost wax casting using the centrifugal casting machine, tube making and drawing, catches, doming, repousse, chasing, bezel setting, texturing metal and paper die forming. Tool making; drawing and design in the development of jewellery forms.
 Prerequisite: JE1010.

JE1012 JEWELLERY 3 14 40
 Advanced metalcraft processes and methods of construction: repousse and chasing, die forming, inlaying, reticulation, etching, multiple casting, steam pressure casting, vacuum casting, hinges, catch systems and setting faceted stone. Contemporary directions in jewellery design.
 Prerequisite: JE1011.

JE1013 JEWELLERY 4 14 40
 Projects of an individual nature which the student will undertake with the guidance of a tutor.
 Prerequisite: JE1012.

JE2800 JEWELLERY 3 8
 Metalworking techniques and safety (casting, sawing, soldering); metal finishing (enamelling, buffing, pickling); design of jewellery and jewellery attachments.

LA2042 LANGUAGE PROCESSES AND PROGRAMS 3 6
 Approaches to language; the classroom environment; planning and implementing programs in language arts; oral language processes; drama in the classroom; reading processes; writing processes; learning about language; resources.
 Prerequisite: SS2053.

LA2043 PERSPECTIVES IN LITERACY 3 8
 Language studies: the nature of language; language variation; oral and written language. The writing process: theory and practice concerning process in writing. Reading: an interactive process.

LA2044 FOSTERING EMERGENT LITERACY 3 8
 Language studies: language development; emergent literacy. Literacy issues: methods and materials; developing word-attack skills; writing and approximation; script development; the supportive classroom environment; functional diagnosis; 'whole language' classrooms.

LA2045 DEVELOPING LITERACY 3 8
 Reading studies: fluency in the reading process (reading as a predictive thinking process, the concept of cue systems); reading comprehension; taxonomies of comprehension skills; the concept of inferencing; teaching strategies for assisting the comprehension of different types of text; research and study skills necessary for text material to be used for efficient learning; curriculum materials. Writing studies: stages in the development of the child as writer; writing across the curriculum.
 Prerequisites: LA2043 and LA2044.

LA2046 LITERACY STUDIES: ADVANCED 3 8
 Reading studies: evaluating reading, reading assessment instruments, reading diagnosis, helping readers in difficulty, materials evaluation. Writing studies: responding to writing,

UNIT OUTLINES

helping writers in difficulty, materials evaluation. Curriculum planning: planning and presentation of an extended teaching unit in language arts.
Prerequisite: LA2045.

LA2800 LANGUAGE AND COMMUNICATION 1 5 8
Development of language abilities with a view to gaining confidence and efficiency in classroom communication, presentation of seminars and tutorials and in the preparation of academic written assignments; library research and study skills.

LA2801 LANGUAGE AND COMMUNICATION 2 4 8
Continuation of LA2800; extension of ability to use language for a variety of personal and professional purposes, for a range of audiences in various spoken and written formats.
Prerequisite: LA2800.

LA2802 LANGUAGE AND COMMUNICATION 3 5 8
Continuation of LA2800 and LA2801; the COTAFE environment; means by which beginning teachers can observe, plan for and develop language activities that will promote effective learning.
Prerequisite: LA2801.

LA2803 CREATIVE WRITING 3 8
Workshops providing opportunity for draft writing, discussion and editing, revising and polishing; consideration of writing techniques as exemplified in various selected works; guest lectures.

LA2804 DEVELOPING COMMUNITY LANGUAGES 3 8
Theories of language acquisition (behaviourist, cognitivist, post-cognitivist); relationship of theories to second language development in young children; models of community language development; strategies; assessment and preparation of materials.
Prerequisite: Speaking proficiency of at least three on the ASLPR scale in one of the community languages spoken in Australia or study beyond matriculation level in one of these languages.

LA2805 FRENCH LANGUAGE AND CULTURE 1 3 8
Development of conversational skills on current affairs, culture, films, songs, etc.; development of reading skills using newspapers, magazines and popular fiction; development of writing skills adequate for personal letters, simple business letters and reports; French culture.

LA2806 FRENCH LANGUAGE AND CULTURE 2 3 8
Continuation of LA2805.
Prerequisite: LA2805.

LA3031 RECENT DEVELOPMENTS IN LANGUAGE/READING 3 10
The nature of language; functions of language; language development; oracy and literacy and their inter-relationships; planning and implementation of a language arts unit or program.
Incompatible with RE3700 and RE4033.

LA3700 LANGUAGE INTERACTION AND THE CLASSROOM 3 10
Conceptual framework and analytic techniques for analysis of classroom interaction; interrelationships between functions, meaning and form in language use; inter-relationships between types of interaction and language demands on participants as they use language in learning; language development in school years; implications for classroom programs and teaching.
Incompatible with RE4032.
Prerequisite: Studies in language and child development at Diploma of Teaching level.

LA4000 LINGUISTICS FOR SECOND LANGUAGE TEACHERS 3 10

The nature of language; the nature of linguistics; types of grammar; the sound system; structural systems (at word, sentence and textual levels); paralinguistics; semantics; the lexicon; language in use; the nature of written scripts; learning and teaching (including psycho-linguistic aspects of grammar, contrastive and error analysis, interlanguage, and concepts of 'correctness').

Incompatible with LA3030.

LA4001 PSYCHOLOGY IN SECOND LANGUAGE TEACHING 3 10

Language learning theories (including behaviourist, cognitivist and post-cognitivist views); aptitude (nature, effects and measurement); motivation and attitude (nature and determinants); personality (nature, causes, effects, modification); language and cognition (including concepts, culture, thought, intellectual development and relationships with language); bilingualism (types and effects).

Incompatible with LA3030.

LA4002 DESCRIPTIVE AND APPLIED LINGUISTICS 3 10

The learner's context and its influence on the language content; the learner's language needs; functional grammar; syntax, cohesion and discourse; integration of the components of a teaching grammar; the sound system; paralinguistic and non-verbal features; the written language; regional and social dialects; error analysis and treatment; evaluation of the language content of syllabi.

Incompatible with LA3030.

Prerequisites: LA4000 and LA4001.

LA4003 CULTURE AND LANGUAGE TEACHING 3 10

Theories of culture; language and culture; culture contact, language learning and attitude development; the culture of the learners (including the major cultural groups encountered by teachers); the target culture (including way of life, value systems, political and government systems, history, education, law, fine and folk culture, media, leisure activities).

Incompatible with LA3030.

Prerequisites: LA4000 and LA4001.

LA4004 METHODOLOGY AND MATERIALS DEVELOPMENT 1 3 10

Survey of language teaching; focus on objectives (including goals vs objectives; proficiency vs communicative competence; attitudes; multiculturalism; internationalism; pragmatism; identifying needs); focus on content (including teaching the various aspects of language and macroskills); focus on use (including context, fluency, communicative competence, register); materials development; problem-solving and teaching practice.

Incompatible with LA3030.

Prerequisites: LA4000, LA4001, LA4002 and LA4003.

LA4005 LANGUAGE LEARNING CASE STUDY 1 2 5

Students learn a language not previously studied. If the language chosen is not taught in the College, other arrangements may be made. Students are required to keep a diary of their language learning experience and to consider that experience in the context of the rest of the course.

Incompatible with LA3030.

Prerequisites: LA4000, LA4001, LA4002 and LA4003.

LA4006 SPECIAL STUDY 1 1 5

Each student selects a topic for special study in each of Semesters 3 and 4. Possible areas may include a minor research study, adult language teaching, syllabus design, language and culture maintenance, teaching a second dialect, LSP, testing, or teaching illiterates but other topics may also be considered.

Incompatible with LA3030.

Prerequisites: LA4000, LA4001, LA4002 and LA4003.

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- LA4007 METHODOLOGY AND MATERIALS DEVELOPMENT 2 3 10**
Focus on teaching activities (including different learners, diagnosis, attitude change, technology, media, community involvement, individualisation); focus on testing (including indirect, semi-direct and direct types); focus on modes (second and foreign language, different bases for course planning, interdisciplinary approaches, LSP, immersion, maintenance); focus on program planning (including different approaches to syllabus development, course design, evaluation); materials development; problem-solving and teaching practice.
Incompatible with LA3030.
Prerequisites: LA4000, LA4001, LA4002 and LA4003.
- LA4008 LANGUAGE LEARNING CASE STUDY 2 2 5**
Continuation of LA4005.
Incompatible with LA3030.
Prerequisites: LA4000, LA4001, LA4002 and LA4003.
- LA4009 SPECIAL STUDY 2 1 5**
Continuation of LA4006.
Incompatible with LA3030.
Prerequisites: LA4000, LA4001, LA4002 and LA4003.
- LB4000 BIBLIOGRAPHIC ORGANISATION 3 10**
The purpose and principles of bibliographic control in organising all types of library materials, including the development of an effective catalogue, descriptive cataloguing, subject cataloguing, filing and computer applications.
- LB4001 RESOURCE SERVICES ADMINISTRATION 10**
Study of the school as a social organisation, with the development of skills in the educational administration areas of organisational development; management of self, time, things and other people, and interpersonal relationships, so that individual leadership styles may be developed. Exercises enable teacher-librarian participants to apply the theory and techniques in their own work place.
Prerequisites: All Part A units.
- LB4002 SCHOOL EXPERIENCE 5**
Participants are provided with opportunities to observe and practise the skills of teacher-librarians in ways which complement their theoretical studies. College staff, in close cooperation with supervising teacher-librarians, plan an appropriate range of activities and compile a report on participants' performance.
- LB4003 THE SCHOOL LIBRARY IN MODERN EDUCATION 4 10**
Recent developments and trends in education and the implications of these for resource services; the role of the teacher-librarian and the concept of effective and efficient resource services; practical administration including acquisition, circulation, organisation of space and equipment, budgeting, stocktaking and evaluation of services.
- LB4004 BOOKS AND PUBLISHING 10**
The artistic and historical evolution of the book; judgement of book format through an understanding of modern processes; the complexities of the publishing business, past and present.
Prerequisite: All Part A units.
- LB4005 DIRECTED STUDY UNIT 1 5**
The aim is to provide an individually tailored unit to allow students to increase their knowledge of areas of particular interest to them. A topic of the student's own choice, after approval is studied under the supervision of a staff member. The method of assessment is negotiated between the student and the supervisor.
Prerequisite: All Part A units.

- LB4006 DIRECTED STUDY UNIT 2** 10
An individually tailored unit similar to LB4005 but with double the minimum workload.
Prerequisite: All Part A units.
- LI1000 LITERATURE FOR YOUNG CHILDREN** 1½ 5
The value of literature in early learning; origins and values of literature; the availability of books (their essence, language, content and style); examination of children's responses to literature and criteria for evaluating children's books.
- LI2800 CREATIVE WRITING 1** 3 8
Using our senses; keeping a journal; expression and communication; playing with words; free and formal verse; description; narration; plotting and characterisation.
- LI2801 CREATIVE WRITING 2** 3 8
Use of resources (journals, libraries, newspapers, television, radio, one's self); considering the audience to which the writing is directed; parameters of various genres; editing and publishing.
Prerequisite: LI2800.
- LI2802 CONTEMPORARY LITERATURE** 3 8
Growing up in society; literature for children as a literary form and as a means of exploring the world of children; women in society; unemployment; misunderstood people; relations with South-East Asia.
- LI2803 CHILDREN'S LITERATURE** 3 8
Study of realism through contemporary and historical fiction (importance of credible characters, use of historical settings to explore human experience); fantasy (science-fiction, myths, legends); humour in children's literature including the relationship of types of humour to child development; picture story books; poetry, particularly reasons for children's loss of interest in poetry during primary schooling.
Prerequisite: LI2802.
- LI2804 FANTASY AND SCIENCE FICTION** 3 8
Historical survey of the field with emphasis on pre-twentieth century works; the concept of heterocosms; science fiction in the twentieth century (other worlds, other peoples, social effects of technology, extra-sensory powers); fantasy in the twentieth century.
Prerequisite: LI2802.
- LI2805 WOMEN WRITERS** 3 8
Historical survey of non-fiction from Friedan to Rich; short stories and novels by women from North America, Britain and Australia; selected poetry of women poets; study of a play by an Australian dramatist.
Prerequisite: LI2802.
- LI2806 MODERN LITERATURE** 3 8
Works of selected writers of prose fiction; works of selected twentieth century poets; works of selected modern dramatists; consideration of change in literary forms and the factors influencing such change; issues underlying the themes of selected works; study of an individual author.
- LI2807 AUSTRALIAN LITERATURE AND FILM** 3 8
Survey of Australian writing from the 1880s to the present; works of selected Australian writers of prose fiction; works of Australian poets with emphasis on popular and contemporary poets; works of Australian dramatists; Australian films.
- LI2808 THE ORAL EXPERIENCE OF LITERATURE 1** 3 8
Extension of the skills of oral interpretation and audience reading fluency introduced in SS2053; selection and adaptation of literary material suitable for audience reading;

UNIT OUTLINES

the development of expressive and communicative interpretation of literature to various listening groups; encouragement of self analysis and analysis of oral reading interpretation via video playback techniques.

LI2809 THE ORAL EXPERIENCE OF LITERATURE 2 3 8

This is an extension of LI2808; techniques and skills of oral interpretation, advanced level; personal development through audience reading and performance literature; cultural enrichment through a broad literary spectrum; original selection, adaptation and orchestration of scripted material; literary performance within an appropriate multi-media setting.

Prerequisite: LI2808.

LI3700 CHILDREN'S LITERATURE 3 10

Evaluative criteria in children's literature; the range of genre in children's literature; bases for planning a children's literature program; teaching strategies.

Incompatible with RE4044, RS4002, RS4007 and RS4008.

Prerequisite: Language arts and literature studies at Diploma of Teaching level.

LI3800 MODERN DRAMA 3 10

The emergence of modern dramatic forms in selected texts of the late nineteenth and twentieth centuries; growth of realism in that period; some of the reactions away from realism that have developed in the works of playwrights in the mainstream of Western literature.

LI3801 THE APPEAL OF LITERATURE 3 10

An individual, personal view of the cultural and social context of literature; the reader and the reading process; the nature of literature; analysis of selected texts: contemporary popular fiction, science fiction, contemporary women writers, contemporary drama and verse.

Incompatible with RE4040.

LI3802 AUSTRALIAN LITERATURE AND FILM 3 10

Historical survey of Australian writing; selected works of writers of Australian prose-fiction; selection of the works of Australian poets and dramatists; selection of Australian films, the relationship between fiction, film and culture.

LI3804 NINETEENTH CENTURY ENGLISH LITERATURE 3 10

Imaginative literature of the nineteenth century focussing on the relationship between the society that produced the literature and the kind of literature that was produced; the extent to which the literature of a period may reflect or comment on historical fact and social change within it; the status of fictional works as historical evidence, the question of authenticity or 'truth to life' in literature.

Prerequisite: English major at Diploma of Teaching (Secondary) level or equivalent.

LS2800 STUDIES IN AUSTRALIAN CULTURE 3 8

Australian culture; organising processes applied to Australian culture; origins of Australian culture; the search for identity in Australian culture; confronting the future.

LW1000 ELEMENTS OF LAW 4 10

Development of Australian system; sources of law; legal interpretation; introduction to commercial law, torts.

LW2000 INTRODUCTORY BUSINESS LAW 2 5

Basic legal principles; specific legal principles relevant to business and accounting; contracts, sale of goods, consumer protection, negotiable instruments and bankruptcy; case studies and a court visit.

- LW2001 ADVANCED BUSINESS LAW 2 5**
Development of the legal principles introduced in LW2000: contracts, sale of goods, consumer protection; legal principles concerning the main types of business organisations; partnerships and companies.
Prerequisite: LW2000.
- LW2800 YOU AND THE LAW 2 5**
Law-making processes; the structure of parliament and the parliamentary process; making of law by judges; the structure and operation of courts and tribunals; the appeal system; juries and the adversary system; civil and criminal procedures; rights and responsibilities of citizens; the role of legal institutions and agencies.
- LW3000 INTRODUCTION TO LAW 4 10**
Australian legal and constitutional system; sources of law, including doctrines and methodology of the law; statutory interpretation; introduction to the Law of Torts with emphasis on the tort of negligence; aspects of consumer protection.
- LW3001 COMMERCIAL LAW 4 10**
Those aspects of law relevant to commercial transactions, with emphasis on the Law of Contract, and including aspects of sale of goods, hire purchase and the relationships of principal and agent; introduction to the Law of Bankruptcy.
Prerequisite: LW3000.
- LW3002 COMPANY LAW 4 10**
Consideration of the law relating to companies with special emphasis on the requirements of companies.
Prerequisite: LW3000.
- LW3003 COMPANY SECRETARIAL PRACTICE 4 10**
The application of statutory provisions and stock exchange listing requirements to the work and responsibilities of company officers in Australia.
Prerequisite: LW3002.
- LW3004 TAXATION LAW AND PRACTICE 4 10**
Law relating to income taxation covering the provisions of the Australian legislation; the non-statutory body of law; economic aspects of taxation.
Prerequisite: LW3000.
- LW3005 BUSINESS PRACTICES AND PROCEDURES 4 10**
PART A — Law and procedure of meetings: the law, procedure and administration of meetings.
PART B — Administrative practice and law relating to commercial transactions.
Prerequisite: LW3000.
- LW3006 ADMINISTRATIVE LAW 4 10**
Preparation of the student for a career as a local Government Clerk in Queensland. The power of central government; the constitution of the Local Authority, its committees and officials; by-laws; the conduct of elections; budgetary administration; the administration of land subdivision, environmental legislation and health acts; the provision of water, sewerage and building controls; the constitution and administration of the Brisbane City Council; source of funds and the Grants Commission; aspects of administrative law.
- LW3007 AUSTRALIAN GOVERNMENT 4 10**
An introduction to the regulatory processes in Australia; examination of the Commonwealth Parliament, the electoral system, political parties and pressure groups, the Australian Constitution and the judiciary.
Prerequisites: EC3015 and LW3000.

UNIT OUTLINES

- MA2040 ANALYTICAL GEOMETRY AND VECTORS 3 5**
Cartesian and polar co-ordinates and the equations of a straight line, circle, parabola, ellipse, hyperbola; transformation of co-ordinates; the plane; lines in space; surfaces; cylindrical and spherical co-ordinates; scalar and vector fields; dot, cross and triple products.
- MA2041 CALCULUS 5 10**
Functions and graphs: properties of the real number system, functional notation; differentiation: concept of limits, continuity and the derivative, rules for differentiation; the derivatives of algebraic functions, exponential function, logarithmic and inverse functions; applications of the derivative; concept of the integral, particularly the definite integral; fundamental theorem; techniques and applications of integration; approximation.
- MA2042 MATHEMATICAL MODELLING 3 5**
Development and solution of mathematical models in graph theory and probability; problem conversion, solution, interpretation; estimation of fit; graph theory; Euler and Hamiltonian paths and circuits; critical path analysis; minimal trees; maximal flows; probability; stochastic models.
- MA2043 MATHEMATICAL FOUNDATIONS 4 10**
What is mathematics? impact of set theory; algebra of propositions, validity of argument, mathematical proof, problem-solving strategies; Boolean systems; Hindu-Arabic numeration, bases other than ten; elementary matrix algebra, systems of linear equations.
- MA2044 GEOMETRY 3 5**
Axiomatics, postulate sets for Euclidean geometry compared and contrasted; non-Euclidean concepts, affine geometry, projective geometry, elementary topology; geometry related to earth measurement, navigation, cartography.
- MA2045 PRACTICUM IN THE HISTORY OF MATHEMATICS 3 5**
The development of number concepts and symbols; the evolution of arithmetic and algebraic operations; the origins of number theory, geometry and measurement; algebra; investigation of the use of earlier techniques and skills for classroom teaching.
- MA2046 NUMERICAL METHODS 3 5**
Rounding errors in algebraic processes, recurrence relations, iterative methods, convergence and stability of algorithms; polynomial evaluation and division; finite differences, polynomial approximation, interpolation; solution of equations, internal secant method, Newton-Raphson, one-point iteration, Bairstow; systems of equations, Gauss-Seidel, Gauss elimination, LDU; quadrature, midpoint, trapezoid, Simpson, Romberg.
- MA2047 RECREATIONAL MATHEMATICS 2 5**
Examination, analysis and solution, from a mathematical point of view, of games, paradoxes and fallacies which are of a mathematical nature; mathematics associated with certain manipulatives; patterns which originate from arithmetic; algebraic, geometric and environmental aspects of the discipline.
- MA2048 THEORY OF NUMBERS 3 5**
Principles of numeration, number representation, figurate numbers; divisibility, fundamental theorem of arithmetic, Euclidean algorithm; linear and polynomial congruences, diophantine problems; number theoretic functions, Fermat, Euler, Wilson, Lagrange; continued fraction, convergents; number patterns and puzzles.
- MA2049 MECHANICS 3 5**
Kinematics of a point moving in a straight line; graphical methods; motion with constant acceleration; acceleration due to gravity; relative velocity; dynamics of a system moving in a straight line; particle dynamics in more than one dimension; energy, power, impulse, impact; projectiles; circular motion.
Co/Prerequisite: MA2041 or Senior Calculus.

MA2050 COMPLEX ANALYSIS 3 5

Complex numbers, powers and roots; functions of a complex variable, mappings, limits, continuity, differentiation, Cauchy-Riemann equations, analytic and harmonic functions, linear functions and transformations, $w = \exp z$, $w = \sin z$, successive transformations; definite integrals, line integrals, Cauchy-Goursat Theorem, Cauchy integral formula, Morera's Theorem; conformal mapping.

Prerequisite: MA2053.

MA2051 LINEAR ALGEBRA AND MATRIX METHODS 4 10

Vector spaces, bases, dimension, linear transformations, matrix representation of linear maps; inner products, theory of geometry in n -dimensional space; orthogonal and unitary operators; eigen elements applied to problems from analytical geometry, mechanics, statistics, differential equations; matrix methods in network problems, stochastic processes, Markov processes, games theory, problems.

Prerequisites: CO2012, MA2040 and MA2043.

MA2052 MATHEMATICAL STATISTICS 3 5

Elementary probability theory including conditional probability and expectation theory; random variables and probability distribution including normal, hypergeometric, Poisson, geometric, normal exponential, gamma and chi-square; sampling techniques and estimation of parameters; moment-generating functions; functions of a random variable; hypothesis testing and decision theory including z , t , chi-square, and F statistics; analysis of variance; regression and correlation.

Co/Prerequisite: MA2041.

MA2053 REAL ANALYSIS 3 5

Sequences and series, tests for convergence, Taylor's Theorem with remainder, relation between integrals and series, partial differentiation, tangents and normals, maxima and minima; multiple integrals, volume of solids, area of surfaces, triple integrals; vector differentiation, vector products, space curves, surfaces.

Prerequisite: MA2041.

MA2054 MATHEMATICS CURRICULUM 1 3 5

The place of mathematics in society and its relation to mathematics in the school; contemporary theories on the learning of mathematics (Gagne, Bruner, Piaget, Ausubel, Bienes); the Queensland mathematics curriculum; organising a junior secondary mathematics program; the mathematics lesson: objectives, materials, classroom organisation, teaching strategies, evaluation and maintenance activities.

Co/Prerequisite: MA2043.

MA2055 MATHEMATICS CURRICULUM 2 3 5

Problem solving, identification of low achievers in mathematics and the construction of appropriate mathematics learning experiences; extending the mathematics curriculum by the use of suitable enrichment activities; construction and evaluation of laboratory activities for the junior high school; evaluation and construction of teaching aids for use in the mathematics classroom; preparation for teaching social mathematics in Years 11-12.

Co/Prerequisite: MA2054.

MA2056 MATHEMATICS CURRICULUM 3 3 5

Mathematics curricula in the senior high school — aim, organisation and evaluation of Queensland mathematics units; recent curriculum developments — Cambridge Conference Report, SMP, the Midlands Mathematics Experiments, the SMSG program, the Fife Mathematics Project, RAMP, SMP7-13, the Kent Mathematics Project; diagnosis and remediation of learning difficulties.

Co/Prerequisite: MA2055.

MA2057 MATHEMATICS CURRICULUM 4 3 5

Alternative curriculum programs — social mathematics, the mathematics subject master/mistress; the role of history in mathematics teaching: mathematics games, puzzles and

UNIT OUTLINES

resources; research in mathematics education; psychology of mathematics teaching; evaluation.

Co/Prerequisite: MA2056.

MA2058 ADVANCED MECHANICS 3 5
Simple harmonic motion; centre of mass, Theorems of Pappus, moment of inertia, radius of gyration, Routh's rule; localised vectors, theory of moments; two dimensional dynamics of a rigid body; two dimensional statistics.
Prerequisite: MA2049.

MA2059 APPLIED LOGIC 3 5
Propositional logic; counterexamples and natural deduction; switching calculus; logic gate networks, adders, computational circuits; predicate calculus; Euler, Venn and Karnaugh diagrams; use of world diagrams and digraphs to represent relationships; dyadic theory of relations; logic programming.
Prerequisite: MA2043 or CO2012 or equivalent background in logic.

MA2060 LINEAR OPTIMISATION 3 5
Vectors and matrices, application to solution of systems of linear equations and linear inequalities; linear programming models: graphical and analytical problems and the 'Simplex' method; development of Markov models for problems occurring in sociology, psychology and education; decision theory models; games theory models.
Prerequisites: MA2042 and MA2043.

MA2061 REMEDIATION IN SECONDARY MATHEMATICS 3 5
Learning difficulties in mathematics; formal diagnostic techniques; informal and interview techniques; remedial strategies and resource materials; language in mathematics.
Prerequisite: MA2054.

MA2062 INTRODUCTION TO FUNCTIONAL ANALYSIS 3 5
Vector spaces, Banach space, Hilbert space, Fourier series; duality, Hahn-Banach Theorem; linear operators, Riesz Theory for compact operators; Spectral Theory; differential operator, Fourier transform, integral operators.
Prerequisite: MA2050.

MA2063 INTEGRATION THEORY 3 5
Lebesgue integral and comparison with Riemann integral, measurable sets, functions and spaces; Monotone Convergence Theorem, Fatou's Lemma; integral functions, Lebesgue Dominated Convergence Theorems; modes of convergence, Egorff, Vitali; generation of measures, Lebesgue-Stieltjes, Riesz representation; product measure, Tonelli, Fubini.
Prerequisite: MA2050.

MA2064 MATHEMATICAL STRUCTURES 3 5
Sets, equivalence relations; introduction to finite groups, homomorphisms, normal subgroups, quotient groups, symmetric groups; rings, integral domains, Euclidean domains, fields, Peano's axioms as a basis to develop natural numbers, extension rationals, Cauchy sequences, Cantor's concepts of reals.
Co/Prerequisite: MA2043.

MA2065 STATISTICAL METHODS 3 5
Descriptive statistics including frequency distributions, calculation of parameters, histograms; basic probability concepts; random variables and their distributions including binomial, hypergeometric, poisson, normal; sampling techniques; hypothesis tests including use of z, t 2 and F statistics; analysis of variance, regression and correlation.
Co/Prerequisite: MA2042.

- MA2067 FINANCIAL MATHEMATICS 3 5**
 Simple interest; compound interest; equivalent dated values, simple annuities, ordinary general annuities and perpetuities; amortisation and sinking funds; life annuities and life insurance; bonds, depreciation.
- MA2075 INTRODUCTION TO MATHEMATICS EDUCATION 3 8**
 The historical development of numeration; the Queensland mathematics syllabus; the teaching of numeration; learning fraction and decimal concepts; teaching operations with whole numbers and decimals.
- MA2089 STUDIES IN MATHEMATICS AND SCIENCE 6 12**
 The nature of science and mathematics; mathematics and science in the primary school; curriculum planning; pre-number ideas; early number; the numeration system; concepts of operation; strategies for basic facts; development of algorithms; safety; the Queensland Primary Science Syllabus; life, earth and space.
- MA2090 MATHEMATICS EDUCATION 3 6**
 The development of space; investigations in space; formalising spatial ideas; fraction concepts and operations; problem solving with fractions; visual representation of information; developing mathematics curricula.
 Prerequisite: MA2089.
- MA2091 MATHEMATICS AND TECHNOLOGY 3 8**
 Measurement and the young learner; the measurement sequence; the role of technology in measurement; problem solving and the learner; teaching problem solving; applications; technology; curriculum planning.
- MA2092 CURRICULUM STUDIES IN MATHEMATICS 3 8**
 The development of the concept of a fraction, both common and decimal; teaching the four operations on fractions, applying fraction ideas; teaching geometry and spatial relationships in the primary school; fundamental concepts of geometry.
- MA2093 ADVANCED CURRICULUM IN MATHEMATICS 3 8**
 The nature of mathematics; goals of teaching mathematics; how children learn mathematical concepts and processes; effective teaching strategies; remedial techniques; problem solving; using calculators and computers in teaching mathematics; curriculum planning; measurement.
 Prerequisite: MA2092.
- MA2800 A HISTORY OF MATHEMATICS 2 5**
 The development of number concepts and symbols; the operation of arithmetic; the origins of number theory (Pythagoras and the Pythagoreans); geometry and measurement; algebra.
- MA2801 RECREATIONAL MATHEMATICS FOR ALL 2 5**
 Paradoxes and fallacies in mathematics; patterns which originate from arithmetic, algebraic, geometric and environmental aspects of mathematics; mathematical manipulatives: modelling, tangrams, tessellations, curve stitching; mathematical games.
- MA2802 THINKING LOGICALLY 2 5**
 Consideration of conditions for promoting rational dialogue including input/output skills and the principles of clarity, charity and honesty; elementary epistemology; argument analysis: logical and factual errors, deduction and induction, correct and fallacious arguments, skills in counterexample generation; logical puzzles and problem solving.
- MA2803 EXCURSIONS IN NUMBER 3 8**
 Principles of numeration (ancient methods, Hindu-Arabic system, decimals, bases other than ten); number patterns; divisibility (divisibility tests, Euclid's theorem, Fundamental

UNIT OUTLINES

Theorem of Arithmetic); linear and polynomial congruence (Fermat's and Euler's theorems, Law of Quadratic); reciprocity (Wilson's and Lagrange's theorems); diophantine problems.

MA2804 FOUNDATIONS OF MATHEMATICS 3 8

Set theory; logic: development of an algebra of propositions in order to consider validity of argument, mathematical proof and strategies for problem solving; numeration systems (Hindu-Arabic numerals, other numeration systems); mathematical structure: the algebra of sets and propositions as examples of a Boolean Algebra; application of groups, rings and fields to the number system; matrices.

Prerequisite: MA2803.

MA2805 HISTORY OF MATHEMATICS 3 8

Early mathematics (Ancient Egypt, Babylonia, India); Greek mathematics from 600 B.C. (geometry, number, logic, trigonometry, astronomy); Asian mathematics (Chinese and Islamic mathematics including abacus, number operations and early algebra); European mathematics to the mid 1600s; origin and development of analytical geometry and the calculus; nineteenth and twentieth century mathematics.

Prerequisite: MA2092.

MA2806 APPLICATIONS OF MATHEMATICS 3 8

Computer logic; application of Boolean algebra combined with knowledge of electronic integrated circuits to solving of various problems. Surveying: trigonometry, solving triangles, similarity, surveying techniques. Coastal navigation: application of surveying work to coastal navigation, plotting courses, estimating arrival times, allowing for currents. Application of mathematics to the social sciences.

Co/Prerequisite: MA2093.

MA2807 MATHEMATICAL FOUNDATIONS 3 8

Set theory; logic; relations and functions; mathematical structures (use of algebras of sets and propositions to lead into the study of Boolean algebra; properties of groups, rings, integral domains and fields); matrices; use of matrices and determinants in solving systems of simultaneous equations; applications in graph theory.

Co/Prerequisite: MA2093.

MA2808 PROBLEM SOLVING AND NUMBER 3 8

Exploring whole numbers; recreational mathematics involving number; number patterns; finite differences; primes; Pythagorean triples; Fibonacci numbers; continued fractions; divisibility theory; congruence theory; solving number problems.

MA2809 FOUNDATIONS OF MATHEMATICS 3 5

Discovery of little things which surprise and entertain; mathematical talking, thinking and playing; mathematics today.

MA2810 MODELS: MATHEMATICS ON PARADE 3 5

Flow charting and modelling: conversion, solution, interpretation and estimation of fit. Graphs and digraphs: Euler circuits and paths. Hamiltonian circuits and paths, shortest paths, critical paths, minimal trees and maximal flow. Probability models and applications: sample space, events, conditional probability, independence and expectation. Statistical concepts: organisation and density of data leading to measures of central tendency and variance.

MA2811 NUMBERS FOR ALL AGES 3 5

Discovery and study of number patterns; classical puzzles from number theory; use of electronic calculators.

MA2812 RECREATIONAL MATHEMATICS FOR ALL 2 5

Examination, analysis and solution, from a mathematical point of view, of games, paradoxes and fallacies which are of a mathematical nature; mathematics associated with certain manipulatives; patterns that originate from arithmetical, algebraic, geometric

and environmental aspects of the discipline.

MA2813 MATHS LEARNING DISABILITY IN THE COMMUNITY 3 8

Community concern regarding persons with mathematical learning difficulties; procedures for recognising mathematical learning disabilities; evaluation of a mathematically learning disabled person as a community member; support for the learning disabled; prevention through early recognition of possible mathematical learning disabilities.

MA2814 MATHEMATICS ACTIVITIES 3 8

Mathematics as a recreational activity; geometry and design; three dimensional geometry; number patterns; probability and games; problem solving.

Co/Prerequisites: MA2075 and MA2092.

MA3030 CURRICULUM DEVELOPMENT IN MATHEMATICS 3 10

Influential factors on the development and content of mathematic curricula; how children and youths learn mathematical concepts; identification of efficient teaching strategies for classroom mathematics; research into an area of mathematics of personal interest to the student.

Prerequisite: CO3030 or equivalent.

MA3031 MODERN TOPICS IN TEACHING MATHEMATICS 3 10

Development of programs for teaching numeration; language in the mathematics program; memorisation strategies; teaching algorithms; measurement and spatial components; problem solving; the role of computers and calculators in the mathematics program. Study school attendance strongly recommended.

MA3700 CORRECTIVE MATHEMATICS 3 10

Learning difficulties in mathematics; organising mathematical learning; formal and informal techniques for diagnosing learning difficulties; overview of the learning process and identification of areas of difficulty; identification of difficulties in problem solving; identifying and remediating specific error patterns; identifying and evaluating resources in the remedial program. Study school for external students strongly recommended. Prerequisite: Studies in mathematics method at Diploma of Teaching level or equivalent experience.

MA3701 TEACHING PROBLEM SOLVING IN MATHEMATICS 3 10

Definition and importance of problem solving; measures of problem-solving performance; problem-solving strategies; relevant research evidence; suggestions for teaching problem solving.

Prerequisite: Studies in mathematics curriculum or methodology at Diploma of Teaching level and relevant experience.

MA3702 MATHEMATICS THROUGH MODELLING 3 10

Fundamental concepts; Markov chain models; the theory of models for linear optimisation; geometric and computational aspects of linear optimisation; models involving chance, choice and competition; growth models for epidemics, rumours and queues.

Prerequisite: Studies in mathematics at tertiary level.

MA3703 NUMERICAL ANALYSIS 3 10

Analysis of the types of errors inherent in numerical procedures and machine implementation; solution of nonlinear equations; solving sets of equations; interpolating polynomials; numerical differentiation; numerical solution of ordinary differential equations; curve-fitting; splines and approximation of functions; computer implementation; analysis of existing school units containing numerical methods.

Prerequisite: Studies in mathematics (including calculus) at tertiary level.

MA3800 HISTORY OF MATHEMATICS 3 10

Numbers and numeration; methods of calculation; extension of number systems to include rational numbers; the elevation of geometry; the renaissance of geometry; counting numerals and calculations; origins and development of the calculus.

Incompatible with previous studies in history of mathematics.

UNIT OUTLINES

- MA3801 HISTORICAL DEVELOPMENT OF GEOMETRY 3 10**
Euclid's system of geometry: his postulates, definitions, theorems, styles of proof and the flaws of his system; Hilbert's reorganisation of Euclidean geometry; eliminating Euclid's flaw, new axioms, theorems and proofs; invention of Non-Euclidean geometry: different axioms, theorems and proofs; contributions of significant mathematicians. Prerequisite: Studies in deductive geometry.
- MA4001 MATHEMATICS CURRICULUM 1 3 10**
The place of mathematics in society and its relation to the mathematics taught in school; contemporary theories on the learning of mathematics; the Queensland Mathematics Curriculum; organising a mathematics program; the mathematics lesson; assessment; low achievers; curriculum enrichment; mathematics laboratories; teaching aids.
- MA4002 MATHEMATICS CURRICULUM 2 3 10**
Mathematics curricula with special reference to the ROSBA syllabi; curriculum development in mathematics; diagnosis and remediation for students with mathematics learning difficulties; evaluation of alternative curricula; new technology and its use in the classroom; the role of history in mathematics teaching; research in mathematics education. Prerequisite: MA4001.
- MA4003 INVITATION TO MATHEMATICS 2 5**
The nature of mathematics; learning theories and the teaching of mathematics; the Queensland mathematics syllabus; organising a junior secondary mathematics program; the mathematics lesson-methods and materials; evaluation; curriculum enrichment. Incompatible with MA4001 and MA4002.
- MA4010 MATHEMATICS DIAGNOSIS AND REMEDIATION 2 5**
Overview of numerical and conceptual learning difficulties in mathematics; learning experiences in various areas of mathematics; error analysis and diagnostic inventories; remedial strategies.
- MA4019 STUDIES IN MATHEMATICS AND TECHNOLOGY 1 2 8**
The nature of mathematics; number and numerations; operations, facts, algorithms and early algebra; calculators and computers; spatial concepts; visual representation of information; developing mathematics curricula.
- MA4021 MATHEMATICS ACROSS THE CURRICULUM 2 5**
Utility of mathematics in real life situations; examination of mathematics in other school subject areas; learning experiences in the integration of mathematical topics; use of hand-held calculator and the computer as aids to conceptual development and as practical tools; geometric and algebraic concepts across the curriculum; error analysis and construction of diagnostic inventories; remedial strategies.
- MA4023 STUDIES IN MATHEMATICS AND TECHNOLOGY 2 1 4**
Fraction concepts and operations; measurement and the role of technology; problem-solving; unit planning.
- MA4024 MATHEMATICS CURRICULUM STUDIES 1 2 4**
The nature of mathematics; number and numeration; operations, number facts, algorithms, early algebra; calculations and computers; developing mathematics curricula.
- MA4025 MATHEMATICS CURRICULUM STUDIES 2 2 8**
Spatial concepts, measurement, problem solving, unit planning.
- MA5016 PSYCHOLOGY OF MATHEMATICS EDUCATION 3 15**
The particular implications of psychological theory and research for the teaching of mathematics including Thorndike's Connectionism and Gestalt psychology; the theory of meaning, contemporary learning theories, cognitive development and information processing.

- MA5017 CURRICULUM STUDIES IN MATHEMATICS 3 15**
History of the curriculum including current developments, curriculum models, curriculum design and evaluation as they relate to mathematics; components of a mathematics program.
- MA5018 RESEARCH AND EVALUATION TECHNIQUES 3 15**
Conceptual means for conducting investigations in educational settings; theoretical elements (nature of educational enquiry, problem identification, hypothesis construction and operationalisation) and verificational elements (research designs; instrument and educational models, statistical analysis) of educational enquiry.
- MA5019 RESEARCH IN MATHEMATICS EDUCATION 3 15**
Research techniques appropriate to primary mathematics education; key areas of research investigations in primary mathematics.
Prerequisite: MA5018.
- MA5020 PRACTICUM IN RESEARCH AND EVALUATION 3 10**
Application of theoretical aspects of research and evaluation in practical situations; projects which apply research designs, instrument and evaluation models to particular educational settings; evaluation of such application.
Prerequisite: MA5018.
- MA5021 PROJECT 50**
Application of theory derived from coursework to solution of a selected problem.
- MA5022 MATHEMATICS IN EARLY CHILDHOOD 2 12**
Results of research into the way in which children first acquire mathematical concepts; practical ideas and materials by which these important early foundations of mathematics can be laid.
- MA5023 MATHEMATICS TEACHER EDUCATION 2 12**
Historical and current approaches in mathematics teacher education with particular emphasis on contemporary recommendations regarding the preparation of teachers in the area in primary mathematics; examination and evaluation of promising emerging models in mathematics teacher education.
- MA5024 INDEPENDENT STUDIES 2 12**
Students select and study an aspect of mathematics education of particular interest to them. Each student works in conjunction with a lecturer.
- MA5025 CLINICAL METHODS IN MATHEMATICS 2 12**
Investigation techniques for diagnosis and prescription in primary school mathematics; relevant research reviewed and theoretical models studied to aid diagnosis.
- MA5026 SUPERVISION IN MATHEMATICS 2 12**
Elements of supervision, including policy formulation, decision making, implementation, organisation, and evaluation as they relate to curriculum development, in-service education, and liaison with professional and community bodies.
- MA5027 MATHEMATICS IN THE MIDDLE SCHOOL 2 12**
Investigation of the provisions made for students in the upper primary grades especially with respect to the transition into secondary schools; planning of mathematics programs appropriate to their needs; identifying and catering for different ability levels ranging from the slow learner to the talented.
- MA5028 MICROCOMPUTERS IN MATHEMATICS 2 12**
The role of the microcomputer in teaching mathematics in the primary and secondary schools; programming and curriculum planning.

UNIT OUTLINES

- MA5029 MATHEMATICS IN THE SENIOR SCHOOL 2 12**
Planning, constructing, implementing and evaluating mathematics curricula for the senior school.
- MA5030 ASSESSMENT IN MATHEMATICS 2 12**
Assessment models in mathematics; the place of assessment in mathematics; the interrelationship of assessment and instruction; diagnostic testing; designing assessment instruments.
- MA5031 NUMBER THEORY 3 12**
Divisibility, Euclid's Theorem, Fundamental Theorem of Arithmetic, distribution of primes; congruence theory; linear and non-linear diophantine problems, Pythagorean triples; continued fractions, convergent approximation for irrational numbers, Pell's equation; number theoretic functions, Euler, Fermat, Wilson, Lagrange, quadratic reciprocity; Pascal, Fibonacci, Lucas, Farey; algebraic number fields.
- MA5032 MATHEMATICAL MODELS AND APPLICATIONS 3 12**
Markov chain models including regular, ergodic and absorbing chains; the theory of linear optimisation models; geometric and computational aspects of linear optimisation; models involving chance, choice and competition including zero-sum games and nonzero-sum games; graphs as models.
- MA5033 HISTORY AND PHILOSOPHY OF MATHEMATICS 1 3 12**
The background of the natural origins of aspects of mathematics relevant for teaching in schools; philosophical aspects.
- MA5034 HISTORY AND PHILOSOPHY OF MATHEMATICS 2 3 12**
Analysis of the history of mathematics with special focus on issues in the calculus, algebra, and geometry; relation of these to the teaching of mathematics in secondary schools.
- MB3025 MICROBIOLOGY 5 10**
Scope of microbiology; characteristics of major microbial types; microbial metabolism; water; food and micro-organisms; principles of food presentation; spoilage of food; food-borne disease; food hygiene; microbial fermentation of foods; environmental and industrial microbiology.
Prerequisite: BC3025.
- MC2800 ABORIGINAL/TORRES STRAIT CULTURE 3 8**
Traditional Aboriginal/Torres Strait Islander culture; the coming of the Europeans; Aboriginal perspectives on colonisation; historical and contemporary government policies and their implications for Aborigines today.
- MC2801 AUSTRALIAN MULTICULTURAL SOCIETY 3 8**
Indigenous children and adolescents: anthropological background; contemporary social issues (Aboriginal health and child-rearing, urbanisation); psychology of Aboriginal Australians; Aborigines in early childhood, primary and secondary education. Australians of non-English speaking origin. Anglo-Australians; history of Australian settlement; immigration policies; cultures which border Australia; multicultural education; involvement in other cultures.
- ME1000 MEDIA FOR CAREGIVERS 1½ 5**
The range of media available to those who need to communicate with parents and children as part of their occupations; production of media and operation of equipment similar to that which is used in the work situation of the caregiver; examination of theoretical and design features as a guide to the preparation and use of media in communication.

ME2800	UNDERSTANDING TELEVISION	2	5
Introduction to visual analysis: tele-literacy; analysis of title sequences; narrative sequences; film shots; introductory genre; situation comedy; soap opera; crime shows; news.			
ME2801	TELEVISION AND SOCIETY	3	5
'De-construction' of television programs to examine how a particular view of the world is contained within them; consideration of how the institutions which produce and broadcast television output and their relations with other institutions and society affect this output; commercial considerations; ownership and control; relationship with advertisers; regulatory bodies.			
ME2802	INSTRUCTIONAL MEDIA PRODUCTION	3	8
Production of visual, tape/slide series and single camera video programs; preparation of materials in small production teams.			
ME3000	FOUNDATION MEDIA STUDIES 1	12	25
Familiarisation with resources available within and outside the College (exhibition spaces, working environments, institutions, the materials and tools of art-making facilities, printed and visual resources); individual and group projects introducing a variety of visual art problems.			
ME3001	FOUNDATION MEDIA STUDIES 2	10	30
Development of a visual dialogue through a series of projects within and outside the studio with a view to understanding relationships between the theoretical and practical aspects of art and developing a philosophical basis for professional attitudes and original thinking; research into the knowledge and resources available; development of the ability to evaluate aesthetic qualities in the student's own work. Prerequisite: ME3000.			
ME3002	ADVANCED MEDIA STUDIES 1	10	30
Students are expected to research into their own personal directions, formulate and develop self-generated enquiry and demonstrate the acquisition of working methods, skills and knowledge required for the successful realisation of their concepts. Students present a program to the Course Co-ordinator which will indicate specific studies in the two-dimensional or three-dimensional areas or a combination of these. Prerequisite: ME3001.			
ME3003	ADVANCED MEDIA STUDIES 2	8	20
Students prepare and present a plan of studies based on their own specific interest; rigorous questioning of concept and artefact will be required with the level of realisation and the ways in which media are used reflecting a high level of achievement. Further workshops in areas where the acquisition of skills is essential. Prerequisite: ME3002.			
ME3004	ADVANCED MEDIA STUDIES 3	8	20
Students are expected to work independently demonstrating sound habits of research and sustained studio practice; skills developed in ME3001 and ME3002 should enable concepts to be expressed with confidence; intensive studio work to draw together the students' interest in the visual arts in general and their specific study in particular. Prerequisite: ME3003.			
ME3005	ADVANCED MEDIA STUDIES 4	8	20
Independent work in preparation for an exhibition. Prerequisite: ME3004.			
ME3006	EXTENDED MEDIA STUDY 1	6	20
Students are required to prepare and present a plan of studies based on their own particular interests and participate in workshops where the acquisition of skills is essential to the solution of problems and achievement of high levels of performance.			

UNIT OUTLINES

ME3007	EXTENDED MEDIA STUDY 2	3	10
(See ME3006)			
ME3008	EXTENDED MEDIA STUDY 3	6	20
Students are expected to be able to work independently and demonstrate sound habits of research and sustained studio practice. The studio will be regarded as the area on which to draw together the students' interests in the visual arts in general and their specific study in particular.			
ME3009	EXTENDED MEDIA STUDY 4	3	10
(See ME3008)			
ME3010	EXTENDED MEDIA STUDY 5	6	20
Independent preparation for an exhibition of work which may include more than one studio study.			
ME3011	EXTENDED MEDIA STUDIES 6	3	10
(See ME3010)			
ME4000	MEDIA PRODUCTION IN EDUCATION	3	10
The communication process; the attributes of a range of media formats and their application in teaching and learning; equipment selection, operation and maintenance; modification and production of a range of audio-visual materials for teaching and learning.			
ME4002	MEDIA, SCHOOL AND SOCIETY	—	10
The processes of communication and the social aspects of media, especially mass media, as these impinge on the teaching/learning process; research in the use of media in education; future trends in mass media and related technologies. Prerequisite: All Part A units.			
ME4005	FILM AND MEDIA STUDIES CURRICULUM 1	4	10
Orientation to role as classroom teacher; preparation of lessons and integrated units of work, development of curriculum materials for teaching Film and Media Studies in Queensland Secondary schools.			
ME4006	FILM AND MEDIA STUDIES CURRICULUM 2	4	10
The principles underlying various approaches to the teaching of film and media; construction of and evaluation of programs of school-based assessment; appreciation of how media studies may be integrated with other disciplines; current theoretical issues in media studies. Prerequisite: ME4005.			
MG1003	COMPUTER USES IN SPORTS ADMINISTRATION	2	5
Introduction to the range of equipment commonly encountered in a modern office; the impact of modern technology and its implications for sporting associations; techniques involved in the use of such equipment.			
MG2010	MANAGEMENT AND CONSUMERISM	4	10
Management process model; systems approach; communication in families; motivation; decision-making; goal setting; time management; leadership; sales technique and consumer reaction; financial agencies; consumer law and consumer protection; the role of the government; forms of investment.			
MG3010	PRINCIPLES OF MANAGEMENT	4	10
The development of management and organisation theory; the principles of current management theory and practice in the public and private sectors; applied management in terms of planning, leading, organising and controlling and the principles on which they are based.			

- MG3011 PERSONNEL MANAGEMENT 4 10**
The management of human resources in profit and non-profit organisations and an introduction to arbitration law.
- MG3012 MANAGEMENT POLICY AND STRATEGY 4 10**
The business enterprise as a unit; business policy and strategy; administrative practices in the public and private sectors.
Prerequisite: MG3010.
- MG3025 INTRODUCTION TO MANAGEMENT 3 10**
The role of management; evolution of management theory; fundamentals of planning; decision-making in organisations; fundamental organisation; group dynamics and informal organisations; human resources management; motivation; leadership; principles of communication; the management of change.
- MG3026 RESOURCE MANAGEMENT 3 10**
The family as a social system; resources and constraints related to the life cycle; management in the family context; the family in Australia; managing finance.
Prerequisite: MG3025.
- MG3027 BUSINESS ORGANISATION 3 10**
The structure of business organisations; types of organisations; business objectives, strategies and policies; functions within business organisations; the role of unions and the nature of industrial relations in Australia; women's issues.
Prerequisite: MG3025.
- MK3001 CONSUMER BEHAVIOUR 4 10**
Consumer motivation; consumer personality and attitudes; consumer decision processes; group influences in marketing.
Prerequisite: MK3010.
- MK3003 BUSINESS FORECASTING 4 10**
Forecasting problems; forecasting methods including Delphi, time series analysis and causal models.
Prerequisites: CO3022 and ST3002.
- MK3004 MARKET RESEARCH 4 10**
Problem definition; research planning; analysis, interpretation and utilisation of research data; quantitative techniques.
Prerequisites: MK3003 and MK3011.
- MK3006 LOGISTICS 4 10**
Business logistics management deals with the coordination, planning, organisation and control of all move-store activities that facilitate product flow from the point of raw material acquisition to the point of final consumption, and in this process involves provision of the attendant research and information flows for the purpose of providing the requisite level of customer service.
Prerequisites: MK3003 and MK3011.
- MK3007 COMPUTER APPLICATIONS IN MARKETING 4 10**
Application of computer packages, including SPSS and various statistical/marketing packages.
Prerequisites: MK3003 and MK3011.
- MK3008 APPLIED MARKET RESEARCH 4 10**
The capstone application of theoretical concepts studied in the areas of: marketing, market research, communication, management, data analysis and report writing; a market research project for industry.

UNIT OUTLINES

- MK3010 INTERNATIONAL MARKETING 4 10**
Assessment of market opportunities; organisation of the firm for marketing; planning the marketing program; measurement of market performance.
- MK3011 STRATEGIC MARKETING 4 10**
Product planning including development of product mix and product life cycle; pricing, distribution, advertising and promotion decisions.
Prerequisite: MK3010.
- MK3012 INTERNATIONAL MARKETING 4 10**
The foreign exchange market; fixed and floating exchange rates, buying and selling overseas; the export decision; export promotion.
Prerequisites: EC3016 and MK3011.
- MK3025 PRODUCT DEVELOPMENT 3 10**
The consumer market; product development; critical path analysis and network planning; idea generation and product evaluation; feasibility study and product cost analysis; quality assurance; the production and marketing of products; career prospects.
Prerequisite: FD3026.
- ML2053 LA CHANSON FRANCAISE 4 10**
Study of the French song from the traditional folk-song to contemporary singer poets in which the songs are studied as an expression of the culture as language and for pleasure.
- ML2054 FOREIGN LANGUAGE CURRICULUM STUDIES 1 4 10**
Approaches to foreign language teaching and learning; culture and language learning; lesson planning; motivation in foreign language teaching; resources in language teaching; teaching foreign language skills.
Co/Prerequisite: ML2061, ML2072 or ML2088.
- ML2055 FOREIGN LANGUAGE CURRICULUM STUDIES 2 4 10**
Historical influences on language teaching; the place of language in the school curriculum; the nature of language; psychological aspects of foreign language teaching and learning; approaches to curriculum design; assessment.
Co/Prerequisite: ML2054.
- ML2056 FRENCH ART AND ARCHITECTURE 4 10**
~~Primitive art; Greco-Roman, Medieval, Renaissance and Baroque art and architecture; Neo-classicism; Romantic art; symbolism in art; movements in art in the late nineteenth and early twentieth centuries; Surrealism and later styles in art; modern architecture.~~
- ML2057 FRENCH CINEMA 4 10**
~~The attitudes of the Lumieres and Melies toward cinema; the serials of Feuillade; the avant-garde movements (Cubism, Futurism, Dada, Surrealism) and the films of Leger, Clair, Gance, L'Herbier, Delluc, Duhaac, Bunuel and Cocteau; poetic realism; the post-war period; the 'Nouvelle Vague'; post-1968 cinema.
Co/Prerequisite: ML2062.~~
- ML2058 FRENCH CULTURAL STUDIES 4 10**
Structured studies in a number of topics relating to everyday life in France: the family, housing, cuisine, leisure, environment, economy, the citizen and the State.
Co/Prerequisite: Senior French or equivalent.
- ML2059 FRENCH DRAMA 4 10**
Seventeenth-century classical French drama; consideration of a variety of plays of the twentieth century involving existentialist, absurd and Marxist drama; comparison of these periods with regard to dramatic techniques, themes and climate; language studies.
Co/Prerequisite: ML2062 and ML2067.

- ML2060 FRENCH HISTORY 4 10**
Origins and early France; the Middle Ages; the sixteenth and seventeenth centuries; influences for revolution; the French Revolution and Napoleon; Restoration — monarchy to second Empire; the Third, Fourth and Fifth Republics.
Co/Prerequisite: ML2062.
- ML2061 FRENCH LANGUAGE 1 4 10**
Exercises in reading, listening, oral and written work on topics including the individual, family life, student life, health, travel and transport; study of the physical features of France, climate, regions, settlement patterns; environmentally-determined human behaviours; population studies; ethnic groups.
Co/Prerequisite: Senior French or equivalent.
- ML2062 FRENCH LANGUAGE 2 4 10**
Study of basic themes (le logement, sport, leisure activities, the French economy, politics in France) as vehicles for language consolidation and improvement; interview program.
Co/Prerequisite: ML2061.
- ML2063 THE FRENCH NOVEL 4 10**
The development of the novel as an art form in the seventeenth century; the eighteenth-century 'conte' and 'Roman'; the nineteenth-century novel — romance and realism; modern French prose; language studies.
Co/Prerequisites: ML2062 and ML2067.
- ML2064 FRENCH POETRY 4 10**
The development of French poetry from the middle ages to the present day; special study of a particular poet of the nineteenth or twentieth century; language studies.
Co/Prerequisites: ML2062 and ML2067.
- ML2065 FRENCH PRINTED MEDIA 2 5**
Study of current French newspapers and magazines both as an aspect of French culture and as a study of the contemporary language.
Co/Prerequisite: ML2061.
- ML2066 THE FRENCH SONG 3 5**
Study of the French song from the traditional folk-song to contemporary singer poets in which the songs are studied as an expression of the culture as language and for pleasure.
Co/Prerequisite: Prior studies in French.
- ML2067 THE LANGUAGE OF LITERATURE 4 10**
Study of different varieties and registers in expression; the effect of language on the message; varieties of languages used in the short story, the novel, drama and poetry.
Prerequisite: ML2061.
- ML2068 LA PRESSE FRANCAISE 4 10**
Study of current French newspapers and magazines both as an aspect of French culture and as a study of the contemporary language.
Co/Prerequisite: ML2061.
- ML2069 COMPUTER-AIDED LEARNING: GERMAN 5 10**
use of micro-computers to enhance acquisition of study skills relevant to reading, writing and literature; development of computer literacy; practical skills and innovative approaches; evaluation of computer-aided language learning programs.
Prerequisite: Senior German or equivalent.
- ML2070 GEOGRAPHY OF GERMAN-SPEAKING COUNTRIES 2 5**
Geography and way of life in Germany, Austria and Switzerland; industries, regional differences and customs.
Prerequisite: Senior German or equivalent.

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- ML2072 GERMAN LANGUAGE 1 4 10**
Study of modern German society through the use of authentic non-literary prose, accompanying cassette recordings and a selection of modern German literature.
Prerequisite: Senior German or equivalent.
- ML2073 GERMAN LANGUAGE 2 4 10**
Further work to strengthen and increase command of listening, speaking, reading and writing skills in German; emphasis on real communicative tasks.
Prerequisite: ML2072.
- ML2074 GERMAN LANGUAGE AND DRAMA 4 10**
Development of the German radio play since the 1920s; devices employed by writers of radio plays; study of three modern German language plays.
Prerequisites: ML2072 and ML2073.
- ML2075 GERMAN LANGUAGE, HISTORY AND CULTURE 2 5**
Survey of the major historical developments in Germany and Austria from 800 to the middle of the twentieth century; survey of the major cultural achievements of Germany, Austria and Switzerland.
Prerequisite: Senior German or equivalent.
- ML2076 GERMAN LANGUAGE SHORT STORIES AND NOVELS 4 10**
Further development of language skills; study of modern German short stories and short novels; consideration of the cultural and social factors which have influenced the writers and their work.
Prerequisites: ML2072 and ML2073.
- ML2077 GERMAN POETRY 2 5**
Lyrical poetry with special emphasis on the poetry of Goethe; study of a selection of poems by major poets from Austria and Switzerland; poetry of political and social comment; humorous poetry; concrete poetry.
Prerequisite: Senior German or equivalent.
- ML2078 GERMAN PRINTED MATERIALS 4 10**
Study of high-circulation German newspapers and journals to promote language confidence and awareness of the modern German ethos; consideration of the character, concerns and values of the German media-reading public at several socio-economic levels.
Prerequisite: ML2072.
- ML2079 GERMAN RADIO, CINEMA AND TELEVISION 4 10**
The qualities and concerns of German audio and audio-visual productions; development of insight into the German ethos via radio, film and television; establishment of reference points for future listening and viewing; language skills.
Prerequisite: Senior German or equivalent.
- ML2080 GERMAN SONG 3 5**
Overview of that aspect of German culture which finds expression in vocal music and which embraces folk songs, patriotic songs and art songs; singing, listening and discussing the text of selected examples of the differing genres; language skills.
Prerequisite: Senior German or equivalent.
- ML2081 MODERN GERMAN SOCIETY AND LITERATURE 4 10**
Consideration of modern German society through the use of authentic non-literary prose, accompanying cassette recordings and a selection of modern German literature.
Co/Prerequisites: ML2072, ML2073 and ML2075.

- ML2088 ITALIAN LANGUAGE 1** 4 10
Introduction to Italian; consolidation of language skills; participation in activities associated with the Italian community.
- ML2089 ITALIAN LANGUAGE 2** 4 10
Continuation of the study of Italian language and literature commenced in ML2088.
Co/Prerequisite: ML2088.
- ML2090 ITALIAN CULTURAL STUDIES 1** 2 5
Introduction to various cultural aspects of Italian life including the history and geography of the country, everyday life, politics and the church.
Co/Prerequisite: ML2088.
- ML2091 ITALIAN CULTURAL STUDIES 2** 2 5
Continuation of the examination of aspects of Italian life and Italian heritage commenced in ML2090, with particular emphasis on the arts, education and the cultural tradition amongst Italians in Australia.
Co/Prerequisite: ML2090.
- ML2092 ITALIAN LANGUAGE AND LITERATURE 1** 4 10
Further development of Italian language skills; introduction to modern Italian literature.
Co/Prerequisites: ML2088 and ML2089.
- ML2093 ITALIAN LANGUAGE AND LITERATURE 2** 4 10
Continuation of the study of Italian language and literature commenced in ML2092; literary extracts from Dante to the present day from an historical perspective.
Co/Prerequisite: ML2092.
- ML2800 INTRODUCTORY FRENCH** 2 5
Oral use of basic structures in French; comprehension of simple spoken French; reading of easy passages in French; writing of simple structures; recognition of various cultural elements revealed through language and community involvement.
- ML2801 INTRODUCTORY GERMAN** 2 5
Introduction to the German language, the country itself and German culture; development of skills in listening, speaking, reading and writing, with emphasis on speaking.
- ML2802 INTRODUCTORY ITALIAN** 2 5
Oral use of basic structures in Italian; comprehension of simple spoken Italian; reading of easy passages in Italian; writing of simple structures; recognition of various cultural elements revealed through language and community involvement.
- ML4000 FRENCH CURRICULUM 1** 4 10
Approaches to foreign language teaching and learning; culture and language learning; lesson planning; motivation in foreign language teaching; resources; teaching foreign language skills.
- ML4001 FRENCH CURRICULUM 2** 4 10
Historical influences on language teaching; changes in approach arising from changing views of learning and of language; the place of languages in the school curriculum; the nature and functions of language; psychological aspects of foreign language teaching and learning; approaches to curriculum design; assessment with particular emphasis on ROSBA.
Prerequisite: ML4000.
- ML4002 GERMAN CURRICULUM 1** 4 10
(See ML4000.)

UNIT OUTLINES

ML4003	GERMAN CURRICULUM 2	4	10
(See ML4001.)			
Prerequisite: ML4002.			
ML4005	ITALIAN CURRICULUM 1	4	10
(See ML4000.)			
ML4006	ITALIAN CURRICULUM 2	4	10
(See ML4001.)			
Prerequisite: ML4005.			
ML4007	JAPANESE CURRICULUM 1	4	10
(See ML4000.)			
ML4008	JAPANESE CURRICULUM 2	4	10
(See ML4001.)			
Prerequisite: ML4007.			
ML4009	CHINESE CURRICULUM 1	4	10
(See ML4000.)			
ML4010	CHINESE CURRICULUM 2	4	10
(See ML4001)			
Prerequisite: ML4009.			
ML4011	INDONESIAN CURRICULUM 1	4	10
(See ML4000)			
ML4012	INDONESIAN CURRICULUM 2	4	10
(See ML4001)			
Prerequisite: ML4011.			
MU1000	MUSIC FOR CAREGIVERS	1½	5
Music education through the use of music, movement and speech; songs, accompaniments, poems and dances coupled with the student's own rhythmic and melodic experiences; percussion instruments, melodic and non-melodic; improvisation, using voice and instruments.			
MU1001	CHIEF PRACTICAL STUDY 1	3	15
A composite unit which combines the development of individual skills in the chief practical area with a study of selected teaching materials for beginners.			
MU1002	MUSIC TEACHING 1	2	5
Historical overview of the development of music teaching; philosophies of music education in the twentieth century.			
MU1003	TEACHING WORKSHOP 1	5	10
Lesson planning and microteaching; introduction to evaluation; use of audio-visual equipment.			
MU1004	MUSICIANSHIP 1	5	15
Musicianship studies including literacy, ear training and improvisation; a study of style in the Baroque and Classical periods.			

- MU1005 CHIEF PRACTICAL STUDY 2 3 15**
Continuation of development of skills in the chief practical area extending technique and tone production; repertoire and teaching techniques for the third and fourth year of study.
Prerequisite: MU1001.
- MU1006 MUSIC TEACHING 2 5**
Detailed study of Dalcroze and Kodaly and their relevance for the private studio teacher.
Prerequisite: MU1002.
- MU1007 TEACHING WORKSHOP 2 5 10**
Further use of audio-visual equipment for lesson feedback; extension of microteaching for longer lesson segments.
Prerequisite: MU1003.
- MU1008 MUSICIANSHIP 2 3 10**
Continuation of aural development, together with some more advanced improvisational skills to form a basis for theoretical studies in subsequent semesters.
Prerequisite: MU1004.
- MU1009 PRACTICE PERIOD 1 20**
Observation of selected studio music teachers; discussions of different methods and styles adopted; observation handbook; participation in studio teaching.
- MU1010 CHIEF PRACTICAL STUDY 3 3 15**
Continuation of chief practical study; repertoire and teaching techniques for fifth year of study.
Prerequisite: MU1005.
- MU1011 INDIVIDUAL MUSIC INSTRUCTION 3 5**
Practical teaching workshops to explore the interaction of the teacher and the child in a one-to-one situation.
Prerequisite: PY1006 or PY1007.
- MU1012 MUSIC TEACHING 3 2 5**
Detailed study of Carl Orff and Suzuki and their relevance for the private studio teacher.
Prerequisite: MU1006.
- MU1013 TEACHING WORKSHOP 3 5 10**
Planning segments of lessons; introduction to the pre-instrumental group and group instrumental instruction; business procedures for the private studio teacher.
Prerequisite: MU1007.
- MU1014 MUSICIANSHIP 3 2 5**
Basic skills in compositional procedures; aural training program continues.
Prerequisite: MU1008.
- MU1015 CHIEF PRACTICAL STUDY 4 3 15**
Final practical unit; repertoire and teaching techniques for the sixth year of study including works of the twentieth century.
Prerequisite: MU1010.
- MU1016 GROUP MUSIC INSTRUCTION 3 5**
Practical teaching workshops to explore group dynamics and the effectiveness of group instruction.
Prerequisite: MU1011.

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- MU1017 MUSIC TEACHING 4** 2 5
Review of the role of music examination systems; consideration of the range of music activities in the community.
Prerequisite: MU1012.
- MU1018 TEACHING WORKSHOP 4** 5 10
Continuation of MU1013.
Prerequisite: MU1013.
- MU1019 MUSICIANSHIP 4** 5 15
Aural training to include selected modes; rhythmic, melodic and harmonic dictation; contemporary techniques in improvisation and composition; a study of style in the nineteenth and twentieth centuries.
Prerequisite: MU1014.
- MU1020 PRACTICE PERIOD 2** 20
Continuation of MU1009.
Prerequisite: MU1009.
- MU2092 PRIMARY SCHOOL MUSIC** 3 8
Practical musicianship (singing of folk songs, pentatonic songs and traditional songs); musical skills and concepts; preparation of limited learning sequences; movement activities; listening; improvisation of simple rhythmic and melodic responses; performance on classroom instruments.
- MU2093 CURRICULUM STUDIES IN MUSIC** 3 8
Practical musicianship (songs in unison and two parts); practice in musical skills and concepts; movement activities; instrumental activities; improvisation; listening; preparation of units of work in primary school music.
Prerequisite: MU2092.
- MU2094 ADVANCED CURRICULUM STUDIES IN MUSIC** 3 8
Overview of the skills, knowledge and objectives of a total music program for the primary school; development of a child-centred program; behavioural analysis in a musical context; the hierarchy of musical skills; choral music.
Prerequisite: MU2093.
- MU2102 MUSIC EDUCATION** 2 6
The role of the music educator; development of personal musical skills; concept development: rhythmic notation, form, harmony, texture and timbre, dynamics; music learning experiences.
Prerequisite: AR2040.
- MU2113 CONTEMPORARY APPROACHES** 3 10
Consideration of the historical background and social settings of contemporary music; principles of composition and organisation of musical sounds; performance of suitable works; classroom applications.
Co/Prerequisite: 60 credit points in appropriate music studies.
- MU2114 MUSICAL THEATRE PRACTICE** 4 5
Selection and planning of a school musical with a view to presenting a public performance; preparation and rehearsal of the selected work; public performance.
Co/Prerequisite: 60 credit points in appropriate music studies.
- MU2115 PRACTICAL STUDIES A-1** 1 5
Consolidation of basic technical and musical skills through the study of scales, arpeggios and exercises; performance.

MU2116	PRACTICAL STUDIES A-2	1	5
Continuation of technical work commenced in MU2115; memorisation; performance. Co/Prerequisite: MU2115.			
MU2117	PRACTICAL STUDIES A-3	1	5
Advanced exercises and studies to prepare for performance of nineteenth and twentieth century compositions; sight-reading; performance. Co/Prerequisite: MU2116.			
MU2118	PRACTICAL STUDIES A-4	1	5
Technical work based on the unique developments in the twentieth century; sight-reading; performance demonstrating twentieth-century innovative techniques of harmonies. Co/Prerequisite: MU2117.			
MU2119	PRACTICAL STUDIES A-5	1	5
Study of works from different stylistic periods; performance; study of the principles of ensemble playing: rehearsal techniques, balance, sensitivity to stylistic and formal demands. Co/Prerequisite: MU2118.			
MU2120	PRACTICAL STUDIES A-6	1	5
Continuation of MU2119. Co/Prerequisite: MU2119.			
MU2121	CLASSROOM MUSICIANSHIP	6	10
Aural training: intonation, note function, tonality, intervals and chords, rhythmic and melodic dictation; sight-reading; harmonisation; use of dances and other forms of movement to develop musical concepts.			
MU2122	CURRICULUM STUDIES 1	4	10
The aims of secondary music education; the Queensland secondary school music course years 8-12; techniques and strategies for teaching music in the secondary school; keyboard and instrumental musicianship skills: sight-reading, harmonisation, transposition, improvisation, ensemble playing. Co/Prerequisite: MU2121.			
MU2123	CURRICULUM STUDIES 2	2	5
Current developments in music education; social and musical factors influencing curriculum organisation and material; assessment; school-based program. Co/Prerequisite: MU2122.			
MU2124	AURAL AND WRITTEN MUSICIANSHIP 1	3	5
Writing techniques: diatonic harmony, choice of chords, dominant 7th, harmonisation, melodic decoration, basic counterpoint. Aural training: rhythmic, harmonic and melodic decoration, recognition of intervals, diatonic chords, imitation and sequence. Sightsinging: singing in unison; homophony in minor keys, two-part counterpoint. Curriculum studies.			
MU2125	AURAL AND WRITTEN MUSICIANSHIP 2	3	5
Continuation of MU2124; development of advanced skills in music writing, chromatic harmony; principles of melody and harmonic progression; writing and arranging music for small vocal and instrumental ensembles.			
MU2126	HISTORY AND LITERATURE 1	3	5
Renaissance music: the forms and development of sacred and secular music c.1500-1600. Baroque music: the historical context and stylistic development of music c.1600-1750. Classical music: the historical context and development of music c.1750-1800.			

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- MU2127 HISTORY AND LITERATURE 2** 3 5
Romantic music: the historical context and stylistic development of music c.1800-1900. Twentieth century music: the historical context and stylistic development of music from 1900 to the present.
Co/Prerequisite: MU2126.
- MU2128 PRACTICAL STUDIES B (WORKSHOP 1)** 4 5
Maintenance of instruments; vocal and instrumental tone production; notation; technical development with respect to instrumental playing; vocal development including articulation, enunciation, choral blend and style awareness; solo and ensemble performance.
- MU2129 PRACTICAL STUDIES B (WORKSHOP 2)** 4 5
Continuation of technical and performance work commenced in MU2128.
Co/Prerequisite: MU2128.
- MU2130 PRACTICAL STUDIES B (WORKSHOP 3)** 3 5
Continuation of technical and performance work from MU2129.
Co/Prerequisite: MU2129.
- MU2131 PRACTICAL STUDIES B (WORKSHOP 4)** 3 5
Continuation of technical and performance work from MU2130.
Co/Prerequisite: MU2130.
- MU2132 ENSEMBLE TECHNIQUES 1** 4 5
Participation in class instrumental and vocal ensemble; vocal arranging; basics of conducting with particular reference to class choral conducting.
Co/Prerequisites: MU2125 and MU2128.
- MU2133 ENSEMBLE TECHNIQUES 2** 3 5
Arrangement of set music for a student ensemble; ensemble performance; development of conducting and rehearsal skills.
Co/Prerequisites: MU2125 and MU2131.
- MU2800 GUITAR WORKSHOP** 2 5
Development of skill in playing basic guitar chords, strumming suitable rhythmic patterns and leading of group singing with guitar.
- MU2802 PIANO FOR BEGINNERS** 2 5
Introduction to the piano as a practical instrument for use in both recreational and classroom situations; sight reading; harmonisation.
- MU2803 PIANO WORKSHOP 1** 2 5
Development of keyboard skills relevant to both recreational and classroom situations; sight reading; accompaniment; performance of pieces.
Co/Prerequisite: MU2802.
- MU2806 EARLY MUSIC 1** 3 8
Practical involvement in the music of the Renaissance and the Baroque: dance forms, fantasia, madrigal, divisions, ensemble; musical analysis.
- MU2808 MUSICIANSHIP AND THE PIANO 1** 3 8
Keyboard improvisation and technique; music style and performance; keyboard writing; keyboard ensemble and accompaniment.
Prerequisite: AR2040.
- MU2809 VOCAL STUDIES 1** 3 8
Breathing for singing (muscular control, use of lungs and diaphragm, control in inhaling and exhaling); voice production (sound mechanisms, vowel and consonant shaping, attacking and releasing notes, articulation); sight singing; ensemble singing; conducting.

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| MU2810 | INTRODUCTORY MUSIC HISTORY | 3 8 |
| The Baroque Era: the music of Bach, Handel; new choral forms of the period; the rise of instrumental music and its associated forms; Baroque instruments. The Classic Revival: humanism and social change as seen in the music of Haydn, Mozart and Beethoven; developments in the symphony, concerto and chamber music; the replacement of the harpsichord by the piano. The Romantic Era: early and late Romanticism; choral, piano, program, ballet and orchestral music; impressionism and nationalism in music and other arts. The twentieth century: characteristics of twentieth century music; Expressionism, Primitivism, Neoclassicism, Serialism. | | |
| Prerequisite: MU2092. | | |
| MU2811 | MUSICAL PERFORMANCE | 3 8 |
| Choral, conducting and rehearsal techniques; instrumental instruction; analysis and notation; rehearsal and performance of a major selected work. | | |
| Prerequisite: AMEB Grade 3 in chosen instrument or singing ability. | | |
| MU2812 | SOLFEGE, LEVEL 1 | 3 8 |
| Singing studies to improve the voice to identify the theoretical and practical relationships between the several notes found in pentatonic and diatonic music; two-part music; sight-singing, dictation, folk music analysis. | | |
| Prerequisite: Demonstrated singing ability. | | |
| MU2813 | MUSIC IN A MULTICULTURAL SOCIETY | 3 8 |
| Definition and role of ethnomusicology; the multicultural nature of Australian society; the role of music in culture; the role of music in education in a multicultural society; songs and dances of a number of communities; seminars. | | |
| MU2814 | EXPLORING MUSIC | 3 5 |
| Use of recorder, percussion instruments, voice, autoharp, movement and speech to develop a familiarity with music; building a vocabulary for understanding the language of music and movement. | | |
| MU2815 | ORFF-SCHULWERK | 2 5 |
| The Orff-Schulwerk approach to music; instruments needed to interpret Orff-Schulwerk literature and techniques; the inter-relationship between music, movement and speech; improvisation in music making. | | |
| MU2816 | MUSICIANSHIP | 3 10 |
| Aural training; movement as an aid to musical understanding; appreciation of music from primitive times to the twentieth century including knowledge of composers, styles, etc.; harmonisation explored through singing rounds and part songs, and by providing instrumental accompaniments in various styles; development of instrumental skills. | | |
| MU2817 | GROUP INSTRUMENTAL | 4 10 |
| Participation in group instrumental performance using a variety of instruments; playing instruments for use in ensemble work; ensemble techniques in singing; part-writing; performing in ensemble. | | |
| Prerequisite: MU2814 or equivalent. | | |
| MU2822 | EARLY MUSIC 2 | 3 8 |
| Continuation of MU2806. | | |
| Prerequisite: MU2806. | | |
| MU2823 | MUSICIANSHIP AND THE PIANO 2 | 3 8 |
| Continuation of MU2808. | | |
| Prerequisite: MU2808. | | |

UNIT OUTLINES

- MU2824 VOCAL STUDIES 2** 3 8
Development of vocal range and tone colour; stylistic singing; improvisation; repertoire selection; conducting and analysis.
Prerequisite: MU2809.
- MU2825 FOLK/JAZZ — CONTEMPORARY MUSIC MAKING 1** 3 8
Development of existing skills on guitar, keyboard, percussion, wind and voice; Arranging and performing folk, jazz and contemporary music in a group situation.
Prerequisite: AR2040.
- MU2826 FOLK/JAZZ — CONTEMPORARY MUSIC MAKING 2** 3 8
Involvement at a more advanced level of folk, jazz and contemporary music. Students will be encouraged to compose, arrange and perform original work in a group situation.
Prerequisite: MU2825.
- MU3030 MUSIC IN THE CURRICULUM** 3 10
The meaning of music and the role of music in the curriculum; children and their musical learning; development of a conceptual framework; analysis of a published music program.
Prerequisite: CU3030 or equivalent; familiarity with music notation.
- MU3031 MUSIC CURRICULUM: SECONDARY** 3 10
The role of music in society and in education; the role of music in society and in personal development, in relation to curriculum design; current music curriculum models; assessment and evaluation in music curriculum development.
Prerequisite: CU3030 or equivalent; music major at Diploma of Teaching (Secondary) level or equivalent.
- MU4000 MUSIC IN CULTURE** 2 8
How changes in society (as viewed by a number of major disciplines) have contributed to changes in education; need for commensurate changes in music education; development of music education in Queensland; various approaches to music education.
- MU4001 TWENTIETH CENTURY MUSIC 1** 2 8
Study of twentieth century rhythms through writing, listening; analysis and aural training; group composition exercises for percussion instruments; individual composition for orchestral percussion; elements of many styles of melody with in-depth studies of melody; intervallic aural training; group melodic improvisation and group exercises for orchestral wind and brass instruments; individual atonal composition.
- MU4002 TWENTIETH CENTURY MUSIC 2** 2 8
Electronic music and its tools (synthesizer and tape recorder); listening and analysis; original composition for tape recorder using concrete or pure electronic sounds; a study of various musical textures; listening, analysis and vocal improvisation; serial composition for orchestral strings as a foundation for the study of counterpoint; a study of twentieth century harmony; listening, analysis and recognition of intervallic structures; writing for harp and keyboard instruments; individual orchestration exercises and individual composition for piano.
Prerequisite: MU4001 or equivalent.
- MU4003 BAROQUE AND ROCOCO** 2 8
Study of the music of the Baroque era (1600 — 1750) and the Rococo period (1725 — 1775); the basis of scales, harmony and rhythm; forms; related skills.
- MU4004 CLASSICAL AND ROMANTIC MUSIC** 2 8
Classicism (1750 — 1827) and Romanticism (1800 — 1900); basis of scales, harmony and rhythm; forms; related skills.
Prerequisite: MU4003.

- MU4013 PRACTICAL STUDIES 1 2 8**
 Study of an individual instrument/voice; technique improvisation, sight-reading, ensemble and literature for the instrument. Movement and music dynamics, interpretative movement, rhythm dynamics; Dalcroze; development of teaching skills and planning activities for the classroom.
- MU4014 PRACTICAL STUDIES 2 2 8**
 Study of an individual instrument/voice; technique improvisation, sight-reading, ensemble and literature for the instrument. Technique on the recorder; improvisation; development of teaching skills and planning activities for the classroom; the school band.
- MU4016 PRACTICAL STUDIES 3 2 8**
 Study of an individual instrument/voice; technique improvisation, sight-reading, ensemble and literature for the classroom. Technique involved in voice production for the classroom; sight-singing; choral groups and conducting; development of teaching skills and planning activities for the classroom.
- MU4017 PRACTICAL STUDIES 4 2 8**
 Study of an individual instrument/voice; technique improvisation, sight-reading. Rudiments of playing classroom and orchestral percussion instruments; tuning techniques; study of developmental exercises and pieces for use in the classroom; literature of music for percussion; role of percussion in the classroom, the school band, concert band and orchestra; development of teaching skills and planning activities for the classroom; maintenance of instruments.
- MU4022 MUSIC CURRICULUM STUDIES 3 10**
 Examination of Queensland primary and secondary school music programs; selection, organisation and implementation of effective learning experiences; critical evaluation of available resources.
- MU4023 SCHOOL MUSIC APPROACHES 1 4 10**
 Examination of a range of strategies for the development of effective vocal and instrumental programs in the classroom.
- MU4024 INSTRUMENTAL CURRICULUM 3 10**
 The Queensland instrumental music syllabus, its origins and development, content, construction and implementation; ensemble problems and techniques in relation to group teaching method.
- MU4025 INSTRUMENTAL MUSIC 1A 4 10**
 Basic stringed instrument skill; knowledge of teaching literature and understanding of teaching methods relevant to all curriculum levels.
- MU4026 INSTRUMENTAL MUSIC 1B 4 10**
 Basic skill in one wind (brass or woodwind) instrument; knowledge of teaching literature and understanding of teaching methods relevant to all curriculum levels.
- MU4027 MUSIC CURRICULUM STUDIES 2 3 10**
 Current developments in music education, aims and methods of assessment and evaluation; design of school-based and transition programs.
- MU4028 SCHOOL MUSIC APPROACHES 2 3 10**
 Implementation of choral programs in schools; review of choral techniques and examination of available resources.
- MU4029 INSTRUMENTAL MUSIC 2 4 10**
 Continuation of MU4026; French horn and double reeds; basic skills of percussion; understanding of teaching methods.

UNIT OUTLINES

- MW1010 SILVERSMITHING 1 16 50**
Introduction to drawing; the techniques of standard design practices and making of templates; fundamental silversmithing processes and design: cutting, shaping, soldering, polishing of metal, the cutting, shaping and drawing of silver and gold; care and use of tools; methods of working out volumetric problems in design.
- MW1011 SILVERSMITHING 2 15 45**
Centrifugal and pressure casting techniques; design and production of wax modelling; design and production of tools necessary for the silversmith.
Prerequisite: MW1010.
- MW1012 SILVERSMITHING 3 14 40**
Experience in the production of bas-relief work; use of various combinations of alloys and metals; surface treatments applicable to silversmithing, including electroplating.
Prerequisite: MW1011.
- MW1013 SILVERSMITHING 4 14 40**
Projects of an individual nature which the student will undertake with the guidance of a tutor; field trips to museums and exhibitions.
Prerequisite: MW1012.
- NU2003 NUTRITION ISSUES IN AUSTRALIA 2 5**
Application of basic nutrition principles to health; management of certain nutrition-related disorders; dietary practices for maintaining optimum health; relevant research skills.
Prerequisite: FD2007.
- NU3025 NUTRITION 4 10**
Simple tools used in nutrition education: food groups and food composition tables; role of nutrients in the Australian diet; function of water in human systems; energy requirements; individual research.
Prerequisite: PL3025.
- NU3026 SOCIAL NUTRITION 4 10**
Evaluation of nutritional information; psychology of food; methods of assessing nutritional status; nutritional disorders; community, remedial and nutrition education programs.
Prerequisite: NU3025.
- NU3700 NUTRITION APPRECIATION 3 10**
Biochemical approach to nutrition; history and evolution of nutrition; critical evaluation of popular nutrition literature; development of a philosophy of nutrition.
Prerequisite: Home economics studies at Diploma of Teaching level.
- OE2001 OUTDOOR EDUCATION 6 10**
Philosophy of outdoor education and its role in the school curriculum; camp craft; navigation; outdoor pursuits including abseiling, climbing and canoeing; school camping; Australian natural environment; teaching in the outdoors.
Prerequisite: PE2060.
- OE2800 OUTDOOR PURSUITS 4 10**
Outdoor recreation: philosophy behind outdoor adventure activities; the practice of minimal input skills. Bushcraft skills: practical experience in pioneering skills including navigation, construction site selection, meal preparation. Outdoor adventure activities: participation in a wide range of activities such as kayaking and initiative games.
Prerequisite: PE2823.
- OE4000 ART AND DRAMA IN OUTDOOR EDUCATION 3 5**
Development of visual awareness through photography, print making and drawing; introduction to the basic techniques of creative drama, its application in outdoor programs and its role in facilitating group interaction and encouraging individual expression.

- OE4003 INTEGRATED FIELD STUDIES 1 6 10**
 A combination of laboratory and field studies to develop concepts and field techniques in the earth sciences and biology; methods of communication and interpretive skills.
- OE4004 SELF-DIRECTED EXPEDITION 5**
 Integration of practical and academic aspects of the course in a field situation. Each student is required to compile an expedition log and to take an active part in the preparation and planning of the expedition.
- OE4005 SKILLS DEVELOPMENT 1 6 10**
 Development of personal skills in selected areas of outdoor pursuits; campcraft; navigation; safety; emergency medicine; human performance; expedition planning and organisation; development of skills in rock-climbing, skiing, canoeing, orienteering, surfing and surf-lifesaving.
- OE4006 SOCIAL PSYCHOLOGY AND SOCIOLOGY 4 10**
 Dynamics of small groups and their development; development of leadership skills and more effective interactions with individuals with personal and/or emotional problems; sociological perspective on the role of leisure and recreation in society.
- OE4007 FINAL FIELD EXPEDITION 5**
 (See OE4004)
 Prerequisites: OE4013 and OE4014.
- OE4008 IN-DEPTH STUDY 1 5**
 Study of an area of outdoor education requiring the presentation of a written report. The area of study will be decided on the basis of consultation between the student and the subject area lecturer.
 Prerequisites: OE4003 and OE4005.
- OE4009 FIELD EXPEDITION — ALPINE 5**
 (See OE4004)
 Prerequisites: OE4003 and OE4005.
- OE4010 PRACTICUM 5**
 For full-time students, this unit comprises a five week period of practical experience at an appropriate outdoor centre. Part-time students undertake a two week practical period (or equivalent) generally as part of their normal work activity.
 Prerequisites: OE4003 and OE4005.
- OE4011 FIELD EXPEDITION — REEF 5**
 (See OE4004)
 Prerequisites: OE4003 and OE4005.
- OE4012 THEORETICAL BASIS OF OUTDOOR EDUCATION 4 10**
 Development of and trends in outdoor education through contact with individuals actively involved in this area, through discussion, reading and research; preparation and implementation of work programs.
- OE4013 INTEGRATED FIELD STUDIES 2 4 10**
 Man-made systems and the interaction of Man with natural systems; the role of human values in environmental issues in urban and rural systems; production of a field study segment for a local recreation area.
 Prerequisite: OE4003.
- OE4014 SKILLS DEVELOPMENT 2 6 10**
 Further development of personal skills emphasising leadership and instructional techniques in the areas developed in OE4005.
 Prerequisite: OE4005.

UNIT OUTLINES

- OE4015 EVALUATION IN OUTDOOR EDUCATION 2 5**
An introduction to evaluation of outdoor education programs, including selection and development of appropriate measuring instruments, simple data analysis and report writing.
- PE1000 BASIC MOVEMENT FOR CAREGIVERS 1½ 5**
Basic steps and movement patterns; folk dances; singing games and action songs; activities using various types of equipment; percussion instruments, balls, ropes, ribbons and scarves; teaching techniques associated with rhythm training.
- PE1001 FIRST AID STUDIES 1½ 5**
First aid problems which may arise in the child care situation; appropriate emergency treatment; theoretical topics, practical bandaging and cardiopulmonary resuscitation techniques to St John's Ambulance Certificate standards.
- PE1002 INTRODUCTION TO EXERCISE SCIENCE 3 10**
Introduction to personal health and fitness and the science of sport; the components of good health; appraisal of own health status; exercise physiology, biomechanics and motor skill development.
- PE1003 COACHING — ROLES, ETHICS AND TECHNIQUES 3 10**
The role of the coach (organiser, instructor, motivator, observer, analyst, corrector); coaching styles; coaching juniors; codes of ethics; coaching techniques; session, unit and year planning.
- PE1004 BASIC PHYSIOLOGY AND ANATOMY 3 10**
Cells; nerve, connective, muscle, and epithelial tissues; bone; the role of skin in protection, secretion, sensation and temperature regulation; the nervous system; the endocrine system; muscle; the circulatory system; respiration; digestion; excretion; reproduction.
- PE1005 MOTOR DEVELOPMENT AND SKILL ACQUISITION 3 10**
The motor domain; learning and performance; fundamental motor patterns; stages of learning a skill; information processing models; the processes involved in skilled performance; the learning environment.
- PE1006 APPLIED ANATOMY AND BODY MECHANICS 3 10**
Skeletal structure; classification of joints; muscles; mechanical principles operative in the human body; analysis of sports, skills and techniques.
- PE1007 SPORT PHYSIOLOGY 3 10**
Physiology of exercise; laboratory work on identification of fitness components, weight training and other methods of conditioning; planning conditioning programs.
- PE1008 FIELDWORK 10**
Students are required to complete the sport-specific and practical requirements of either two level 1 NCAS awards or one level 2 NCAS award in a specific sport.
- PE1009 MONITORING PERFORMANCE 2 5**
Principles of measurement; measurement in the coaching situation; test administration and performance; processing and interpretation of data.
- PE1010 PSYCHOLOGY OF SPORTS COACHING 3 10**
Consultancy, diagnosis and personality diagnostic inventories; assessment of the performer; preparation for competition and practice; motivation; learning theory; behaviour modification; social facilitation and competition; anxiety and arousal; coping strategies, relaxation and biofeedback; aggression; attitudes; mental practice and cybervision; women in sport.

PE1012	CURRENT ISSUES IN SPORT MEDICINE	3	5
Current issues in sport medicine including diet and athletic performance; the effects of climatic extremes and the use of ergogenic aids; strapping techniques for use in both preventative and treatment situations.			
PE1013	FIELDWORK		10
Block placement (160 hours) with an approved coach.			
PE1014	PRINCIPLES OF SPORTS ADMINISTRATION	3	10
Definition of administration; qualities of an administrator; administrative styles; duties of the administrator; administrative structure.			
PE1015	SPORT AND THE LAW	2	5
Introduction to legal concepts; the law of contract; the tort of negligence; incorporated associations and insurance.			
PE1016	FIELDWORK		10
Students are required to furnish evidence of practical administrative involvement in a sports club or district association in their chosen sport over a period of at least one competitive season.			
PE1017	FACILITIES, ACTIVITIES AND EVENTS	4	10
Organisation of tournaments; special requirements laid down by particular sports; award systems; planning strategies; evaluation; specific requirements of special events.			
PE1018	FIELDWORK		10
Block placement (160 hours) with an appropriate agency.			
PE1019	FITNESS LEADER 1	3	10
Continuation of PE1002; emphasis on the physiology of fitness in relation to the health and fitness industry; basic testing procedures and programming; anatomy and physiology of exercise.			
PE1020	FITNESS LEADER 2	3	10
Continuation of PE1019; development of the ability to individualise programs for different clients including young people, the aged and athletes; motivational techniques; sports medicine issues.			
PE1021	PROFESSIONAL LEADERSHIP IN SPORT	3	10
Professional leadership; leadership styles; management skills; structures of sporting organisations; office bearers and committees; meeting procedures; ancillary leadership roles.			
PE1022	FUNDRAISING AND PUBLIC RELATIONS	3	10
Fundraising techniques; marketing and endorsements; sponsorship; public relations; planning for successful public relations.			
PE2050	TRACK AND FIELD 1	3	5
Development of skills in track and field events with emphasis on teaching strategies and coaching techniques; programming track and field events for schools.			
PE2051	FIRST AID AND SPORTS INJURIES	3	5
The scope of first aid; emergency care of injuries to circulatory, respiratory and nervous systems; prevention of accidents and injuries; specific athletic injuries and related problems; thermal variations, poisons, bites and stings.			
PE2052	INTRODUCTORY GYMNASTICS	3	5
The scope and meaning of gymnastics; physical preparation relevant to levels 1 to 4; activities to develop spring from the feet, hands and take-off apparatus; vaulting; tumbling;			

UNIT OUTLINES

apparatus used in both artistic and educational gymnastics; educational gymnastics based on a theme approach to the teaching of gymnastics.

PE2055 MOTOR LEARNING AND MOTOR PERFORMANCE 4 10

Key terms and classification systems relevant to the motor domain; physical growth and motor development; learning and performance; analysis of information processing theory as it applies to motor learning and performance; effects of factors such as motivation, practice, transfer and feedback on skill acquisition; implications for teaching.

PE2057 INTRODUCTORY SWIMMING 3 5

Practical performance, teaching and coaching in swimming; development of ability to perform all major strokes and to examine their mechanical bases; application of motor learning principles to teaching stroke mechanics.

PE2059 CURRICULUM IN PHYSICAL EDUCATION 4 10

Curriculum in health and physical education; the current syllabus guide for Queensland schools; program organisation and implementation; assessment procedures; control and funding of sport in Queensland secondary schools; problem areas in health and physical education.

Prerequisite: PE2073.

PE2060 LIFESAVING AND COMPETITIVE SWIMMING 3 5

Water safety procedures; performance of recognised towing methods; treatment of the apparently drowned; training techniques for competitive swimming.

Prerequisite: PE2057.

PE2061 MEASUREMENT AND EVALUATION 2 5

Principal aspects of measurement and evaluation; administration and analysis of test items in the areas of physical fitness, motor ability and sports skills; processing and interpretation of results; test construction; evaluation.

Prerequisite: PE2055.

PE2063 TRACK AND FIELD 2 3 5

Continuation of PE2050. Officiating techniques; motivational techniques; assessment procedures.

Prerequisite: PE2050.

PE2065 ADVANCED GYMNASTICS 3 5

Reinforcement of basic gymnastic skills; development of the tumbling skills; Australian Gymnastics Federation manuals levels 5 to 7; analysis of levels 5 to 7 as applied to apparatus; competition procedures and judging; resources available to the teacher.

Prerequisite: PE2052.

PE2066 SPORT PSYCHOLOGY 2 5

Evaluation of the athlete's current physical and psychological standing; preparation for competition techniques; learning theories and behaviour modification; attitude and personality; underlying factors evident in competition (violence and aggression, competition, social facilitation, arousal, women in sport).

Prerequisite: PE2055.

PE2068 RECREATIVE SWIMMING 3 5

Survival swimming, snorkel diving, scuba diving and diver lifesaving to reach the standard demanded by respective Australian organisations; surf skills and theory.

Prerequisites: PE2060, medical fitness for diving.

PE2069 SPECIAL PHYSICAL EDUCATION 4 10

Detection of the common disorders of the atypical child; design of relevant physical education programs; techniques and strategies for teaching; evaluation of remedial programs in physical education.

Prerequisite: PE2078.

- PE2073 FOUNDATIONS OF PHYSICAL EDUCATION/HEALTH 4 10**
 Historical background and basic principles and philosophies underlying developments in physical education; historical developments from Ancient Greek and Roman eras to the present century; historical and philosophical foundations relevant to all practical areas and curriculum studies in physical education and health; essential components of good health; common health concerns.
- PE2077 SCIENTIFIC BASES OF PHYSICAL EDUCATION 1 4 10**
 Structure of cells, tissues and bones; the role of the skin; the nervous system; the role of the endocrine system in human development; types and functions of muscles; the circulatory, respiratory, digestive and excretory systems; anatomical terminology; joints; muscles which control joints; problems associated with anatomically unsound activities.
- PE2078 SCIENTIFIC BASES OF PHYSICAL EDUCATION 2 4 10**
 Physiology of exercise; laboratory work on weight training, interval training and measurement of fitness; principles of conditioning; planning conditioning programs; specific needs of particular groups; muscular contraction and the role of muscles; biomechanical principles of movement; analysis of muscular action in movement; analysis of movement skills and sports techniques.
 Prerequisite: PE2077.
- PE2085 HEALTH AND PHYSICAL EDUCATION 5 12**
 Historical background; anatomy, physiology, kinesiology; physical growth and development of children; static and dynamic posture; child health; exercise, rest and recreation; psycho-social factors; child safety; the concept of health and the philosophy and language of health education; the Primary Health Education Curriculum Guide; health behaviour and decisions; nutrition; health modules; planning of a selected health module; aims and objectives of physical education; swimming and water safety; physical skills; folk and social dance; physical education in the total curriculum.
- PE2086 PHYSICAL EDUCATION 2 6**
 Historical, sociological and climatic influences on the content of physical education; rural and urban programs; teaching and coaching; educational gymnastics; track and field athletics; creative dance; curriculum development.
 Prerequisite: PE2085.
- PE2087 INTRODUCTION TO PHYSICAL EDUCATION 3 8**
 The Queensland physical education curriculum; the Queensland Health Education Curriculum Guide, Years 1-7; study of content; preparation of lessons and practice teaching relative to formal dance, swimming, fitness activities and low organisation games; formal lesson planning and teaching.
- PE2088 CURRICULUM STUDIES IN PHYSICAL EDUCATION 3 8**
 Curriculum development including preparation of units of work in all content areas; individualised learning in educational gymnastics, educational dance and manipulative skills; formal teaching techniques and organisation; preparation of units of work in health education.
 Prerequisite: PE2087.
- PE2089 ADVANCED CURRICULUM IN PHYSICAL EDUCATION 3 8**
 Curriculum planning; approaches to teaching the skills and tactics of field and court games; outdoor education; teaching strategies; lifesaving and first aid.
 Prerequisite: PE2088.
- PE2090 SCIENCE OF PHYSICAL FITNESS 2 4**
 Anatomical structure and function; the components of fitness; health benefits and hazards of physical activity; testing fitness factors; principles of planning fitness programs.
 Prerequisite: PE2816.

UNIT OUTLINES

- PE2091 DANCE: AN INTEGRATED EXPERIENCE 3 8**
Review of the range of dance forms; dance as a form of expression; dramatic production through dance; use of dance for basic language learning and for development of creative writing skills; dance and music; study of different cultures through their dance forms; curriculum planning; dance teaching.
- PE2096 SPORT 1 6 10**
Learning and performing essential skills, procedures for teaching and coaching, aspects of competition and officiating in three sports selected from: basketball, volleyball, hockey, soccer, netball and baseball/softball.
- PE2097 SPORT 2 6 10**
Learning and performing essential skills, procedures for teaching and coaching, aspects of competition and officiating in three sports selected from: cricket/vigoro, tennis, rugby football, fencing, golf and orienteering.
Prerequisite: PE2096.
- PE2098 SPORT 3 6 10**
Learning and performing essential skills, procedures for teaching and coaching, aspects of competition and officiating in three sports selected from: squash, Australian football, rowing, archery, new team sports and water polo.
Prerequisite: PE2096.
- PE2099 WORK EXPERIENCE FOR TEACHERS 3 10**
Examination of the aims and objectives of work experience within the broader context of career education; legal framework of work experience; planning and implementing work experience programs in schools; consideration of the school's role in preparing pupils for work and its implications for curriculum and teaching; development of an individual work experience proposal; work experience of 4 weeks full-time employment or equivalent (probably during the Christmas vacation).
Incompatible with PY2302.
- PE2700 PLANNING FOR PHYSICAL EDUCATION 3 8**
Curriculum planning techniques; methods of expanding the details of modules, units and lessons; teaching skills; evaluation techniques in physical education.
Prerequisite: PE2088 (at a grade of 5 or higher).
- PE2701 PHYSICAL EDUCATION: RESOURCE TEACHING 3 8**
Principles involved in planning a program for years 1-7; voice control; written communication in physical education; consultation skills; individualising physical education; adaptive physical education; coaching individual sports.
Prerequisites: PE2089 (at a grade of 5 or higher) and PE2700.
- PE2702 CONTEXTS FOR TEACHING AND LEARNING (P.E.) 3 8**
Teaching and learning in physical education; the concept of teaching; the individual learner; management and control of small and large groups in physical education; physiological and motor development.
- PE2703 TEACHING GAMES AND SPORTS 3 10**
Skill recognition (catching, throwing, striking); development of physical skills; skill analysis and teaching; study of a selected sport; certification in coaching school sports; presentation of a coaching workshop.
- PE2704 RESOURCE TEACHING AND CONSULTANCY 3 10**
Self-awareness; interpersonal relationships; communication skills; response modes; functioning as a resource teacher in physical education; the organisational and procedural roles of a physical education specialist.

PE2705	TOTAL PROGRAMMING IN PHYSICAL EDUCATION	3	8
Concept of daily physical education; movement education; organisation and administration (carnivals etc.); roles of the physical educator in total programming; outdoor education; evaluation.			
PE2706	PHYSICAL EDUCATION AND THE ARTS	3	8
Music and movement: frameworks for listening and moving; music and dance relationships; program planning. Administration of sport and recreation: the processes of administration; administrative policies; facilities; organisation of track and field and swimming meetings; organisation of school sporting events and teams; camps and leisure pursuits; budgeting; purchase and care of equipment.			
PE2800	AQUATICS	2	5
Development of skills in swimming, water survival and rescue procedures.			
PE2802	GYMNASTICS	2	5
Fundamentals of gymnastics; dominant movement patterns including statics, landings, rotations, swing, spring and flight; physical preparation; spring, tumbling, apparatus, trampolining.			
PE2803	INDIVIDUAL SPORTS	2	5
Participation in two of golf, fencing, archery; development of required skills.			
PE2804	ORIENTEERING	2	5
Terminology; types of orienteering events; equipment used; safety procedures; interpretation of symbols used; locating and describing features; mapping exercises; route choice; compass work; pacing; competition in orienteering events.			
PE2805	PERSONAL FITNESS	2	5
The physiological basis of conditioning: the musculo-skeletal system, cardiovascular function, pulmonary function, response to exercise; components of fitness; strength, endurance, power, speed, flexibility; conditioning methods; assessment of fitness levels.			
PE2806	TEAM GAMES	2	5
Participation in two of soccer, basketball, volleyball; development of reasonable competence and ability to interpret rules; officiating.			
PE2807	SOCIOCULTURAL STUDIES OF SPORT	3	8
Bases of sociology; discipline areas in sociocultural study of sport; lifestyle and physical activity of Neolithic era; sociocultural influences in Pre-Hellenic, Greek, Roman, Dark Ages and Medieval eras; development of sport from Renaissance to nineteenth century in England; historical development of sport in Australia; Aboriginal play and games; dance throughout history; field trip; presentations; comparative study.			
PE2808	SPORT IN SOCIETY	3	8
Play games and sport; sport as a business; the role of the media in sports; aggression and violence in sport; children in sport; sport and social class. Prerequisite: PE2807.			
PE2809	AQUATIC RECREATION	3	8
Planning aquatic pursuits; snorkelling and scuba diving; sailing; power boating and skiing; fishing; equipment design and maintenance.			
PE2810	INTRODUCTORY SPORTS SCIENCE	3	8
Aerobic conditioning for sport; muscular strength, endurance and flexibility; body composition and sport; the energy systems of the body; the female athlete; the development of sporting skill.			

UNIT OUTLINES

- PE2811 MEASUREMENT OF PHYSICAL GROWTH 3 8**
Morphological considerations; assessment of biological or maturation age; postural adjustments and growth and development; nutrition and growth; critical periods in growth; secular growth trends.
- PE2812 ADVANCED SPORTS SCIENCE 3 8**
Specificity of conditioning and training techniques; sport for specific groups particularly the handicapped; sports medicine; prevention of sporting injuries; evaluation techniques used in sports science research.
Prerequisite: PE2810.
- PE2813 INDIVIDUAL SPORTS 3 8**
Physical skills; tactics; rules and officiating techniques; sociocultural aspects (history of sport, place of sport in society; ethics of sport).
Prerequisite: PE2087.
- PE2814 SOCIOCULTURAL ASPECTS OF SPORT 3 8**
Sport in early societies (Egyptian, Minoan, Greek, Roman, Asian); sport in the Middle Ages; sport in modern times; examination of a number of specific sports; comparative study of sport; Aboriginal games; multicultural Australia and sport.
Prerequisite: PE2087.
- PE2815 TEAM SPORTS 3 8**
Physical skills; tactics; rules and officiating; sociocultural aspects; history of sport; place of sport in society; ethics of sport.
Prerequisite: PE2087.
- PE2816 SCIENCE OF HUMAN MOVEMENT STUDIES 3 8**
The framework of the body and how it is moved; physiological response to movement and exercise; performance modification factors; the history and social impact of various sports; psychological factors in sports performance.
Prerequisite: PE2087.
- PE2817 SCIENTIFIC BASES OF PHYSICAL FITNESS 3 8**
Musculo-skeletal factors in activity; physiological responses and adaptations of exercise; performance modification factors; testing of fitness factors; principles of planning fitness programs.
Prerequisite: PE2087.
- PE2818 OUTDOOR PURSUITS 3 8**
Outdoor recreational activities with specialisation in a selection from: hiking and backpacking; canoeing and kayaking; snorkelling and scuba; climbing; sailing; angling and archery; applied survival techniques; campcraft skills and organisation; equipment safety and maintenance.
Prerequisite: Satisfactory health standard and competence in swimming.
- PE2819 INTRODUCTION TO HUMAN MOVEMENT 3 5**
Rhythmic experiences: range of rhythmic experiences including folk dance, singing games, rhythmic patterns with music and percussion. Games and gymnastics activities: basic skills in games and gymnastics with emphasis on improvisation in play situations. First-aid studies: theoretical and practical aspects of emergency aid including resuscitation and bandaging.
- PE2820 DANCE FOR RECREATION 4 10**
Community dance: development of basic techniques in square, round and bush dancing, latest trends in popular dance. Ballroom dance: basic figures in ballroom dancing such as cha-cha, quickstep, modern waltz. Aerobic dance: rhythmic activities for personal fitness.

- PE2821 GAMES FOR RECREATION 2 5**
Basic skills: selection of two major games (netball, squash) for in-depth study; offensive and defensive skills; application of skills to complex tactical situations; lead-up games; rules, scoring and umpiring skills; coaching skills; the responsibility of the coach; modified games for children; social skills; interactions occurring in games; leadership; teamwork; fair play codes.
- PE2822 LEISURE EDUCATION 2 5**
Leisure and recreation: work-leisure models; personal recreation activity patterns; change in individual lifestyle leisure patterns; the effects of leisure on society; possible roles of the leisure industry. Leisure — the future: future directions for leisure; establishment of leisure education in community and schools; development of an all-of-life sport such as archery, tennis.
- PE2823 RHYTHMIC MOVEMENT 2 5**
Folk and square dance: steps and figures of folk dances of varying complexity; emphasis on improving students' knowledge, ability to interpret dance. Creative dance: experimentation with stimuli — words and poems, percussion, music, drama; movement exploration utilising student's own ideas. Rhythmic activities: development of skill in working with music and a variety of rhythmic activities.
- PE2824 PERSONAL HEALTH AND FITNESS 4 10**
Health: development of a personal health program; issues, techniques and topics of current personal and societal health concerns. Fitness: theoretical basis of physical fitness; appraisal of personal fitness; development of fitness programs; mandatory practical involvement.
- PE2825 GYMNASTICS 2 5**
Personal development incorporating components of gymnastics; progressed activities designed to promote success and challenge through artistic gymnastic skills.
Prerequisite: PE2819 or equivalent experience.
- PE2827 ISSUES IN CHILD SPORT PERFORMANCE 3 8**
Physical development of the young athlete and competitive stress; positive and negative effects of participation in sport and physical activity; chronic orthopaedic problems in the young athlete; postural implications; issues in sports medicine.
- PE2828 ANALYSIS OF HUMAN MOVEMENT 3 8**
Body mechanics: mechanics of joint and muscle action, functional capabilities of selected joint structures; applied kinetics; application of kinesiology to basic performance patterns; modification of movement to improve performance.
- PE3030 PHYSICAL EDUCATION CURRICULUM: SECONDARY 3 10**
Curriculum development in physical education in Australia; curriculum models for secondary school physical education; factors influencing future physical education curriculum development; planning and designing a secondary physical education curriculum; curriculum evaluation.
Prerequisite: CU3030 or equivalent; physical education curriculum studies at Diploma of Teaching level.
- PE3031 PHYSICAL EDUCATION CURRICULUM: PRIMARY 3 10**
Philosophical background; growth characteristics of the primary school child with particular reference to their implications for physical education; orientation of physical education into the primary school program; structuring the learning environment.
Prerequisite: CU3030 or equivalent.
- PE3700 MOTOR DEVELOPMENT AND LEARNING 3 10**
The role of reflexes and early voluntary movements in the development of the child; fundamental patterns of movement (walking, running, jumping, throwing, catching) and their sequential development; development of prehension and manipulation; theories

UNIT OUTLINES

of motor learning; evaluation of perceptual-motor, sensory-motor and psycho-motor theories.

Prerequisite: Studies in physical education at Diploma of Teaching level.

PE3701 ADAPTED PHYSICAL EDUCATION 3 10

Examination of the range of disabilities and the contributions to development which can be made by motor programs; standardised tests and other assessment tools which can be used to establish levels of abilities; design of motor programs for specific disabilities; techniques for systematic gathering and reporting of information relative to a case study.

Prerequisite: PE3700 or equivalent.

PE3702 ADMINISTRATION IN PHYSICAL EDUCATION 3 10

Definitions and major components of administration; the scope of administrative management in physical education; the changing role of the administrator; traditional and recent theories of administration; characteristics of the successful administrator; principles of administrative organisation and structure; duties of the physical education administrator.

Prerequisite: Major study in physical education at Diploma of Teaching level.

PE3800 SOCIOLOGY OF SPORT 3 10

Conceptual framework; overview of historical and contemporary perspectives; sport and the socio-cultural system; politics in sport; racial discrimination; the role of international sport; education, leisure, entertainment and sport; commercial interests; outline of a program for schools.

PE4001 PHYSICAL EDUCATION CURRICULUM 1 3 10

The purpose and scope of physical education; developmental characteristics of secondary school students and their effect on curriculum design; the Queensland Health and Physical Education Syllabus; practical work involving gymnastics, aquatics and games.

PE4002 PHYSICAL EDUCATION CURRICULUM 2 3 10

Philosophical aspects of physical education; school organisational procedures; evaluation in physical education; curriculum innovations; challenges confronting teachers of physical education.

Prerequisite: PE4001.

PE4003 PHYSICAL EDUCATION STUDIES 1 1 4

Physical education curriculum; specific content areas: dance, games skills; unit and formal lesson planning and teaching.

PE4004 PHYSICAL EDUCATION STUDIES 2 1 4

Physical education curriculum; specific content areas: fitness activities, gymnastics; unit and lesson planning and teaching.

PE4801 LEISURE: CURRENT TRENDS AND ISSUES 2 5

Leisure and recreation from historical and philosophical perspectives; leisure, work and the individual; leisure and society; future directions for leisure in a privileged society; all-of-life sports.

PE4802 SPORTS ORGANISATION 2 5

The system under which sport in Queensland secondary schools is controlled and funded; organisation of carnivals and tournaments; sports coaching; legal aspects; the role of the sportsmaster/mistress.

PG1010 PHOTOGRAPHY 1 16 50

Basic photographic skills; pictorial composition; exploration of images; history and development of photo technology; experimental approaches to exposure, development and printing of images; presentations and readings.

- PG1011 PHOTOGRAPHY 2 15 45**
 Technical work covering black and white chemistry; exploration of film and paper functions, subtle image valuations and investigations of exposure systems; practical work with studio and natural lighting; introduction to colour technology, colour theory; exploration of various photographic emulsions and photosensitive materials; photo-journalism.
 Prerequisite: PG1010.
- PG1012 PHOTOGRAPHY 3 14 40**
 Philosophies of photography; pictorial meaning and symbolism (semiology) as it relates to photography; examination of related photography and arts movements of the 19th and 20th centuries, with emphasis on contemporary photographic aesthetics; problem issues in photography.
 Prerequisites: PG1010 and PG1011.
- PG1013 PHOTOGRAPHY 4 14 40**
 Photography and related art forms, including photogravure, photo screen printing and photo lithography; master photographers and photographic exhibitions; exhibition organisation.
 Prerequisite: PG1012.
- PG2800 PHOTOGRAPHY AS AN ART FORM 2 5**
 Exploration of the art potential of the camera and darkroom techniques; the photograph as art: creation of art works, composition, expressive design, manipulation of the image; the beginnings and growth of photography and its emergence as an art form; works of eminent photographers.
- PG2801 PHOTOGRAPHY 3 5**
 How to take photographs using a 35mm SLR camera; darkroom printing work; analysis of the meanings contained in photographs and how these meanings are generated.
- PG2802 PHOTOGRAPHY 1 3 8**
 Operation of a camera; construction of a pin-hole camera; loading and developing film; darkroom techniques; photography in natural light; experience with different lenses; critical analysis of photographs; arrangement of a series of photographs to communicate an event, feeling of thematic statement; presentation of material for display.
- PG2803 PHOTOGRAPHY 2 3 8**
 Technical problems (exposure control, lighting and processing); studio lighting; studio figure studies; auto portrait; consideration of the works of established photographers; project.
 Prerequisite: PG2802.
- PG4000 PHOTOGRAPHY IN EDUCATION 1 5**
 Use of black-and-white photographs in educational situations; production of black-and-white photographs for teaching and learning; requirements for setting up a photography program in a school.
 Prerequisites: All Part A units.
- PG4001 PHOTOGRAPHY IN EDUCATION 2 5**
 Evaluation criteria and design of slide/tape programs for educational situations; application of this knowledge to planning a photography program in a school.
 Prerequisites: All Part A units.
- PH2025 INDEPENDENT STUDY IN PHYSICS 1 10**
 Construction of a personal resource file on topics investigated; application of knowledge and skills acquired through reading and experimentation; preparation and presentation of reports on progress and on the implications and applications of the results of the investigation.
 Prerequisite: PH2027.

UNIT OUTLINES

PH2026	PHYSICS 1: PHYSICS FUNDAMENTALS	5	10
Kinematics: uniform motion, uniformly accelerated motion, constant velocity, falling bodies; mechanics: application of Newton's laws and consideration of momentum, work, and energy; mechanical waves; current electricity; electromagnetism; heat. Prerequisite: SC2057.			
PH2027	PHYSICS 2: PARTICLES AND WAVES	5	10
Rotational motion; vibrations and waves; acoustics; electromagnetic induction; alternating current circuits; radioactivity; particle physics. Prerequisite: PH2026.			
PH3025	INTRODUCTION TO PHYSICS	5	10
Introduction to the major areas of physics and their relevance to the development of equipment and appliances utilised by the consumer.			
PH3700	TOPICS IN MODERN PHYSICS	3	10
Study of a selection of topics from the following: thermodynamics and statistical mechanics; relativity; nuclear structures; radioactivity; elementary particles; astrophysics. Access to a school physics laboratory is required. Prerequisite: Major studies in science at Diploma of Teaching level.			
PH4000	SENIOR SCIENCE CURRICULUM — PHYSICS 1	4	10
(See CH4000) Corequisite: SC4006.			
PH4001	SENIOR SCIENCE CURRICULUM — PHYSICS 2	4	10
(See CH4001) Corequisite: SC4007. Prerequisite: PH4000.			
PH4002	SENIOR PHYSICS WORKSHOP	2	5
(See CH4002) Incompatible with PH4000. Corequisite: SC4007. Prerequisite: PH4000 or PH4002.			
PI2800	ETHICS AND SOCIAL LIFE	3	8
The nature of ethics; the place of ethics in social life; ethical values and social practice; the ethical dimensions of public involvement; ethical theories and ethical practice; authority, leadership and decision-making; current ethical issues in social life.			
PI3300	PHILOSOPHICAL PERSPECTIVES ON EDUCATION	3	10
Recent developments in philosophy of education; education and schooling in contemporary society; fairness and quality in education; education in a post-industrial society; development of a personalised philosophy of education. Co/Prerequisite: ED3300 or equivalent.			
PI3301	PHILOSOPHY IN THE CLASSROOM	3	10
Current developments in moral philosophy as they relate to classroom practice; philosophical bases of learning theories; curriculum and knowledge; justice and fairness in the classroom. Co/Prerequisite: ED3300 or equivalent.			
PI3302	PHILOSOPHY OF EDUCATION	3	10
Meaning, purpose and function of philosophy; philosophy of education; the continuing education debate; the concept of knowledge; traditional and progressive education; confronting the future in a changing society; development of a personal philosophy of education.			

PI3800 REFORM AND INNOVATION IN EDUCATION 3 10

The early educational innovators; the concept of free schooling; the neo-libertarian and anarchist tradition; the concept of education for liberation; deschooling; alternative schooling; socialist models of education.

Prerequisite: Relevant studies at Diploma of Teaching level.

PI3801 CONTEMPORARY MORAL PROBLEMS 3 10

Central issues in applied ethical and moral philosophy: uses of technology, genetic engineering, nuclear energy, overpopulation, environmentalism, waqr, terrorism, civil disobedience, pacifism, racism, sexism, abortion, euthanasia, suicide, sexuality.

Prerequisite: Relevant studies at Diploma of Teaching level.

PI4001 THE STUDY OF RELIGION AND BELIEF 3 10

The nature and importance of the religious dimension in human experience; methodologies appropriate to the examination of religious systems; the role of belief in relation to religion's several components; questions arising from scientific historical and philosophical critiques of religious beliefs.

PI4002 HERMENEUTICS 3 10

Laws, principles and methods related to the interpretation of sacred scripture; historical, theological and psychological approaches to hermeneutics; principles of grammatical interpretation; utilisation of a consistent approach to interpretation.

Prerequisites: ED4074/5, PI4001, PY4017 and PY4018.

PL2000 PHYSIOLOGY 2 5

Basic organisation of the animal cell; the digestive system; transportation of nutrients; energy metabolism; fat and protein metabolism; cardiovascular system; muscle and skeletal system; respiratory and secretory systems; nervous system; endocrine system.

PL3025 HUMAN PHYSIOLOGY 4 10

The basic structure and function of human body systems; the chemical structure of food components and their role in the body; roles of nutrients within the human body systems; nutrients and maintenance of good health.

Prerequisite: BC3025.

PO2007 MODERN POLITICAL IDEOLOGIES 3 10

The major concepts of political science; liberalism, Marxism, anarchism, Nazism and Fascism, social democracy; current political issues and movements.

Prerequisite: HI2048, SS2042 or SS2043.

PO2800 CONTEMPORARY POLITICAL ISSUES 2 5

Introduction to political theory and concepts; the first Cold War 1947-1961; politics of confrontation 1961-1975; politics of Detente 1975-1980; the new Cold War 1980-1983; future developments.

Incompatible with PO2007.

PT2900 PRACTICE TEACHING 1 10

Emergency first aid; emergency care, structure and function of respiration and circulation, structure and function of bones, muscles and joints, emergency care of nervous system injuries, typical emergency situations. Teacher education extension program: College seminars, visits to training and instruction institutions, visits to commercial and business organisations, life experience program, exceptional learner program, independent observation and work program, comparative education study tours. School experience: school orientation, classroom observation, planning sessions, single lesson teaching, contact with specialist teachers, working with small groups, administrative matters, extracurricular activities.

PT2901 PRACTICE TEACHING 2 25

Meetings with school administration; lesson observation; lesson planning sessions; teaching sequences of lessons; assessment and evaluation; contact with specialist

UNIT OUTLINES

teachers; classroom administration; staff and parent meetings; extracurricular activities.
Prerequisite: PT2900.

PT2902 PRACTICE TEACHING 3 30
Duties and responsibilities of teachers; short-term, intermediate-term and long-term planning; extensive teaching of units of work; detailed implementation of ROSBA; use of specialist staff; responsibility for control and classroom management.
Prerequisite: PT2901.

PT2903 PROCESS AND PRACTICE OF TEACHING 1 22 42
Process: lesson planning; teaching a skill; teaching in a practical situation; observation skills; questioning techniques; classroom management; alternative teaching strategies; integration of theory and practice; audiovisual materials; evaluation and assessment; curriculum development; syllabus interpretation; copyright; legal aspects. Practice: lesson planning and delivery; research; syllabus interpretation; resources; assessment, individual needs; classroom environment; communication; aids; motivation and rapport; questioning; lesson preparation; extension of competence and vocational knowledge; self evaluation; individualised instruction; observation; college administration.

PT2904 PROCESS AND PRACTICE OF TEACHING 2 22 36
Continuation of PT2903.
Prerequisite: PT2903.

PT2905 PRACTICE TEACHING — PRIMARY 1 10
Introduction to a range of practical school and classroom based activities; orientation to the school; orientation to the classroom; introduction to minor teaching tasks; observation in the school and classroom; teaching experience (one lesson or part lesson per day).

PT2906 PRACTICE TEACHING — PRIMARY 2 10
Continuation of practical school- and classroom-based experiences; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings); assisting the teacher; teaching small groups and the whole class.
Prerequisite: PT2905.

PT2907 PRACTICE TEACHING — PRIMARY 3 10
Consolidation of practical knowledge, understandings and skills developed in prior units; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings); team teaching with a supervising teacher; whole class teaching.
Pre-requisite: PT2906.

PT2908 PRACTICE TEACHING — PRIMARY 4 10
Further development and refinement of practical experiences; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings); team teaching with supervising teacher; teaching experience with individual students; small groups and a whole class; planning, teaching and evaluating units of work; introduction to continuous practice teaching.
Prerequisite: PT2907.

PT2909 PRACTICE TEACHING — PRIMARY 5 10
Emphasis on development as an autonomous teacher; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings); continued teaching experience as an integral member of a cooperating team; extensive work in planning, teaching and evaluating complete units of work; continuous teaching; exploration of different strategies.
Prerequisite: PT2908.

- PT2910 PRACTICE TEACHING — PRIMARY 6 10**
Practical school and classroom experiences designed to complete pre-service preparation as an autonomous teacher; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings); teaching experience involving responsibility for planning, teaching and evaluating units of work and using daily and weekly programs; continuous practice; exploration of teaching strategies; participation in curriculum decisions.
Prerequisite: PT2909.
- PT2911 PRACTICE TEACHING 10**
Orientation to the primary school; planning, implementation and lesson closure; observations; program of other activities (group sessions and discussions).
- PT2912 PRACTICE TEACHING 10**
(See PT2911)
- PT2913 PRACTICE TEACHING 10**
Planning, implementation and evaluation of units; observations; program of other activities (group sessions and discussions).
- PT2914 PRACTICE TEACHING 10**
(See PT2913)
- PT2915 PRACTICE TEACHING 10**
Planning, implementation and evaluation of units and total programs of work; observations; program of other activities (group sessions and discussions).
- PT2916 PRACTICE TEACHING 10**
(See PT2915)
- PT2917 PRACTICE TEACHING: EARLY CHILDHOOD 5**
Five continuous days in a pre-school/kindergarten and five continuous days in a lower primary school; guided observation of child learning and behaviours, and of the teacher's role; interacting and communicating with children, staff and parents in selected areas of the program; assisting with the preparation and organisation of indoor and outdoor learning environments.
- PT2918 PRACTICE TEACHING: PRE-SCHOOL 1 5**
Five single days and five continuous days in kindergartens/pre-schools observing and recording individual child behaviours and selected aspects of the teaching learning environment; planning teaching and evaluating experiences with individual children and small groups; participating in selected areas of the program with staff, parents and children; preparing and introducing materials into indoor and outdoor environments.
Prerequisite: PT2917.
- PT2919 PRACTICE TEACHING: PRE-SCHOOL 2 10**
Five single days and fifteen continuous days in kindergartens/pre-schools observing and recording the behaviour and learning of small groups and selected aspects of the teaching/learning environment; planning, teaching and evaluating an increasing number of learning experiences, for small groups in selected areas of the program, and for the total group in one area.
Prerequisite: PT2918.
- PT2920 PRACTICE TEACHING: SCHOOL 1 10**
Five single days and fifteen continuous days in lower primary schools observing and recording child and teacher behaviours, classroom and school environments; planning, teaching and evaluating experiences, with increasing responsibility for individuals, small groups and the class group; assuming responsibility for the total program for two days.
Prerequisite: PT2919.

UNIT OUTLINES

- PT2921 PRACTICE TEACHING: SCHOOL 2 15**
Twenty continuous days in lower primary schools observing and recording child and teacher behaviours, classroom and school environments, parent involvement, role of ancillary staff and administrative procedures; planning, teaching and evaluating experiences with increasing responsibility for individuals, small groups and the class group for longer periods of time; assuming responsibility for the total program for eight days.
Prerequisite: PT2920.
- PT2922 PRACTICE TEACHING: PRE-SCHOOL 3 15**
Twenty continuous days in kindergarten/pre-schools observing children and the teaching learning environment; planning, implementing and evaluating a comprehensive curriculum, culminating in a continuous control period of at least one week; communicating with children, parents and colleagues; utilising organisational and administrative skills in the assumption of responsibility for the total pre-school or kindergarten program.
Prerequisite: PT2921.
- PT2923 PRACTICE TEACHING — PRE-SCHOOL 1 10**
Pre-school specialisation: Pre-school orientation (5 days) and Primary practice (15 days). Primary practice as for PT2907 with the following pre-school activities: practical experience designed to orient students to the pre-school setting; observation of interaction with pre-school children, their parents and the teaching team; planning and implementing learning experiences in co-operation with the supervising teacher.
Prerequisite: PT2906.
- PT2924 PRACTICE TEACHING — PRE-SCHOOL 2 10**
Pre-school specialisation: Pre-school orientation (5 days) and Primary practice (15 days). Primary practice as for PT2908 with the following pre-school activities: development of a commitment to pre-school teaching and the understanding of the nature of the young child in relation to early education; realisation of the importance of the continuity of learning through the early and later phases of the early childhood years gained from practical experiences this semester in early childhood classes and the pre-school; observation and participation in the pre-school program and administration; development of techniques for recording children's behaviour.
Prerequisite: PT2923.
- PT2925 PRACTICE TEACHING — PRE-SCHOOL 3 10**
Pre-school specialisation: Pre-school practice (10 days) and Primary practice (10 days). Primary practice as for PT2909 with the following pre-school activities: practical experiences in the design, implementation and evaluation of early education programs; development of personal styles of teaching appropriate for young children; naturalistic observation and individualisation of learning experiences for young children; organisation and administration of the pre-school centre.
Prerequisite: PT2924.
- PT2926 PRACTICE TEACHING — PRE-SCHOOL 4 10**
Pre-school specialisation: Pre-school practice (20 days). Consolidation and refinement of a repertoire of personalised teaching and management skills and strategies designed to develop the autonomous early childhood teacher; appreciation of the diversity of roles of the early childhood educator; demonstration of the application of human development processes in the planning, implementation and evaluation of effective learning environments; demonstration of responsible and professional attitudes towards children, teachers, parents and para-professionals in early education.
Prerequisite: PT2925.
- PT2927 PRACTICE TEACHING — PHYSICAL EDUCATION 1 10**
Consolidation of practical knowledge, understandings and skills developed in prior units; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings; team teaching with a supervising

teacher, whole class teaching. Specialist area: activities as in PT2906 but with concentration on physical education.
Prerequisite: PT2906.

PT2928 PRACTICE TEACHING — PHYSICAL EDUCATION 2 10

Further development and refinement of practical experiences; observation, team teaching with supervising teacher; teaching experience with individual students; small groups and a whole class; planning, teaching and evaluating units of work; introduction to continuous practice teaching. One third of this time to be spent in observation and teaching of physical education.
Prerequisite: PT2927.

PT2929 PRACTICE TEACHING — PHYSICAL EDUCATION 3 10

Emphasis on development as an autonomous teacher; observation; continued teaching experience as an integrating member of a cooperating team; extensive work in planning, teaching and evaluating complete units of work; continuous teaching; exploration of different strategies. One half of this time to be spent in observation and teaching in physical education.
Prerequisite: PT2928.

PT2930 PRACTICE TEACHING — PHYSICAL EDUCATION 4 10

Practical school and classroom experiences designed to complete pre-service preparation as an autonomous teacher; observation; teaching experience involving responsibility for planning, teaching and evaluating units of work and using daily and weekly programs; continuous practice, exploration of teaching strategies; participation in curriculum decisions. One-quarter of this time to be spent in teaching physical education in continuous practice.
Prerequisite: PT2929.

PT2931 PRACTICE TEACHING — SPECIAL SCHOOLS 1 10

Primary practice (10 days) and Special Education practice (10 days). Consolidation of practical knowledge, understanding and skills in primary teaching as developed in prior practice teaching units; introduction to a range of exceptional learners in special schools and units; sampling of one area of exceptionality from intellectual handicap, visual handicap, hearing impairment and orthopaedic handicap; observation, diagnosis, remediation/adjustment, lesson preparation and delivery.
Prerequisite: PT2906.

PT2932 PRACTICE TEACHING — SPECIAL SCHOOLS 2 10

Special education specialisation: two exceptionalities, 10 days in each, chosen from intellectual handicap, visual handicap, hearing impairment and orthopaedic handicap; continued observation; teaching individual children, small groups or a class; planning and evaluating units of work; introduction to continuous teaching.
Prerequisite: PT2931.

PT2933 PRACTICE TEACHING — SPECIAL SCHOOLS 3 10

Primary practice (10 days) and special education (10 days). Consolidation of a repertoire of teaching and management skills and strategies provides development and refinement of practical experiences in primary teaching; the first 'in depth' experience in the area of exceptionality chosen from second year sampling of intellectual handicap, orthopaedic handicap, hearing impairment and visual handicap; close integration with weekly field experience.
Prerequisite: PT2932.

PT2934 PRACTICE TEACHING — SPECIAL SCHOOLS 4 10

Special education specialisation (20 days). Provision of a set of experiences in a final, continuous practice teaching placement as preparation for entry into a chosen area of exceptionality in special schools or units; effective diagnosis, planning, writing I.E.P.s

UNIT OUTLINES

and C.C.Ps; designing and implementing life skills modules; alternative methods of communication; school-based curriculum design; parental involvement.
Prerequisite: PT2933.

PT2935 PRACTICE TEACHING — SPECIAL SCHOOLS (GE) 1 10

Primary practice (20 days). An introduction to and development of practical school and classroom-based experiences; focus on consolidation of introductory classroom teaching skills and strategies; orientation; planning and preparation of tasks; basic competence in presentation; clear communication; basic techniques of management; positive attitude development; lesson plans.

PT2936 PRACTICE TEACHING — SPECIAL SCHOOLS (GE) 2 10

Special education (30 days). This unit is composed of experiences outlined in PT2931 and the special education component of PT2933.
Prerequisite: PT2935.

PT2937 PRACTICE TEACHING — SPECIAL SCHOOL (GE) 3 10

Primary practice (10 days) and special education (10 days). See PT2933.
Prerequisite: PT2936.

PT2938 PRACTICE TEACHING — SPECIAL SCHOOLS (GE) 4 10

Primary practice (10 days) and special education (20 days). The special education component of this unit is identical with PT2934. The primary component is at semester 6 level. Effective planning, implementation and evaluation of curricular units, catering for learning, physical and emotional differences; competence in communication, direct supervision; teacher's role; professional commitment.
Prerequisite: PT2937.

PT4000 TEACHING EXPERIENCE 1 3 10

Observation and interaction with children in individual and group settings using principles and practices arising from course content.

PT4001 TEACHING EXPERIENCE 2 3 10

Implementation of principles and strategies applicable to the development of communication competencies required for speaking and listening skills in school settings, reading, writing and mathematics.

PT4900 PRACTICE TEACHING 1 12

Orientation to the primary school; planning, implementation and lesson closure; planning, implementation and evaluation of units; observation; other activities including group talks and discussions.

PT4901 PRACTICE TEACHING 2 12

Planning, implementation and evaluation of units and total programs of work; observation; other activities including group talks and discussions.

PT4902 PRACTICE TEACHING 15

Session 1: two days of introductory experiences and observation. Session 2: fifteen days of school experience with the following objectives: development of awareness of the school as a complex organisation; observation of the various roles of the teacher; development of basic teaching skills; establishment of communication with colleagues, pupils and support staff.

PT4903 PRACTICE TEACHING 25

Session 1: twenty-five days of school experience with the following objectives: observation of the teacher in various roles; analysis of the teacher's use of teaching strategies; implementation of sequences of lessons; establishment of teacher/pupil relationships; utilisation of feedback to evaluate and improve teaching competence. Session 2: ten days of school experience with the following objectives: assumption of responsibility for discipline and classroom management; implementation of strategies to promote pupil

growth; design and implementation of tests and analysis of test results; evaluation of own decision-making processes; identification of the demands of beginning teaching.
Prerequisite: PT4902.

PT4904 PRACTICE TEACHING 7

Ten days of school experience including teaching sequences of lessons and observation of work programs.
Prerequisite: PT4903.

PT4905 PRACTICE TEACHING 8

Ten days of school experience with responsibility for teaching a full timetable with minimal supervision and displaying an effective personal teaching style.
Prerequisite: PT4904.

PT4907 PRACTICE TEACHING 1 10

Ten days of structured observations and field experiences, including micro-teaching and participation activities on campus, and day visits to schools/tutoring of a pupil; emphasis on lesson planning, preparing resources and observation of work programs.

PT4908 PRACTICE TEACHING 2 15

Twenty days of school experience with the following objectives: observations of the teacher's role as teacher and decision maker within the school environment; analysis of the teacher's use of basic teaching skills; classroom management and lesson planning; demonstration of competence in planning and implementing lesson segments incorporating basic teaching strategies; establishment of appropriate communication with colleagues, pupils and support staff.
Prerequisite: PT4907.

PT4909 PRACTICE TEACHING 3 15

Twenty days of school experience where students should demonstrate ability to make transitions from student teacher to staff member. There will be emphasis on observation of the teacher's use of broad teaching strategies; implementation of lesson sequences to form units of work; assumption of a major responsibility, in cooperation with supervising teachers, for class management and discipline; utilisation of feedback from pupils and colleagues to evaluate and improve their own teaching competence.
Prerequisites: PT4907 and PT4908.

PT4910 PRACTICE TEACHING 1 4

Orientation to the school; orientation to the classroom; observation — school/classroom; assisting the teacher; introduction to minor teaching tasks.

PT4911 PRACTICE TEACHING 2 12

Orientation to the primary school; planning and implementation of teaching; developing awareness of the planning, implementation and evaluation of units; observation; program of other activities.

PT4912 PRACTICE TEACHING 3 12

Planning, implementation and evaluation of units of work; observations; program of other activities.

PT4913 PRACTICE TEACHING 4 8

Planning, implementation and evaluation of the total program of work in a culminating continuous teaching situation; program of other activities.

PY1006 CHILD DEVELOPMENT 1 3 5

An introduction to the stages of early childhood development: physical, cognitive, social and emotional; relationships to early music instruction.

UNIT OUTLINES

- PY1007 CHILD DEVELOPMENT 2 3 5**
Concentration on the developmental stages of the child 8—15 years; particular interest in parallels with musical skills development.
Prerequisite: PY1006.
- PY1008 HUMAN GROWTH AND DEVELOPMENT 2 5**
Examination of the major developmental themes and tasks of individuals in the life cycle with emphasis on understanding the major developmental theories and the impact of contemporary society on the various individual roles.
- PY2300 ADOLESCENT DEVELOPMENT AND CHANGE 3 10**
The search for identity; variations in adolescent physical and physiological development; socialising influences on the adolescent; vocational choice in a changing world; adolescents and drugs; troubled adolescents; emerging issues in adolescence.
Co-equisites: ED2316 and ED2325.
- PY2301 BEHAVIOUR DISORDERS IN SCHOOLS 3 10**
Examination of problem behaviours in the context of constitutional, environmental and developmental issues; disorders of behaviour due to excessive or deficient activity; examination of techniques of intervention and the relevance of these to particular problem situations; helping agencies.
Prerequisites: ED2316 and ED2325.
- PY2302 CAREER EDUCATION 3 10**
Societal values and work ethic; work and its values; alternative occupations and careers; preparation for and pursuit of a career.
Incompatible with: PE2099 SC2064 and SK2029.
- PY2303 CLASSROOM DISCIPLINE 3 10**
Teaching for need gratification; special motivational needs of students from disadvantaged backgrounds and methods for attacking the associated issues; maintaining classroom control; theoretical constructs for decision-making.
Prerequisites: ED2316 and ED2325.
- PY2304 EXCEPTIONAL LEARNERS IN REGULAR SCHOOLS 3 10**
Dimensions of exceptionality; mild intellectual impairment and the slow learner; sensory impairments; emotionally disturbed children; the gifted/talented child; teaching methods appropriate to the differing learning styles of exceptional children; implementation strategies.
Prerequisites: ED2316 and ED2325.
- PY2305 GIFTED CHILDREN IN REGULAR SCHOOLS 3 10**
Conceptions of giftedness particularly the definition suggested by Renzulli identifying the gifted and talented; traditional and innovative schemes for catering for gifted and talented children within the regular school; adapting teaching styles and curriculum content to meet the needs of gifted and talented children in the regular classroom.
Prerequisites: ED2316 and ED2325.
- PY2306 HELPING STUDENTS WITH LEARNING PROBLEMS 3 10**
Correlates of low achievement in the secondary school (biological, psychological, environmental), identification of slow learners and students with learning disabilities; collection, interpretation and reporting of data; teaching strategies for learning-disabled and slow-learning children; evaluation of teaching/learning strategies.
Prerequisites: ED2316 and ED2325.
- PY2307 HOW TO MOTIVATE PUPILS 3 10**
Different learning styles; preference of pupils with certain patterns of needs for some learning styles rather than others; teacher-pupil roles and resultant classroom climates;

definition and components of motivation; schemes for increasing motivation; development and evaluation of remedial techniques; research studies.
Corequisite: PY2311.

PY2308 INNOVATIVE TEACHING METHODS 3 10

Definition of innovation; review of literature on innovative teaching methods; school/classroom organisation as a framework from which innovative approaches may grow; small group process; application of small group process to a range of curriculum areas; school-based practicum.
Prerequisites: ED2316 and ED2325.

PY2309 PERSONAL AND GROUP DYNAMICS IN TEACHING 3 10

Interpersonal skills: attending, responding, confronting, giving feedback, expressing feelings, being assertive; various types of group contexts in school settings and the influences of these groups on teacher/student behaviour; behaviour of people in groups; leadership; group strategies; group development; organising a group program.

PY2311 PSYCHOLOGY OF LEARNING AND TEACHING 3 10

Detailed study of the two major schools of learning theories — associationism and field theory; motivation; classroom management and discipline; teacher effectiveness; individual differences; exceptional learners; measurement and research.
Prerequisites: ED2316 and ED2325.

PY2312 THE TEACHER AS COUNSELLOR 3 10

The nature of counselling; theories of counselling; listening and relationship-building skills; goal-setting and action skills; critical evaluation of counselling; community resources.
Prerequisite: PY2311.

PY2313 TEACHING HUMAN RELATIONS TO ADOLESCENTS 4 10

Major theories and practices in affective education; the nature of affective objectives; evaluating achievement in the affective domain; outcomes of affective education; the process of affective education.
Corequisite: PY2311.

PY2314 EDUCATIONAL PSYCHOLOGY 1 4 10

Empirical approaches to educational psychology; individual differences with respect to perception, intelligence, cognitive and social development, learning style; theories of learning and teaching (behavioural, cognitive and humanistic).

PY2315 EDUCATIONAL PSYCHOLOGY 2 4 8

Human interaction in the learning environment; the teaching/learning environment (ecology of the classroom, classroom climate, group learning); adolescent learners; adult learners; exceptional learners.
Prerequisite: PY2314.

PY2316 PSYCHOLOGY OF THE LEARNER 3 8

The meaning of psychology in educational settings; information processing by the child (principles of perception, attention, the nervous system); learning theories and their implications; cognition, memory and learning; individual differences amongst learners (intelligence, personality).

PY2317 PSYCHOLOGY OF CHILD DEVELOPMENT 3 8

Introduction to the study of development: development paradigms; early experience. Cognitive development: development of thought; development of information processing strategies. Social development: family and peers; the school as an agent of socialisation; the development of sex roles and sex differences; the development of morality and self control.
Prerequisite: PY2316 or equivalent.

UNIT OUTLINES

- PY2318 PSYCHOSOCIAL ASPECTS OF PRIMARY TEACHING 3 8**
Consideration of aspects of human behaviour, development, and socialisation which provides an understanding of the way in which the learners view of the world affects and is affected by school and classroom life; teachers' understandings of classroom behaviour and interaction; learning styles; teacher-pupil roles and resultant classroom climates; teaching strategies based on research in learning; educational assessment issues and practice.
- PY2600 REMEDIATION OF LEARNING DIFFICULTIES 3 6**
The basic processes of literacy and numeracy; techniques for teaching these processes and for assisting students with learning difficulties.
- PY2800 BECOMING AN EFFECTIVE PERSON 2 5**
The differing perceptions people have of the sources of control over their lives; how behaviour appears to be dependent upon perceptions of control; valuation of training schemes which are designed to enable people to control their own lives.
- PY2801 INTERPERSONAL PROBLEM-SOLVING 2 5**
The causes and nature of interpersonal problems; approaches and skills applicable to the resolution of these problems; self-management approaches; analysis and evaluation of the processes used.
- PY2802 INTIMACY AND ALIENATION 2 5**
Access to intimacy as an essential component in personal development; characteristics and components of intimacy and alienation; changes in intimacy/isolation, loneliness through the lifecycle; relationships between intimacy/alienation and other key concepts; operationalising the expression of intimacy, warmth and rejection; causes and effects of loneliness and isolation; measuring intimacy and developing skills in its expression; the 'future' of love, sexuality and intimacy; enrichment program.
- PY2803 PSYCHOLOGY OF DISABILITY 2 5**
Impairment, disability and handicap; performance implications associated with various conditions; disabled persons in families and in the community; attitudes to and of disabled persons.
- PY2804 SEXUALITY AND PERSONAL RELATIONS 2 5**
Physical and psychological development; attitudes and beliefs about sex; sexual expression; sexuality in childhood and adolescence; sex roles; contraception; sexually transmitted diseases; sexuality, disability and illness; sexual abuse of children; sexual problems; pregnancy; abortion; sex education in schools.
- PY2805 BASIC PSYCHOLOGY 3 8**
Consideration of psychology from historical and contemporary perspectives; biological bases of behaviour; sensory processes; perception; memory; social behaviour; social psychology; personality; psychopathology.
- PY2806 COGNITIVE PROCESSES 3 8**
Cognition considered as information processing; the acquisition of new information; the retention of information in memory; the retrieval of information from memory; language and cognition; concept formation; problem solving; reasoning.
- PY2807 HUMANISTIC PSYCHOLOGY 3 8**
Origins and characteristics of humanistic psychology and its contemporary status; consideration of the work of Abraham Maslow and Carl Rogers; Sample's work on the metaphoric mind; examination of creativity from a humanistic perspective; reflective learning; humanistic psychology and education.

- PY2808 INTERPERSONAL PSYCHOLOGY 3 8**
 Interpersonal perception; the psychology of impression-formation; self-esteem; the significance of empathy; interpersonal attraction; the sources of interpersonal influence; interpersonal relationships; verbal and non-verbal communication; assertiveness.
- PY2809 PSYCHOLOGICAL MEASUREMENT AND RESEARCH 3 8**
 Introduction to research design; the research process; overview of measurement approaches; physiologically-based measurement approaches; psychologically-based measurement approaches; behaviourally-based measurement approaches.
 Prerequisite: Introductory studies in psychology.
- PY2810 SKILLS IN INTERPERSONAL RELATIONSHIPS 3 8**
 Group dynamics and processes; exploration of personal value positions on social issues and how such values may affect relationships; communication skills, assertion skills, self-instructional training.
- PY2811 PERSONAL DEVELOPMENT IN CREATIVITY 3 8**
 Developing an awareness of creativity; manifestations of creativity in life-styles, personality traits, ways of viewing the world; interaction with other people, "becoming" rather than "being"; development of a "fulfilled" life.
- PY3025 SOCIAL PSYCHOLOGY 4 10**
 General study of social psychology and its relevance to the work and role of home economist; theory and research of group dynamics and related concepts; analysing small group development.
- PY3026 INTERPERSONAL RELATIONS 4 10**
 Overview of concepts related to interpersonal relationships; interpersonal communication; the emotions and their effect on communication; facilitating communication; self-concept; interpersonal attraction; competition, cooperation and mistrust; interpersonal influence; human relationship skills.
 Prerequisite: PY3025.
- PY3027 DEVELOPMENTAL PSYCHOLOGY 3 10**
 Examination of the themes of cognitive, physical and socio-emotional growth in recurring sequences through life's major phases: infancy, toddlerhood and early childhood, middle childhood; adolescent phase; adulthood; old age and the end of life span.
 Prerequisite: SS3025.
- PY3300 APPLIED STRATEGIES IN CLASSROOM LEARNING 3 10**
 Contemporary theoretical approaches to human development and learning; dimensions of learning (cognitive, affective, psychomotor); correlates of learning; developing teaching/learning strategies; gathering and interpreting information; consideration of a range of advanced teaching/learning strategies; development and implementation of a specific program.
 Co/Prerequisite: ED3300 or equivalent.
- PY3302 HUMAN DEVELOPMENT AND LEARNING 3 10**
 Human development: cognitive, affective and psychomotor development; classroom management and interactions; learning and problem solving, educational evaluation. Teaching atypical children: the needs of atypical children, special teaching procedures, referral agencies.
- PY3303 INTERPERSONAL PSYCHOLOGY IN EDUCATION 3 10**
 Historical development and major principles of interpersonal psychology; concepts related to the formation and development of interpersonal relationships; particular concepts and their application to education; interpersonal relationships with exceptional students; emotionality; models of affective teaching; self-concept; small group development;

UNIT OUTLINES

applications of interpersonal psychology. Study school for external students strongly recommended.

Co/Prerequisite: ED3300 or equivalent.

PY3600 CREATIVITY IN PROBLEM SOLVING 3 10

Definition of creativity; history of creativity; theories of creativity; principle features of the creative process; the creative personality; creativity and intelligence; creativity and curriculum; altered states of awareness.

Prerequisite: Relevant studies at Diploma of Teaching level.

PY3602 INNOVATIVE TEACHING METHODS 3 10

Factors which affect the selection and use of interactive teaching strategies; review of research findings on small-group dynamics in educational settings; classroom organisation to enhance learning.

PY3701 HUMAN SEXUALITY 3 10

Physical and psychological development; attitudes and beliefs about sex; sexual expression; sexuality in childhood and adolescence; sex roles; contraception; sexually transmitted diseases; sexuality, disability and illness; sexual abuse of children; sexual problems; pregnancy; abortion; sex education in schools.

Prerequisite: Studies in developmental psychology at Diploma of Teaching level.

PY3702 WORKING WITH GROUPS 3 10

Types of groups and varieties of group experience; behaviour in the group context; theories and models of group development; planning, implementing and evaluating group methods; application of group concepts in administration; establishing groups; leadership; the group as a therapeutic community; evaluation of group work; ethical issues.

Prerequisite: PY3301.

PY4017 APPLIED LEARNING THEORY 3 10

The nexus between religious content and sound educational method; selection of appropriate content with regard to student readiness; the Goldman debate; elementary skill development in religious education program construction; intrinsic motivation; procedures for decision making.

PY4018 RELIGIOUS AND MORAL DEVELOPMENT 3 10

The process of human development; analysis of religious and moral development in particular, both for their importance in relation to educational objectives and for their relevance to the teacher's choice of content and activities in the classroom; the concept of readiness for religion; developing concepts of self; others and the world; children's religious thinking; the development of moral reasoning and a theory of faith development.

PY4030 ADOLESCENT LEARNERS WITH SPECIAL NEEDS 3 10

Special educational needs of secondary school learners arising from cognitive, behavioural and socio-cultural differences; diagnosing student functioning in cognitive, social-emotional, self-help and motor skill areas; developing teaching strategies suited to student learning styles; techniques of formative and summative assessment appropriate to student learning needs.

PY4031 TEACHING DIAGNOSTIC-PRESCRIPTIVE READING 2 5

The psycholinguistic nature of the reading process; psychological and physical correlates of reading disability; basic reading skills underlying comprehension; introduction to observation and testing of reading difficulties; examination of educational materials and teaching techniques; program development for individual instruction based on diagnostic profile.

PY4032 DEVELOPING RELATIONSHIPS AND GROUPS 4 10

Overview of concepts relating to a model of interpersonal relationships; study of some human relationships concepts such as verbal and non-verbal interpersonal communication, power, influence, authority/control, trust and mistrust, confrontation and

constructive resolution of conflict; interviewing and consulting skills; self concept studies; small group dynamics; student and teacher stress; assertion-related theory and skills; resource teacher as change agent.

PY4033 RESOURCE TEACHING WORKSHOP 2 5

Integrating resource teaching skills across units studied in first semester; dimensions to resource teaching models including persons targeted for input, types of input and preference for teaching approaches; role implementation and school induction; working with other professionals, parents and helping agencies; observing innovative programs; evaluating resource teaching programs.

PY4034 FIELDWORK IN RESOURCE TEACHING 10

Students undertake projects related to other units studied in this semester, observe and report on classroom dynamics including student-student and student-teacher interaction, work with a classroom teacher and students on a particular resource teaching project; and demonstrate a range of personal and professional attributes necessary for successful resource teaching.

PY4035 CURRENT ISSUES IN RESOURCE TEACHING 2 5

Action research, literature reviews and special project development arising from issues of concern in secondary schools; identification of special concerns; designing appropriate investigative strategies; implementation of investigation; producing and presenting final report using computer and various audiovisual formats as required.

PY4300 PSYCHOLOGY AND TEACHING 2 5

Adolescent development; understanding adolescent behaviour in the classroom, the school and the community; transition from primary to secondary school and from school to various life situations; interpersonal relationships.

PY4301 PSYCHOLOGY AND THE SCHOOL 4 10

Adolescent development; understanding adolescent behaviour in the classroom, the school and community; transition from primary to secondary school and from school to various life situations; interpersonal relationships.

PY4800 ADOLESCENT DEVELOPMENT AND CHANGE 2 5

The search for identity; variations in adolescent physical and physiological development; socialising influences on the adolescent; vocational choice in a changing world; adolescents and drugs; troubled adolescents; emerging issues.

PY4801 BEHAVIOUR AND DISCIPLINE PROBLEMS 2 5

Teaching for need gratification; special motivational needs of students from disadvantaged backgrounds; maintaining classroom control; theoretical constructs for decision making.

PY4803 HELPING STUDENTS WITH LEARNING PROBLEMS 2 5

Identification of slow learners and students with learning disability; interpreting and reporting educational data; teaching strategies for disabled and slow-learning children; evaluation of teaching/learning strategies.

PY4805 PERSONAL AND GROUP DYNAMICS IN TEACHING 2 5

Interpersonal skills: attending, responding, confronting, providing feedback, expressing feelings, being assertive; behaviour of people in groups; leadership. Group methods: structured learning experiences, values clarification, role playing, simulation, discussion and debate techniques, video process analysis; group development; organising a group program.

PY4807 THE TEACHER AS COUNSELLOR 2 5

The nature of counselling; theories of counselling; listening and relationship-building skills; goal setting and action skills.

UNIT OUTLINES

- PY4808 TRANSITION FROM SCHOOL TO WORK 2 5**
Problems which secondary students may experience in making the transition from school to work; examination of such problems within a psychological framework; examination of the findings and recommendations of committees of enquiry in Australia (Milligan Report, OECD Review of National Policy for Education in Australia, Williams Committee Report); the nature of work; work experience programs.
- RC1000 DAILY LIFE AND RESIDENTIAL CARE 1 4 10**
Examination of the various expectations that are experienced by persons at various stages of the life span and comparisons of these expectations for persons in care; evaluation of the application of contemporary principles such as normalisation and the least restrictive alternative.
- RC1001 HELPING THE CLIENT AS AN INDIVIDUAL 1 5 10**
Understanding behaviour: introduction to the differing approaches in working with client groups; the parenting, educational and behavioural approaches. The client: special client groups — the child in care, the young offender, the intellectually handicapped person, the autistic person.
- RC1002 PERSONAL DEVELOPMENT 1 4 10**
Academic skills: studying, writing, note taking, seminar planning, using resources, public speaking, time budgeting; appreciation of different learning modes; examination of the student's manner of interacting and behaving with experiences designed to develop more effective communication and relationship skills with others.
- RC1003 PRACTICUM 1 (4 WEEKS AND 1 WEEK REVIEW) 10**
Students experience the nature of residential life by participating in the daily affairs of the setting and assisting the residential care staff. Students act as participant observers of the life of the residential and are required to observe, record and interpret environments, patterns of life, clients, staff, roles, interactions, community context, etc. These are discussed during the review week.
- RC1004 UNDERSTANDING RESIDENTIAL CARE 1 4 10**
Development of residential services over the past 200 years and an explanation of issues central to the quality of residential life.
- RC1005 DAILY LIFE AND RESIDENTIAL CARE 2 4 10**
Analysis of the development of life skills at various ages and across a broad number of developmental areas; understanding of daily routines normally carried on in the home context including self care, homemaking and recreational activities.
Prerequisites: RC1000 and RC1002.
- RC1006 HELPING THE CLIENT IN THE GROUP 2 5**
Dynamics of small group functioning and the relation between group processes and individual member behaviour. Students examine and develop their own group facilitation and leadership skills and their styles of communicating in groups.
Prerequisite: RC1002.
- RC1007 HELPING THE CLIENT AS AN INDIVIDUAL 2 6 15**
The ways in which the different professions view the client; examination of the needs of special client groups: the emotionally disabled adult, the alcoholic or drug dependent person, the physically disabled person, the aged person; models of help; the counselling approach, the medical approach, environmental and technical adaptation, behaviour therapy, the facilitation approach; the client study approach.
Prerequisites: RC1001 and RC1002.
- RC1008 PERSONAL DEVELOPMENT 2 2 5**
Further development of students' interpersonal skills using structured dyadic or group experiences and video-tape replays; analysis of major aspects of the communication process to ensure more effective communication; an analysis of the interpersonal helping

process and the philosophies and approaches on which helping is conceptualised.
Prerequisite: RC1002.

RC1009 PRACTICUM 2 (8 WEEKS and 1 WEEK REVIEW) 20

The major goal for the student during this practicum is to experience ongoing work with residents under direction from approved residential care staff. Each student prepares a case study, documents observations and work done in the context of the client group situation, and becomes involved in the residential care role.

RC1010 UNDERSTANDING RESIDENTIAL CARE 2 5

Analysis of key concepts such as 'institutionalisation', 'therapeutic community' and the 'residential milieu'; the different approaches that have been used to understand residential care life; fictional and autobiographical accounts of residential life.

Prerequisites: RC1002 and RC1004.

RC1012 HELPING THE CLIENT IN THE FAMILY 1 2 5

Role and function of families; family dynamics; differing family forms; social pressures and change influences on the family; effects of the problem person in the family context and the family's attempts to cope with stigma and role changes.

RC1014 ORGANISATIONAL ASPECTS OF CARE 1 2 5

Organisations and the basic concepts of organisational and administrative practices: management, leadership, decision-making, planning and roles.

RC1016 UNDERSTANDING RESIDENTIAL CARE 3 4 10

Community and family-based responses; practical support; financial assistance; day care; short and long-term residential care; development of neighbourhood and community networks; different types of residential care services; features of good care.

RC1017 HELPING THE CLIENT IN THE FAMILY 2 4 10

Ways in which families can be given practical assistance; crisis intervention; family therapy; community support for families.

Prerequisite: RC1012.

RC1018 HELPING THE CLIENT AS AN INDIVIDUAL 4 5 10

Specific approaches to indirectly helping clients: advocacy, lobbying, empowerment consulting, referral, using volunteers, providing parent support, assisting in the development of self help groups.

Prerequisite: RC1023.

RC1019 ORGANISATIONAL ASPECTS OF CARE 2 5 10

Practical management issues such as: making decisions; running meetings; managing time; selecting and appraising staff; budgeting; dealing with problem situations; establishing public relations; effectiveness as a change agent in the context of an organisation.

Prerequisite: RC1014.

RC1020 PRACTICUM 4 (12 WEEKS AND 1 WEEK REVIEW) 30

Work with clients in the context of the placement setting as an organisation; the way such an organisation is relevant to meeting client needs; decision-making; problem-solving approaches; conflict resolution; leadership.

RC1021 UNDERSTANDING RESIDENTIAL CARE 4 2 5

The different ways in which residential care services can be evaluated; the concept of accountability; review of ways in which the quality of care and environmental climates can be analysed; some important evaluation systems.

Prerequisite: RC1016.

UNIT OUTLINES

- RC1022 DAILY LIFE AND RESIDENTIAL CARE 3 7 20**
A practical extension of home-based activities to those of the community day and services by an exploration of play, school, work recreation and community living; elective study.
- RC1023 HELPING THE CLIENT AS AN INDIVIDUAL 3 2 15**
Independent study of a particular client group and the ways in which help could be provided: collecting relevant client information, doing background research, consulting resource persons, identifying needs, assessing areas of responsibility, evaluating contacts and approaches.
- RE3700 TRENDS IN THE TEACHING OF READING 3 10**
Theoretical models of the reading process; implications for development of school policy and for class reading programs; analysis of a range of text; the reader; development of a class reading program.
Incompatible with EE3031 and RE3700.
Prerequisite: Studies in the teaching of reading at Diploma of Teaching level.
- RE3701 READING PROBLEMS 3 10**
Causes and consequences of reading disability; the reading process; materials available for monitoring reading progress; strategy development; program organisation and implementation.
Prerequisite: RE3700 or equivalent.
- RE3702 PSYCHOLOGY OF READING DISABILITY 3 10**
Investigation of reading and spelling disability; an overview of assessment and remedial procedures; an examination of the consequences of this phenomenon.
- RE3703 LEARNING TO LEARN THROUGH READING 3 10**
The reading process; comparison of the reading processes of efficient and inefficient readers; analysis of texts to determine how information is structured and presented; evaluation of a variety of strategies which may be used to teach content and information processing simultaneously; implications of reading-to-learn activities for school programs.
Incompatible with EN4015 and RE4037.
- RE4032 LANGUAGE IN USE 3 10**
Progression from examination of video-tapes of actual classroom language in use towards an understanding of the language features, system and characteristics set out as content; a basic knowledge of grammar is assumed; major aspects and characteristics of language and of use of language which are needed to support the study of written texts, and of the reading/writing process; relationships between language and circumstances in which it is used, particularly in relation to the learning and teaching of reading.
Incompatible with LA3700.
- RE4033 THE READING PROCESS 3 10**
Introduction to the nature of the human reading process and to three models of processing; reader's interest, purpose, cognitive clarity and text dependence are examined as bases for top-down, bottom-up and interactive processing; situations are discussed in which one or more such processes are likely and research outlined indicating attempts to simulate such processing; comparative studies of the reading process; designing a personal model of the reading process; methods by which the reading process is acquired; applications of knowledge about the reading process.
Incompatible with LA3031 and LA3700.
- RE4034 THE READER, THE WRITER AND THE TEXT 3 10**
Exploration of ways in which meaning is conveyed by a writer through text to a reader and investigation of reader interaction with text; exploration of relationships that exist between reader and writer, so that the reader understands what is read; principles involved in the evaluation of the extent to which texts facilitate communication; the performance of readers as they respond to and recall information derived from reading.

RE4035 LEARNING TO READ 3 10

Development of practical teaching techniques and strategies; the relationship between the teaching of reading and learning to read; the learner's investigative strategies; implementation of investigation; producing and presenting final report using computer and various audiovisual formats as required.

Incompatible with EE3031 and RE3700.

Prerequisite: RE4033.

RE4036 PROGRAM AND POLICY IN READING 3 10

The determinants of school reading policies; obstacles to innovation; ways of initiating a climate favourable to policy change and development; ways and means of formulating new or revised reading policies; ways of implementing them and evaluating their effectiveness; examination of frameworks to analyse and evaluate school reading programs; design, application and evaluation of a framework; survey of a variety of reading materials including reading schemes; ways by which needs of specific groups (e.g. parents) may be determined.

Prerequisites: RE4033 and RE4035.

RE4037 LEARNING THROUGH READING 3 10

The range of texts used in content areas and their purposes considered in relation to current curricula and teaching practices; review of research literature, journal articles and content area reading textbooks to identify and evaluate approaches which have been trialled and/or recommended, to improve the effectiveness of readers' use of content area texts; development, teaching and evaluation of a unit of work incorporating strategies designed to improve readers' use of content area text.

Incompatible with EN4015 and RE3703.

RE4038 ADULT LITERACY 3 10

Community concern regarding adults with learning disabilities; introduction to diagnostic procedures; review of current instructional systems; remediation — a place to start; specific techniques in remediation; evaluation in remediation; social, political, historical and cultural issues relating to literacy; the place of literacy in life-long education; literacy programs for adults. Approval to undertake this unit must be gained in Semester 1.

RE4039 INDEPENDENT PROJECT 10

Opportunity for students to pursue information in a known interest area in reading or to develop an interest through pursuit of information in an area. The report may be a descriptive account of outcomes from a directed literature search, or from a research study. The content area of the project is predetermined by discussion between students and staff. An outline of the project is to be submitted through the course co-ordinator to a supervising committee. Following approval, the project is undertaken and reported in a form approved by the committee.

Prerequisites: RE4032, RE4033 and RE4035/RE4037.

RE4040 LITERATURE APPRECIATION 3 10

Basic divisions in the short story — realistic, escapist; types and characteristics of essays; types, characteristics and history of the novel; poetry — theme, matter, form; drama — plot, conflict, characterisation, the one-act play, the radio play; prose writing styles. Incompatible with LI3801.

RE4042 RESEARCH METHODS IN EDUCATION 3 10

Introduction to educational research: selection and definition of a research problem; preparing a research plan; sampling techniques; selecting measuring instruments; historical research method; descriptive research method; correlational research method; causal-comparative research method; experimental research method; data analysis techniques; using the computer in research; preparing the research report; educational research funding in Australia.

Incompatible with ED4008.

UNIT OUTLINES

- RE4044 CHILDREN'S LITERATURE 3 10**
Introduction to the scope and nature of children's literature in relation to the reading program; evaluative criteria for meeting children's reading needs and interests; the range of genre in children's literature; teaching strategies in using children's literature in the reading program.
Incompatible with LI3700, RS4007 and RS4008.
- RE4045 DEVELOPMENTAL WRITING 3 10**
Writing to learn about writing; responding to writing; models of the writing process; development in writing in the pre-school and lower primary years; development in writing in the middle and upper primary years; development in writing in the secondary years; vexed issues in development writing.
Incompatible with EN3700.
- RE4046 VISUAL MEDIA FOR READING 3 10**
Overview of theoretical considerations for selection, use and evaluation of visual media; cameras and camera systems; taking meaningful pictures; producing the visual image; special effects in photographic production.
- RE4047 READING PROBLEMS 3 10**
Examination of the recent literature and discussion of problems associated with 'reading delay'; revision of notions concerning the reading process providing a framework upon which to base later work; observation and assessment measures to gain information about how a child processes text; design of teaching plan based on diagnosis; application of the teaching plan.
Prerequisite: RE4003.
- RE4048 CULTURE, LANGUAGE AND LITERACY 3 10**
Sociolinguistics: language as a cultural phenomenon; psycholinguistics and the cultural context — of language; the concept of literacy; language and 'Cultural Capital'; teaching strategies.
- RE4800 READING AND LEARNING 3 5**
The reader and the text; fluent and inefficient reading behaviours; the nature and structure of expository and narrative text; use of text in the curriculum. Learning how to learn: learning through talking, learning through writing, learning through reading. Preparing for learning: prior knowledge, advanced organisers and structured overviews; surveying text and determining its structural organisation; understanding subject-specific terminology and register. Guiding learning: comprehending text; extracting and organising information. Expressing understanding: translating information, consolidating information.
- RE5000 THE READING PROCESS 15**
Theoretical perspectives on reading and teaching; effects of text organisation on the learning achievement of readers; parental participation in education; computer applications in reading.
- RE5001 LANGUAGE AND LITERACY 15**
Inter-relationship of various forms of communication; aspects of text structure; writing and its relationship to reading; effects of technological change upon representation and teaching of literacy; special needs of learners, e.g. ESL learner, ESD learner, language-delayed learner, beginning literacy learner, gifted learner, competent reader and student of literature.
- RE5002 METHODS OF READING RESEARCH AND EVALUATION 15**
Nature of research and evaluation; models of educational evaluation; theoretical elements of research; types of educational research; verificational elements of research; criteria for evaluating educational research; thesis preparation.

- RE5003 PRACTICUM IN THE READING PROCESS 10**
Trends and projects in Australian schools; developing a context for possible applications of a reading process model; selection of an educational setting for implementation of model; folio of reading process models; intervention project involving regular student groupwork and individual consultation.
- RE5004 PRACTICUM IN LANGUAGE AND LITERACY 10**
Examination of recent research projects; attendance at seminars by visiting academics, and group discussion sessions; contact with learning situations pertaining to classroom; problem solving in group discussions; critique of chosen project.
- RE5005 PRACTICUM IN READING RESEARCH AND EVALUATION 10**
Research and evaluation in Australian schools; trends and projects, involving attendance at and evaluation of research seminars and lectures; identification of an educational problem and subsequent investigation; advanced data analysis including use of statistical packages for micro-computers; critical evaluation of anthropological field study techniques.
- RE5006 COLLOQUIUM 1 5**
Discussion sessions and presentations relating to the reading process.
- RE5007 COLLOQUIUM 2 5**
Discussion sessions and presentations relating to language and literacy.
- RE5008 COLLOQUIUM 3 5**
Discussion sessions and presentations relating to reading research and evaluation.
- RE5009 THESIS 80**
Synthesis and application of studies undertaken in the course. Topic may be taken from any aspect of reading/literacy. Formulation of thesis undertaken in conjunction with supervisor and other academic staff.
- RM3000 SOCIAL PSYCHOLOGY 4 10**
Psychological analysis of major aspects of social interaction including: social perceptions (attribution), attitude change, social influence (conformity), social exchanges (competition), social needs including attraction, social learning (imitation), group processes (decision-making, personal space and territories); consideration of selected issues, for example, aggression, prejudice, conflict resolution.
- RM3001 PSYCHOLOGY OF LEISURE 4 10**
Analysis of selected issues in the field of leisure from a psychological viewpoint including: psychological nature of play and recreation, play and games in human development, attitudes (values) and leisure pursuits, motivation in leisure pursuits, stereotypes, audience effects, aggression in leisure settings, team processes, leisure pursuits in the built and natural environments.
- RM3002 ENVIRONMENTAL SCIENCE AND RECREATION 4 10**
An introduction to the facets of the Earth's natural systems which affect human life and an examination of the impacts of human activity on aspects of environmental quality; living, geophysical, atmospheric and hydrospheric systems, pollution and environmental management and legislation.
- RM3003 RECREATION PLANNING PROCESS 4 10**
Analysis of the recreation planning process including identification of appropriate strategy for eliciting human needs as a function of lifestyle; development of knowledge and skills necessary to effect a "needs analysis" and subsequent plan for provision of appropriate hierarchy of user-based facilities.

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RM3004 OUTDOOR RECREATION RESOURCE PLANNING 4 10

Introduction to outdoor recreation as an important form of resource use; planning of quality environment for sustained recreational use; aspects of outdoor recreation planning including: demands, needs assessment, standards, planning models, methods, use of maps, remote sensing and plan preparation.
Prerequisite: RM3002.

RM3005 RECREATION PLANNING AND DESIGN 4 10

Architectural and design parameters of user and resource-based facility provision; hierarchy of facilities, standards of provision; equipment technology and ergonomics.
Prerequisites: RM3003 and RM3004.

RM3006 OUTDOOR RECREATION MANAGEMENT 4 10

Examination of active recreation in isolated and semi-isolated areas and the need for management to balance resource and user needs; management models, interpretation, and management of resources and people relating to water and land-based recreation; field study.
Prerequisite: RM3004.

RM3007 SOCIOLOGY OF LEISURE 4 10

The relationship between selected sociological concepts and leisure, and between various social structures and the leisure industry; patterns of leisure in the community; recreational pursuits and the environment; recreation in post-industrial society; alternative futures.

RM3008 RECREATION AND COMMUNITY GROUPS 4 10

Youth: social and psychological characteristics; problems of unemployment, delinquency and correction. Disabled people: definitions of types of physical and intellectual disability; social, psychological and emotional problems; architectural barriers; community attitudes. Aged: psychological factors operating in retirement, leisure, community attitudes; health services; characteristics of ageing. Psychologically disturbed: definitions and groupings; problems of institutionalisation. Ethnic: cultural and language barriers; community recreation programs.

RM3009 COMMUNITY RECREATION MANAGEMENT 4 10

Social action strategies in the public administration of recreation services; the nature and dynamics of socio-cultural change; concepts and issues of quality of life, progress, standard of living, development, modernisation, urbanisation and technocratisation and their relevance to future-oriented change in the public and voluntary sectors of Australian recreation service delivery.
Prerequisite: RM3008.

RM3010 TOWARDS A PHILOSOPHY OF RECREATION 4 10

Nature of leisure and attitudes to recreation and the arts in primitive and pre-Christian societies, the Dark and Middle Ages, and Australia in the nineteenth century; the effects of the Industrial Revolution and the Protestant Work Ethic; the social anthropology of play, games, dance, artistic expression and creative arts, leisure and recreation; the development of philosophical base on which to interpret different concepts of aesthetics, recreation and leisure.

RM3011 POLITICAL ECONOMY OF RECREATION 4 10

Basic economic concepts and philosophies; processes, institutions and structure of the Australian economy; the concepts of the physiocrats, classical capitalism and socialism, free enterprise, mixed economy; the economic-political system inter-relationship; recreation in industrial and post-industrial society; recreation and the commercial sector; the recreation system in socialist and welfare capitalist states; the recreation system in Australia.

RM3012 COMPUTING FOR RECREATION MANAGERS 4 10

An introduction to computing concepts, systems and applications and the implications of increasing use of computer technology; computer applications for recreation managers including data bases, spread sheets, word processors and telecommunication systems; operation of computers and appropriate software packages designed for the leisure industry.

RM3013 RESEARCH METHODS 4 10

The research process; theoretical analysis; techniques for collecting and analysing quantitative and qualitative data.

Prerequisite: RM3012.

RM3014 QUANTITATIVE ANALYSIS 4 10

Measures of central tendency; variability, standard scores and the normal curve; the Pearson, and other correlational techniques; testing hypotheses, chi square; introduction to analysis of variance; testing significance of correlation coefficients; reliability, validity, and item analysis; designing questionnaires; collecting and processing data and evaluating results.

RM3015 HEALTH AND EXERCISE SCIENCE 4 10

Basic principles of anatomy and physiology and their application to the ageing process, as well as to people with mental and physical disabilities; the major systems of the body; exercise physiology, human performance and the body's reaction to stress, scientific evaluation techniques to monitor performance and fitness levels.

RM3016 ADVANCED EXERCISE SCIENCE 4 10

Examination of theoretical background of exercise physiology, tests and measurements for sporting activities; progression of skill development from general to specific sporting skills; exercise physiology for specific athletic activities; issues in sports medicine; treatment of basic sporting injuries.

Prerequisite: RM3015.

RM3017 RECREATION MANAGEMENT 1 4 10

The role of the recreation manager, and the development of skills including: coping with people and problems; plans and projects; motivation and manpower: conflicts and control. The manager and managerial activity; managing time, pressure and stress, decision making, planning and scheduling, budgeting and controlling. Skills of managing people: understanding, motivating, selecting and developing, leadership.

RM3018 RECREATION MANAGEMENT 2 4 10

Organisation and its influence on effectiveness of the manager; structural problems, division of work, coordinating organisational activity in relation to conflict and change; the impact of the world outside the organisation, the law, new technology, changing patterns of society, determining the manager's freedom to act.

RM3019 RECREATION MARKETING 3 10

The management process involving rational and logical use of people, money, materials and other resources; adaptation to changing conditions; interaction between suppliers and consumers; development of theories of market research: demand forecasting; analysis performance evaluation; their application to the arts, community recreation, outdoor recreation, fitness, health and sport, tourism.

Prerequisites: RM3017 and RM3018.

RM3020 CASE STUDY 3 10

Problem solving and decision making in a simulated situation; current principles and theories of problem solving, interpreted and administered with a view to creating a set of practical procedures to be followed in any specific case; examination of selected cases in recreation management and specialist areas of the arts, community recreation, outdoor

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recreation, fitness, health and sport, tourism, leading to generation of feasibility studies into small business enterprises.
Prerequisite: RM3019.

RM3021 GROUP COMMUNICATION 3 5
Group dynamics, content and process; understanding group behaviour in terms of member roles and group developmental models; leadership style and function, teambuilding, group skills in formulating goals, decision making and problem solving; conduct and facilitation of meetings.

RM3022 INTERPERSONAL COMMUNICATION 3 5
Levels and models of communication, barriers to communication; self-awareness and concept, non-verbal and verbal elements of communication; trust, disclosure, feedback, defensiveness, expression of feelings, assertion, stress management, decision making and conflict resolution.

RM3023 SPORTS PRACTICUM 2 5
This unit combines a knowledge of the principles of motor skill development, biomechanics, physical fitness and sports participation with the experiential knowledge of practice in skill acquisition.

RM3024 ARTS PRACTICUM 2 5
Elementary practical studies in the musical, theatrical and visual arts providing an experiential awareness of the nature and values of arts activities in recreation.

RM3025 OUTDOOR RECREATION PRACTICUM 3 5
Introduction to the theoretical and practical aspects of utilising the natural environment to provide integrated camping experiences; organisation and implementation of outdoor camping experiences in primitive settings and interpretation of the natural environment.

RM3026 RECREATION AGENCY ANALYSIS 3 5
A series of visits to a range of recreation agencies in the public, private, voluntary and commercial sectors of the leisure industry to discuss and analyse the management systems in operation employing systems management techniques.

RM3027 FIELD STUDY PLACEMENT 10
Student placement in a fitness health and sport, arts, tourism, outdoor recreation or community recreation agency commensurate with the student's area of specialisation. The purpose of the placement is to gain experiential knowledge of the various management systems and processes and effect an analysis and appraisal. The placement consists of two stages; stage 1 taking place in Semester 1, Year 3 and the second stage in Semester 2, Year 3.
Prerequisite: RM3026.

RM3028 TOURISM 4 10
Determinants, motivations and influences of tourism growth, participation and supply; analysis of the significance and impact of tourism on the economy, society and environment.

RM3029 TOURISM MANAGEMENT 4 10
Analysis of planning, development and operational management of various components of the travel industry i.e. accommodation, catering and entertainment, transportation, transport sites and attractions, organisers and distributors of tourism, other operators, travel agencies.
Prerequisite: RM3028.

RM3030 THE ARTS AND RECREATION 4 10
Examination of the contribution of the arts to a sense of personal, communal and national identity; the role of the Community Arts Movement in popularising the arts, approaches

adopted to recreation; arts in Australia and overseas; financial support from government and private sources.

RM3031 ARTS PLANNING AND MANAGEMENT 4 10

The application of planning, provision, and management concepts to the service delivery of the creative and performing arts; management strategies to serve artistic goals; special considerations which apply to the economics of arts operations; criteria for public funding of the arts, and approaches to submissions for financial support; organisational structures in arts organisations; special features of financial and personnel management in arts organisations.

Prerequisite: RM3030.

RM3032 SPORT AND FITNESS CENTRE MANAGEMENT 4 10

The management processes operating in commercial, private, voluntary, and public sector sport and fitness clubs and agencies; policy setting, screening and assessment protocols, physical and human resources, investment analysis, management structures, leadership styles and current problems in the industry.

Prerequisite: RM3015.

RM3033 RESEARCH PROJECT 4 10

Problem identification and analysis, project design, enquiry process, data analysis, reporting (written and oral).

Prerequisites: RM3013 and RM3014.

RM3034 THERAPEUTIC RECREATION MANAGEMENT 4 10

Examination of historical development of leisure services for disabled persons; therapeutic recreation as a process; assessment in program planning, report writing, record keeping for patient responses/progress; the hospital as a social system; philosophy of recreation services for disabled/aged, community resources.

Prerequisite: RM3008.

RS2600 TECHNOLOGY AND RESOURCES IN TEACHING 3 8

Teacher and learner roles in accessing information; evaluative criteria and the critical selection and design of resources; display technology and associated resources; interactive technology (computers); computer education; future developments.

RS4002 RESOURCES: SELECTION AND USE 4 10

Participants gain an understanding of how to select library resources, including children's literature, matched to the needs and interests of children and teachers, and how to assist them in using these materials in resource-based teaching and learning situations.

Prerequisites: All Part A units.

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RS4003 REFERENCE SERVICES AND MATERIALS 1 3 10

Familiarisation with a wide range of basic reference sources including dictionaries, encyclopaedias, bibliographical sources, atlases, gazetteers, yearbooks; principles involved in the development, maintenance and use of an effective reference collection; user services.

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RS4004 REFERENCE SERVICES AND MATERIALS 2 3 10

Provision of reference services to students and teachers; the information needs of the whole community; information sources beyond the school; modern trends in information storage and retrieval, including online data base searching. Prerequisites: All Part A units.

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RS4005 AUSTRALIAN CHILDREN'S LITERATURE 10

History to 1959; trends since 1960; visual representation and interpretation of Australian children's literature in books and on film; criticism and review; the needs of K-12.

Prerequisite: All Part A units.

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- RS4007 ISSUES IN ADOLESCENT LITERATURE 3 10**
The literature written for adolescents; issues facing adults who are involved in the selection of such literature; strategies for the encouragement and promotion of reading amongst this age group.
Incompatible with LI3700 and RE4044.
Prerequisite: All Part A units.
- RS4008 ISSUES IN CHILDREN'S LITERATURE 3 10**
Issues, genres and materials relevant to contemporary children's literature; the place of children's literature as a core component of children's reading programs.
Incompatible with LI3700 and RE4044.
Prerequisites: All Part A units.
- RS4013 COLLECTION DEVELOPMENT FOR LEARNING 10**
Principles and procedures involved in collection development in schools; the relationship between current curricula, learning theory, educational resources and ways of using them; issues affecting collections; the goals of particular collections.
Prerequisites: All Part A units.
- SB4902 SCHOOL STUDIES 1 5 8**
Students undertake a range of activities which are functionally related to their College-based studies; activities are of three types: school study, class study and child study. Students also undertake a program of field studies competencies in first aid and school swimming.
- SB4903 SCHOOL STUDIES 2 5 8**
Students undertake a range of activities which are functionally related to their College-based studies; activities are of three types: school study, class study and child study. Students also have the opportunity to select an area of study that they identify within the educational context that will enrich their professional development.
- SB4904 SCHOOL STUDIES 1 10**
Investigations: studies that focus on the school, class and individual children: foundation investigation, curriculum investigations; curriculum program involvement: mathematics, fostering literacy, introduction to the arts, studies in the natural/social world; field studies competencies: first aid, school swimming.
- SB4905 SCHOOL STUDIES 2 8**
Investigations: studies that focus on the school, class and individual children; curriculum involvement: fostering literacy, studies in the natural/social world, introduction to the arts, physical education studies.
- SB4906 FIELD STUDIES ENRICHMENT 4**
Aspects of technology; studies in other cultures; socio-cultural issues of schooling; schools/children in non-urban settings; second language teaching; exceptional; teaching in the multiple year classroom.
- SC1011 SCIENCE FOR CHILDREN 1½ 5**
Astronomy; geology; observation and recording; Sun and time; Piaget and the learning cycle; development of science activities for young children.
- SC2056 FIELD TECHNIQUES IN THE NATURAL SCIENCES 5 10**
Field mapping: geological and biological methods of data collection; map interpretation; instrumentation; techniques relevant to classification, preparation, collection and display of geological and biological specimens; field study.
Prerequisites: BI2026 and ER2022.

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- SC2057 PERSPECTIVES IN SCIENCE 5 10**
Classification of substances; fundamental particles of matter; organisation of particles into substances; interactions and equilibrium; energy and energy flow; science and society.
- SC2058 SCIENCE CURRICULUM 1 5 10**
Development of a decision-making framework for science education; strategies for implementation of the decision-making framework; implementation of the decision-making framework.
Prerequisites: TS2901 and TS2903.
- SC2059 SCIENCE CURRICULUM 2 5 10**
The nature and methods of the scientific and technological enterprise; extension of teaching strategies including individualised learning, computer education, use of audio-visual techniques and field studies; techniques and instruments of assessment; analysis of curriculum materials.
Prerequisites: SC2058, TS2900 and TS2908.
- SC2060 SCIENCE CURRICULUM 3 5 10**
Extension, adaptation and re-evaluation of the science education framework developed in SC2058 and SC2059 for application in the senior school; strategies for implementation of the framework; implementation of the framework.
Prerequisite: SC2059.
- SC2061 SCIENCE CURRICULUM 4 4 10**
Identification of the need for a specific resource in a science classroom (apparatus, audio-visual presentations, computer simulations, curriculum materials); design and development of a specific science classroom resource; evaluation of resource.
Prerequisite: SC2060.
- SC2062 SCIENCE CURRICULUM WORKSHOP 3 5**
Application of science education framework to science discipline subjects in the school; strategies for implementation of the framework; implementation of the framework.
Corequisite: SC2060.
- SC2063 THERMODYNAMICS AND ATOMIC STRUCTURE 5 10**
Thermodynamics: melting, boiling, saturated and unsaturated vapours, heat transfer and calorimetry; kinetic theory of gases. Atomic and molecular structure: de Broglie waves, the Schrodinger Equation, angular momentum and spin, the Pauli Exclusion Principle, electronic configuration of atoms of the periodic table; electromagnetic radiation and application of the theory of electromagnetic waves.
Prerequisites: CH2019 and PH2026.
- SC2064 WORK EXPERIENCE FOR TEACHERS 3 10**
Examination of the aims and objectives of work experience within the broader context of career education; legal framework of work experience; planning and implementing work experience programs in schools; consideration of the school's role in preparing pupils for work and its implications for curriculum and teaching (6 weeks); development of individual work experience proposal relevant to Principal Teaching Area; work experience of 4 weeks full-time employment or its equivalent, probably during the Christmas vacation.
Incompatible with PY2302.
- SC2081 SCIENCE EDUCATION 2 6**
Approaches to teaching primary science; processes in science; commercial curriculum materials; content in the conceptual areas of energy and matter; curriculum development.
Prerequisite: MA2089.

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- SC2082 INTRODUCTION TO SCIENCE EDUCATION 3 8**
The nature of science; common misconceptions; science in the primary school curriculum; safety in the science classroom; the Queensland primary science syllabus; content in the conceptual areas of matter and energy; classroom applications.
- SC2083 CURRICULUM STUDIES IN SCIENCE 3 8**
Approaches to teaching primary science including expository teaching and enquiry learning through rational discussion, experimentation or discovery; processes in science and their relevance to the Queensland science syllabus; commercial curriculum materials; content in the conceptual areas of life, earth and space; classroom applications.
- SC2084 ADVANCED CURRICULUM IN SCIENCE 2 4**
The planning, design and implementation of teaching units in science; assessment in primary science; resources and material management; outdoor science experiences; role of science education in primary schools.
- SC2800 THE AUSTRALIAN ENVIRONMENT 2 5**
Distinctive elements in Australian native flora and fauna; the geological and climatic history of the Australian continent; overview of evolution and evolutionary influences within the Australian context; Australian ecosystems with particular reference to Queensland; effects of Aboriginal and European settlement.
- SC2801 ENVIRONMENTAL PHYSICAL SCIENCE 2 5**
The composition and structure of the atmosphere; general principles of water chemistry; current methods of treatment of industrial and municipal waste water; the role of water in the generation of meteorological phenomena; problems related to the presence of toxic substances in the atmosphere, soil, water supply.
- SC2802 FOCUS ON THE STARS 2 5**
The night sky; celestial phenomena; origins and development of stars and star systems; results of recent space exploration and the aspirations of astronomers for future projects.
- SC2803 HISTORY AND IMPACT OF SCIENCE 2 5**
Survey of science and pre-science from Ancient Greece to the beginning of the sixteenth century; developments in the fields of mechanics, astronomy and optics in the seventeenth century; the rise of modern science 1800-1890; twentieth century science.
- SC2804 SCIENCE FOR NON-SCIENCE SPECIALIST 2 5**
The process of science: the skills involved in posing and answering questions in a systematic way; the scientific principles and concepts associated with commonplace phenomena.
- SC2805 SCIENCE IN SCIENCE FICTION 2 5**
Overview of the major themes in science fiction; examination of the treatment of each in the light of its historical context; dimensions of the universe; feasibility of overcoming space/time barriers; the scientific possibility of the existence and nature of other forms of life; alternative forms of social organisation; potential methods of colonising other worlds; artificial life and intelligence.
- SC2806 WILDERNESS 2 5**
Physical characteristics of wilderness (landscape, character, population); wilderness in literature, art, photography and poetry; the wilderness concept in modern society; problems posed by increasing demand for recreational use of wilderness areas; the Australian wilderness.
- SC2807 AUSTRALIAN FLORA AND FAUNA 3 8**
Relationships in the biosphere; terminology related to the ecology of plants; evolution of Australian flora; the impact of introduced species; laboratory and field techniques; terminology and techniques of animal ecology; survival mechanisms; theories of the evolution of Australian fauna; applied ecological techniques.

- SC2808 BOTANY OF AUSTRALIAN PLANTS 3 8**
 Relationships between plants; recognition of major groups; plant needs, preferences and tolerances with respect to the physical environment; consideration of how plants obtain, distribute and utilise nutrients and products of metabolic activity; flowering patterns; means of plant propagation; seed dispersal and conditions which favour weed production; common plant diseases, their causes and methods of control.
- SC2809 ECOLOGY OF AUSTRALIAN DOMESTIC ANIMALS 3 8**
 Classification of major groups with particular reference to domestic animals; legal controls relating to domestic animals in Queensland; the keeping and feeding of animals; ethology and its link with evolution; reproductive biology; husbandry of small animals; common health problems.
- SC2810 BIOLOGY OF AGEING 3 8**
 Ageing in populations and individuals; theories of ageing; the anatomy and physiology of ageing; cells, molecules and ageing; implications for human populations of increases in life expectancy; manipulation of ageing patterns in agricultural and stock productivity. Prerequisite: Introductory study in science.
- SC2811 EARTH AND SPACE 3 8**
 The nature and behaviour of light; optical properties of various materials; construction and operation of instruments that rely on optical components; the role of earth-based instrumentation in extending knowledge of earth and space; production and observation of spectra; use of spectra as a tool of discovery in space science; observational astronomy.
- SC2812 ENVIRONMENTAL STUDIES 3 8**
 Human beings and their environment; basic concepts in ecology; major environmental problems (population, resources, pollution); interactions of environment and society.
- SC2813 PHYSICAL SCIENCE 1 3 8**
 An individual learning program from topics: solar system, stars, observation of the sky, physics, mechanics, heat, sound, light, electricity, geology, lapidary, project, or any listed for SC2814.
- SC2814 PHYSICAL SCIENCE 2 3 8**
 An individualised learning program from: automotive, electrics, direct current, alternating current, electronics, semi-conductors, circuits, computer electronics, project, or any listed for SC2813.
- SC2815 SCIENCE, TECHNOLOGY AND SOCIETY 3 8**
 The Copernican revolution; Truman's dilemma concerning use of the atomic bomb to end World War 2; electricity; transport; information storage, retrieval and communication; energy.
- SC2816 DISCOVERING SCIENCE 2 5**
 Practical investigation of basic scientific concepts; practice in skills in science and the application of scientific methods of investigation to problems in the laboratory and in the field.
- SC2817 PHYSICAL SCIENCE 3 5**
 Investigation of basic concepts associated with the physical sciences including forces, energy and matter; the application of those concepts to everyday phenomena; problem-solving in the classroom and laboratory. Prerequisite: SC2816.
- SC2818 SCIENCE AND ENVIRONMENT 4 10**
 Analysis of commonplace phenomena; alternative (non-scientific) explanations of such phenomena: their identification and analysis; science concepts and their application in

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the everyday environment; utilisation of the environment in education for science.
Prerequisite: SC2816.

SC2819 SCIENCE, TECHNOLOGY AND SOCIETIES 4 10
The nature of science and technology; influence of science and technology on societies in history; influence of societal attitudes upon advancement in science and technology; science, technology and Australian society; contemporary and future scientific and technological developments — their nature and possible effects upon society.
Prerequisite: SC2816.

SC3030 PRIMARY SCIENCE CURRICULUM DEVELOPMENT 3 10
Nature and purpose of primary school science; aims and objectives of science education; consideration of those areas of science particularly suitable to the primary school and the development of thinking, and how they may be utilised; inquiry techniques; the processes of scientific study; curriculum programs.
Prerequisite: CU3030 or equivalent.

SC3031 SECONDARY SCIENCE CURRICULUM DEVELOPMENT 3 10
Aims and objectives of the modern science curriculum; the nature of science and technology and their societal interactions; implications for the curriculum; theories and research evidence on the learning of science; assessment and evaluation in science curriculum development.
Prerequisite: CU3030; science studies at Diploma of Teaching level.

SC3700 ENVIRONMENTAL HAZARDS 3 10
The nature, distribution and impact of environmental hazards; the geophysical environment of hazards; the social, economic and political environment of hazards; public understanding and perception of environmental hazards; disaster management strategies; hazard prediction and prevention.

SC3800 INTERPLAY OF SCIENCE AND SOCIETY 3 10
The interplay of science with people and society; the history of science, particularly astronomy; Ptolemaic system; Copernican and later models; Galileo and the Establishment; the rise of modern science; science and philosophy in seventeenth, eighteenth and nineteenth centuries; modern views of the sociology and philosophy of science; historical, theoretical and philosophical aspects of evolution; contemporary science and technology. Study school for external students by arrangement.

SC4006 JUNIOR SCIENCE CURRICULUM 1 4 10
A decision-making framework for science education; strategies for implementation of the framework (developing work programs and formulating lesson plans using basic teaching strategies, social and intellectual characteristics of children and learning theory); planning and implementation of a variety of approaches in teaching science with emphasis on safe practices.

SC4007 JUNIOR SCIENCE CURRICULUM 2 4 10
Extension of work on teaching strategies commenced in SC4006; principles and techniques of assessment and evaluation; science curriculum design and development.
Prerequisite: SC4006.

SC4008 SENIOR SCIENCE CURRICULUM — AGRICULTURE 1 4 10
(See CH4000)
Corequisite: SC4006.

SC4009 SENIOR SCIENCE CURRICULUM — AGRICULTURE 2 4 10
(See CH4001)
Corequisite: SC4007.
Prerequisite: SC4008.

- SC4010 SENIOR AGRICULTURE WORKSHOP** 2 5
(See CH4002)
Incompatible with SC4008.
Corequisite: SC4006.
- SE2015 TEACHING TECHNIQUES: THE DEAF-BLIND CHILD** 4 10
History of deaf/blind education; communication methods; language development for the deaf/blind; programming; speech development with the deaf/blind; body image; orientation and mobility; training in manipulative skills; prevocational training and training for sheltered workshops; behavioural problems; social problems of the deaf/blind; psychometric and edometric testing of deaf/blind children.
- SE2030 CURRICULUM: INTELLECTUAL HANDICAP 1** 4 8
Definition, identification, classification, characteristics, needs and abilities of intellectually handicapped learners; the historical developments in curriculum; theories of intellectual handicap and resulting educational practices; structuring and maintaining least restrictive environments; aids, equipment and curriculum materials; planning and monitoring instructional programs; computer assisted learning.
Corequisites: SE2702 and SE2703.
Prerequisites: SE2700, SE2701 and SE2800.
- SE2031 CURRICULUM: INTELLECTUAL HANDICAP 2** 4 8
Current research and its implications for curriculum and teaching; approaches to teaching intellectually handicapped children; conditions frequently associated with intellectual handicap; program writing, scheduling and monitoring ecological study; computer assisted learning; program consultation protocol; parental involvement.
Corequisites: SE2032 and SE2704.
Prerequisites: SE2030, SE2702 and SE2703.
- SE2032 CLINICAL PRACTICE: INTELLECTUAL HANDICAP** 2 4
Selection of a child for a detailed case study; assessment and determination of the problem; development, implementation and evaluation of an individual educational program; case study report.
Corequisites: SE2031 and SE2704.
Prerequisites: SE2030, SE2702 and SE2703.
- SE2040 CURRICULUM: HEARING IMPAIRMENT 1** 4 8
Speech and its production: conditions for speech production; articulatory phonetics; acoustic phonetics; co-articulation; speech assessment. Speech and hearing impairment: communicative and linguistic competence; language and deafness; language assessment. Communication methods: sign language; receptive communication abilities of hearing impaired children; 'total communication'; the Australasian Sign Language development.
Corequisites: SE2702 and SE2705.
Prerequisites: SE2700 and SE2701.
- SE2041 CURRICULUM: HEARING IMPAIRMENT 2** 4 8
Continuation of SE2040, extending the application of language, speech and communication studies into the design of curricula for hearing-impaired children; focus on curriculum design based upon assessment of individuals in terms of their communicative and academic competencies.
Corequisites: SE2042 and SE2706.
Prerequisites: SE2040, SE2705 and SE2702.
- SE2042 CLINICAL PRACTICE: HEARING IMPAIRMENT** 2 4
Assessment of a hearing-impaired child's speech skills, listening skills, language skills and academic achievement; review of test procedures; report writing; educational programming.
Corequisites: SE2041 and SE2706.
Prerequisites: SE2040, SE2702 and SE2705.

- SE2050 CURRICULUM: VISUAL IMPAIRMENT 1 4 8**
Proficiency in specialised teaching media: Braille transcription; Braille reading. Specialised methodology in the teaching of visually-impaired children: teachers' aims and objectives; early intervention; readiness programs; cognitive development; self-expression; mobility training; class organisation in the junior school; independence training; living away from home; integration.
Corequisites: SE2702 and SE2707.
Prerequisites: SE2700, SE2701 and SE2800.
- SE2051 CURRICULUM: VISUAL IMPAIRMENT 2 4 8**
Development of proficiency in specialised teaching media (Braille reading and writing, use of Braille in production of teaching aids, use of electronic equipment in communication); specialised methodology and curriculum planning (teaching Braille, print reading and other forms of communication; social studies; mathematics; science; curriculum; organisation of classroom; construction of aids); consultation protocol.
Corequisites: SE2052 and SE2708.
Prerequisites: SE2050, SE2702 and SE2707.
- SE2052 CLINICAL PRACTICE: VISUAL IMPAIRMENT 2 4**
Classroom organisation to suit individual visual loss and additional handicaps; group and sub-group organisation; lesson structures, grading and pacing; cross-program teaching, team teaching, precision teaching, task analysis; questioning skills and operant techniques; alternative communication approaches; peer group dynamics; discipline and responsibility relative to tasks; expectations; concentration; drama and role play; use of games; perceptions of relevance; classroom/society interactions.
Corequisites: SE2051 and SE2708.
Prerequisites: SE2050, SE2702 and SE2707.
- SE2060 CURRICULUM: ORTHOPAEDIC HANDICAP 1 4 8**
The nature of physically handicapping conditions and associated disabilities; the nature of secondary handicap; the role of the teacher in the multidisciplinary team; curriculum issues relative to the severely handicapped; assessment models; individual educational and instructional programs; the task-analytic approach; instructional procedures.
Corequisites: SE2702 and SE2709.
Prerequisites: SE2700, SE2701 and SE2800.
- SE2061 CURRICULUM: ORTHOPAEDIC HANDICAP 2 4 8**
Programming for generalisation; use of reinforcement; special training settings; non-school training environments; individual educational and instructional plans; assessment instruments; the Individual Curriculum Sequencing Model; aids for handicapped persons; conductive education.
Corequisites: SE2062 and SE2710.
Prerequisites: SE2060, SE2702 and SE2709.
- SE2062 CLINICAL PRACTICE: ORTHOPAEDIC HANDICAP 2 4**
Visits to practising schools involving clinical practice sessions; assessment and setting of objectives; planning of weekly teaching sessions; preparation of a final report.
Corequisites: SE2061 and SE2710.
Prerequisites: SE2060, SE2702 and SE2709.
- SE2600 ATYPICAL CHILDREN IN PRIMARY SCHOOLS 3 8**
Philosophical principles (normalisation, mainstreaming, non-categorical approaches); the nature of atypicality; identification of atypical children; review of methods and techniques; parental difficulties and needs; support services for children, teachers and parents. Specialisation in one of: children with specific learning difficulties; gifted and talented children; children for whom standard English is a second language or dialect; children with communication problems.

SE2700 INTRODUCTION TO SPECIAL EDUCATION 1 4 8

Etiological and educational characteristics of children with mild and moderate disabilities; basic teaching techniques for such children; assessment and evaluation procedures (mathematics, spelling, reading, perception, concept attainment); principles of remedial program development.

SE2701 INTRODUCTION TO SPECIAL EDUCATION 2 2 4

Consideration of the principles of normalisation; the theory of mainstreaming/integration; recent trends and issues in relation to educational provision; etiological, psychological, sociological and educational characteristics of various groups of exceptional children and their implications for educational provision.

Corequisite: SE2800.

Prerequisite: SE2700.

SE2702 REMEDIATION OF COMMUNICATION DISABILITY 2 2 4

The normal processes of language acquisition; assessment of communication problems; development and remediation programs.

Corequisites: SE2030 or SE2040 or SE2050 or SE2060; SE2703 or SE2705 or SE2707 or SE2709.

Prerequisite: SE2800.

SE2703 PSYCHOSOCIAL BASES: INTELLECTUAL HANDICAP 2 2 4

Sociological factors: maternal deprivation and institutionalisation; maternal coping and child-rearing practices; early intervention studies; vocational and matrimonial prospects; support groups and community services. Cognitive and perceptual processes: attention and perception; the learning set and concept attainment; short and long term memory; development of language expression. Behavioural aspects of intellectual handicap; social deviance; self esteem and self image; behaviour management.

Corequisites: SE2030 and SE2702.

SE2704 TEACHING INDEPENDENCE SKILLS 2 2 4

Life skills and school-based curriculum (defining life skills, criterion of ultimate functioning concepts underlying school-based curriculum, curriculum outlines); special education initiatives in curriculum; building modules and/or units of instruction; methods of teaching independence skills; values in personal-social development; evaluation of independence training.

Corequisites: SE2031 and SE2032.

Prerequisites: SE2030, SE2702 and SE2703.

SE2705 PSYCHOSOCIAL BASES: HEARING IMPAIRMENT 2 2 4

Etiological and demographic aspects; history of education of the deaf; developmental aspects of congenital hearing impairment; impact on the family of a hearing-impaired child; the multiply-handicapped hearing-impaired child; occupational aspects; assessment provisions; hearing impairment and the community.

Corequisites: SE2040 and SE2702.

Prerequisites: SE2700 and SE2701.

SE2706 AUDIOLOGICAL ASSESSMENT 2 2 4

Anatomy and physiology of the ear; physical characteristics of the sound stimulus; perception of sound; causes of hearing loss; audiological assessment; interpretation of test results; hearing aids; auditory training; classroom acoustics.

Corequisites: SE2041 and SE2042.

Prerequisites: SE2040, SE2702 and SE2705.

SE2707 PSYCHOSOCIAL BASES: VISUAL IMPAIRMENT 2 2 4

Sensory deprivation; psychomotor development in visually-impaired children; tactile discrimination and perception; concept development; psychological problems; interaction

UNIT OUTLINES

in the home situation; integration; psycholinguistics; social aspects of visual impairment; assessment of visual impairment; counselling.

Corequisites: SE2050 and SE2702.

Prerequisites: SE2700, SE2701 and SE2800.

SE2708 STUDIES IN VISUAL IMPAIRMENT 2 4

Residual vision assessment: physical and physiological aspects; forms and etiology of defective vision; research on incidence; tests for vision; educational implications of the various causes of visual impairment; associated disabilities; optic aids. Orientation and mobility for the visually-impaired child: movement perception; relationship of posture and balance to orientation and mobility; auditory perception and directionality; centre of gravity; mobility aids; personal aspects; orientation techniques; sighted guide techniques; skills; aids.

Corequisites: SE2051 and SE2052.

Prerequisites: SE2050, SE2702 and SE2707.

SE2709 PSYCHOSOCIAL BASES: ORTHOPAEDIC HANDICAP 2 4

Psychological assessment of children with multiple disabilities; institutionalisation and deprivation; the concept of secondary handicap; effects on the family; social and emotional problems; early intervention programs; the child in hospital; citizen advocacy.

Corequisites: SE2060 and SE2702.

Prerequisites: SE2700, SE2701 and SE2800.

SE2710 ALTERNATIVE COMMUNICATION SYSTEMS 2 4

The relationship between speech and language; problems experienced by the non-verbal child; language assessment; alternative communication systems; designing and implementing an alternative communication system with a non-verbal child.

Corequisites: SE2061 and SE2062.

Prerequisites: SE2060, SE2702 and SE2709.

SE2800 DEVELOPMENTAL PSYCHOLINGUISTICS 2 4

Communication as a system involving cognitive and linguistic components; intrapersonal and interpersonal components; the nature of language acquisition and the role of interpersonal and intrapersonal structures in its development; the social communication structure and its effects upon the uses and meanings of language.

Corequisite: PY2317.

Prerequisite: PY2316 or equivalent.

SE2801 CHILDREN'S BEHAVIOUR PROBLEMS 3 8

Historical approaches to emotional disturbance; the medical model as a tool in prediction and management; abuses of labelling; frequency of emotional disturbance 5-17 years; school phobia; aggression; the pathologically-shy child; depression; dependency; the rejected child; the brain-damaged child; the abused child; behaviour modification; Rudolf Driekur's program and Thomas Gordon's program.

SE2802 LEARNING DISABILITY IN THE COMMUNITY 3 8

Community attitudes to the learning disabled; procedures for recognising learning disabilities; review of past systems and approaches associated with literacy provision; community services; evaluation of a learning disabled child; support for the learning disabled; prevention through early recognition of possible learning disabilities.

SE3030 CURRICULUM IN SPECIAL EDUCATION 3 10

Contemporary theories, concepts, problems and issues with regard to special education curricula and service delivery; philosophical and psychological bases of special education curricula; placement; curriculum writing, analysis and design; practical examples of curricula for children with special needs; evaluation of resources; initiatives in special education.

- SE3600 SPECIAL EDUCATION TECHNIQUES 3 10**
Development of skills in techniques and programming for children who are handicapped; development of techniques and programs in an area of special education not already studied; clinical practice/classroom teaching of 3 weeks duration.
Prerequisites: Studies in special education; SE3701, SE3703 and SE3708.
- SE3700 NON-TRADITIONAL CLASSROOM MANAGEMENT 3 10**
Application of learning principles to the management of behaviour problems; application of social psychology research to the management of behaviour; application of parenting programs to the management of behaviour in the school.
Prerequisite: Relevant studies at Diploma of Teaching level.
- SE3701 COMMUNICATION DEVELOPMENT 3 10**
Development of communication skills in children who are handicapped; examination of communication development and communication methods in an area of special education not already studied.
Incompatible with Diploma of Teaching and Graduate Diploma in Teaching units in area of exceptionality chosen.
Prerequisites: Studies in special education and SE3708.
- SE3702 EXCEPTIONAL LEARNERS IN REGULAR SCHOOLS 3 10**
Philosophical and theoretical bases for special education provision in Queensland; analytical review of the traditional categories of exceptionality; principles underlying the 'non-categorical/functional' approaches to individual program development; assessment techniques and strategies, teaching strategies, techniques and programs; government and non-government facilities for exceptional learners in regular schools; development of appropriate teaching programs; analysis of facilities and programs. Students are required to have access to a regular class or school.
Incompatible with substantial tertiary studies in exceptionality or special education.
Prerequisite: CU3030.
- SE3703 ASSESSMENT OF CHILDREN WITH HANDICAPS 3 10**
Development of assessment skills as a basis for the development of educational programs for children who are handicapped; examination of assessment methods in an area of special education not already studied. Clinical practice/classroom teaching of 3 weeks duration.
Incompatible with Diploma of Teaching and Graduate Diploma in Teaching units in the area of exceptionality chosen.
Prerequisites: Studies in special education; SE3701 and SE3708.
- SE3704 COMPARATIVE STUDIES IN SPECIAL EDUCATION 3 10**
Review of methodological approaches to comparative studies in education and the application of these to special education; examination of special education systems in Australia; comparative study of education systems in developed and developing countries.
Prerequisite: Studies in special education or equivalent experience.
- SE3705 EARLY INTERVENTION STUDIES 3 10**
Review of child development 0-3 years; the role of parents in early child/caregiver interaction; programming principles and practices; working with parents.
Prerequisite: Studies in special education or equivalent experience.
- SE3706 EDUCATING GIFTED AND TALENTED CHILDREN 3 10**
Theories on the nature of giftedness; historical accounts and current research on programs for gifted and talented children; theories of development; characteristics associated with gifted and talented children and adults; identification and assessment of various forms of giftedness and talent; curriculum development and programming.
Pre-requisite: Studies in special education or equivalent experience.

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- SE3707 EXCEPTIONAL LEARNERS IN TAFE COLLEGES 3 10**
Characteristics, needs and abilities of adult and adolescent exceptional learners; groups of exceptional learners likely to be encountered in TAFE colleges; specific tasks of adult and adolescent development; principles of teaching exceptional learners; management; task-analytic process; curriculum; multi-disciplinary approaches to instruction; liaison skills; multi-dimensional role of TAFE teachers; support services. It is strongly recommended that students be currently teaching in TAFE.
Prerequisite: Studies in psychology at tertiary level.
- SE3708 PSYCHO/SOCIAL FOUNDATIONS OF HANDICAP 3 10**
Development of skill in teaching children with handicapping conditions other than those already studied; psychological and sociological implications of handicapping conditions as these relate to the design and implementation of appropriate educational programs. Incompatible with Diploma of Teaching and Graduate Diploma in Teaching units in the area of exceptionality chosen.
Prerequisite: Studies in special education.
- SE3709 THE DEVELOPMENT OF SPECIAL EDUCATION 3 10**
Methodology and terminology of historical research and report writing; historical development of attitudes and approaches to curriculum and services for exceptional populations; the changing nature of and provisions for exceptionality; influences on service development in Queensland; historical factors influencing the development of legislation for handicapped people.
Prerequisite: Studies in special education or equivalent experience.
- SE4077 TEACHING EXCEPTIONAL LEARNERS 3 10**
Characteristics, needs and abilities of exceptional learners; principles of teaching exceptional learners; classroom management; task-analytic process of teaching; multi-disciplinary approaches to religious education; curricular considerations; curriculum choice and adaptation.
Prerequisites: ED4074/5, PI4001, PY4017 and PY4018.
- SE4090 SPEECH AND SPEECH DEVELOPMENT 1 4 10**
Introduction to normal and abnormal speech development; prerequisites for normal speech and language development; mechanics of speech; mechanics of hearing and auditory processing; screening and identification procedures.
- SE4091 LANGUAGE AND LANGUAGE DEVELOPMENT 4 10**
Language as a communication system comprising form, content, and function; descriptions of language form, content, and functions; theories of the process of language acquisition; sociolinguistic aspects of language development; introductory description of language delay/deviance from the viewpoint of form, content and function; assessment of language delay/deviance.
- SE4092 PSYCHOLOGICAL FOUNDATIONS 4 10**
Educational psychology; review of understandings about human behaviour; implications of developmental theory; applications of learning theory; implications of educational psychology for teaching practice; the student as learner/teacher; social influences on individual progress. Interpersonal relationships and consulting skills: attitudes and values; selective perception; prejudice; self-concept and self-esteem; conflict and problem-solving.
- SE4093 CURRICULUM IMPLEMENTATION 1 4 10**
Communication principles applied to curriculum development: advanced study of communication principles and curriculum principles; classroom communication; examination of existing subjects for communication implications; specific program designing. Motor development and planning: motor development and motor learning theories; role of movement activities in the development of non-verbal and verbal communication; integration of movement activities and school subjects.

- SE4094 SPEECH AND SPEECH DEVELOPMENT 2 4 10**
 The distinctions of delay, deviance, and environmental speech difficulties; etiologies of communication difficulties; program planning and implementation.
- SE4095 LANGUAGE REMEDIATION 4 10**
 Implications of modern theories of language acquisition in young children for developing language in language-handicapped children; methods of describing language disorder; goals of language learning for form, content, and function; the facilitation of language learning; examination of available materials for evaluating and remediating communication disorders.
- SE4096 CURRICULUM IMPLEMENTATION 2 4 10**
 An individual independent study in any subject curriculum area of the course may be arranged by the student. In order to secure permission in each case, full outlines of the intended work indicating specific objectives, content, conduct, and readings must be completed and submitted. Motor development and planning will be continued from earlier studies in SE4093.
- SE4097 PROFESSIONAL STUDIES 4 10**
 Children's behaviour problems: early concepts of criminality, deviance, and psychosis; labelling and the Pygmalion effect; etiology of common behavioural problems; management programs. Orientation to special education: overview of psychological and educational aspects of handicaps; referral agencies and their roles; diagnostic assessment and observational techniques; techniques for preparation of a case study; coordination of support services.
- SE4100 INTERPERSONAL RELATIONSHIPS 2 5**
 Verbal and non-verbal communication skills; attribution of motive; group processes; autonomy; conflict.
- SE4101 COMMUNICATION DEVELOPMENT 2 5**
 The nature of communication; descriptions of language form; content; function; theories regarding the processes of language acquisition; description of delay/deviance; assessment of delay/deviance.
- SE4102 DEVELOPMENTS IN EDUCATIONAL PSYCHOLOGY 2 5**
 Behavioural science and its functions; focus on the learner; impact of theories of teaching and learning on educational practice; individual differences; memory; special issues.
- SE4103 MANAGEMENT OF EXCEPTIONAL CHILDREN 2 5**
 Definitions of exceptionality; behavioural management; interviewing and counselling; parenting programs.
 Prerequisite: SE4100.
- SE4104 REMEDIATION OF COMMUNICATION DISABILITY 2 5**
 Review of form, function and content; description of language as a communication process; role of interaction in language development; comprehension; description of language disabilities; language assessment; remediation.
 Prerequisite: SE4101.
- SE4105 REMEDIATION OF COMMUNICATION DISABILITY 2 5**
 Advanced examination of linguistic factors, social factors and cognitive factors in communication development; analysis of child-environment relationships and the development of language; the nature of language communication disabilities; assessment; goals of language learning; facilitating language learning.
 Prerequisite: SE4101.

UNIT OUTLINES

SE4106 REMEDIATION OF COMMUNICATION DISABILITY 2 5
Review of form, function and content; description of language as a communication process; role of interaction in language development; comprehension; listening and reading; language programs; facilitating language learning/use.
Prerequisite: SE4101.

SE4107 APPROACHES TO READING AND WRITING 2 5
Functional view of language as a system; nature of context and its place in programming for reading and writing development; role of context; strategic approaches for users of written language; nature of reading and writing processes; identification and preparation of programs to facilitate written language learning.

SE4108 MILDLY HANDICAPPING CONDITIONS 2 5
Principles underlying education and placement of children with mild handicapping conditions; nature and causes; identification; classroom approaches; support services; overview of educational programs.

SE4109 MANAGEMENT OF SEVERE BEHAVIOUR PROBLEMS 2 5
Reactive vs proactive approach; basic principles for managing difficult behaviours; techniques for reducing inappropriate behaviour; categorising behaviours; implementing intervention procedures.

SE4110 ADVANCED EDUCATIONAL PSYCHOLOGY 2 5
Instructional theory and its inter-relatedness with learning theory and classroom performances; cognitive development and the role and development of metacognitive devices; metamemory; motivation; discourse processing; text organisation; learning settings; educational measurement; special issues.
Prerequisite: SE4102.

SE4111 MATHS REMEDIATION IN SPECIAL EDUCATION 2 5
Research on school performance in mathematics; diagnostic and remedial materials and procedures; applied research findings relevant to practical techniques.

SE4112 COMPUTERS IN SPECIAL SCHOOLS 2 5
Criteria for the selection of resources; computers in teaching and learning in the special school; hardware and software; introduction to programming in a common computer language; microcomputer graphics; word processing; computer-based prosthesis.

SE4113 PARENT-TEACHER-COMMUNITY RELATIONS 2 5
Introduction to field work to involve teachers in on-going schemes of parent-school relations; models of parent involvement; indirect parent counselling; parent-school communication; parents as support educators; community relations and the school; child abuse; field work.

SE4114 EVALUATION IN SPECIAL EDUCATION 2 5
Criterion-referenced assessment techniques related to the early childhood development area; reading and spelling tests and informal inventories; psychmotor, laterality and perceptual assessment procedures; tests of intellectual ability; developmental scales and scales of social maturity; language evaluation techniques; assessment of behaviour, social adjustment and self-esteem.

SE4115 EARLY-EDUCATIONAL INTERVENTION 2 5
Early development; role of parents; programming principles and practices; working with parents.
Prerequisite: Prior qualification in special education or working with young, developmentally delayed children.

SE4116 MOTOR DEVELOPMENT IN SPECIAL EDUCATION 2 5
Disabilities and motor programs; evaluation; current programs and specific programs.

- SE4117 INDEPENDENT PROJECT 2 5**
The individual project supplements studies taken in the core units and seeks, via a centre of interest, to integrate instructional techniques and classroom management while accentuating pedagogy. The project may consist of library research or the development of some practical resources.
- SE4118 EDUCATION AND THE GIFTED CHILD 2 5**
Examination of historical, philosophical, sociological and psychological theories on the nature of giftedness and talent; critical review of approaches to program provision for gifted and talented children who may or may not display other handicapped conditions; research bases; critical analysis of the interaction of assessment and identification; curricula and programs.
- SE4120 PSYCHOSOCIAL BASES OF INTELLECTUAL DISABILITY 2 5**
Theories of intellectual disability and legal issues; genetic factors; environmental factors; cognitive aspects of psychosocial development; early development; social development and social deviance; vocational training and guidance; community services; issues related to parents and ethics.
- SE4121 TEACHING INDEPENDENCE SKILLS 2 5**
Life skills and school-based curricula; special education initiatives in curriculum; module building; values in personal and social development; recent research and programs.
- SE4122 CURRICULUM DEVELOPMENT AND EVALUATION 1 4 10**
Foundational aspects of retardation; historical developments in curriculum provision; theories of intellectual disability and resultant educational practices; educational measurement; least restrictive environments; curricular resources for retarded learners; planning and monitoring instructional programs; special education computer-assisted learning.
- SE4123 CURRICULUM IMPLEMENTATION AND PRACTICE 1 4 10**
Visits to special educational centres; assessment instruments; planning, scheduling, and monitoring; instructional domains; parent interviews; accessing support services.
- SE4124 AUGMENTATIVE COMMUNICATION SYSTEMS 2 5**
The communication process; early caregiver/child interaction; principles and examples of augmentative communication systems; practical work.
- SE4125 CURRICULUM DEVELOPMENT AND EVALUATION 2 4 10**
Assessment and related programming; motor programs; communication; personal-social skills; play, recreation and leisure; prevocational and vocational skills; environmental/ecological studies; numeracy; parents, siblings, and the helping professions; least restrictive environments and preferred options; current trends; aspects of administration and organisation.
- SE4126 CURRICULUM IMPLEMENTATION AND PRACTICE 2 4 10**
Program development; ecological study; observation and report of augmentative communication systems used in schools; management of exceptional children; prevocational and vocational skills.
Prerequisites: SE4122 and SE4123.
- SE4130 PSYCHOSOCIAL BASES OF LEARNING DISABILITIES 2 5**
Definition, identification, classification, characteristic needs and abilities of children with learning problems; historical developments in provision; theories related to learning problems and learning disabilities; correlates of learning problems and learning disabilities; educational services.
- SE4131 LEARNING PROBLEMS: ADOLESCENCE/ADULTHOOD 2 5**
Definition and incidence of learning problems and disabilities; assessment; program options; life-centred career education; community involvement.

UNIT OUTLINES

- SE4132 CURRICULUM DEVELOPMENT AND EVALUATION 1 4 10**
Population; the diagnostic process — modes of assessment; principles of remedial teaching related to learning theory; individualised programming; learning through reading; written language problems; motivational, social, and emotional factors in acquisition of oral and written language; resources; adaptation; evaluating curriculum implementation.
- SE4133 CURRICULUM IMPLEMENTATION AND PRACTICE 1 4 10**
Observation of learner performances and administration of centres; referrals for assessment; program development and evaluation; communication; centre administration.
- SE4134 MANAGEMENT OF LEARNING DISABILITIES 2 5**
Models of service; service arrangements; learning disabilities in early childhood; parents and learning disabilities; support services from and in the community.
- SE4135 CURRICULUM DEVELOPMENT AND EVALUATION 2 4 10**
Emerging directions for working with learning disabled members of the community; dimensions of learning disabilities; assessment and approaches; teaching resources; development of programs; meeting demands for living; aspects of administration and organisation; program consultation protocol.
Prerequisite: SE4132.
- SE4136 CURRICULUM IMPLEMENTATION AND PRACTICE 2 4 10**
Intervention in listening and oral expression; intervention in reading; intervention in disorders of written expression; external factors in intervention; observation and investigation; organisation, planning, management and evaluation of a practice teaching activity; plan/participate in curriculum development and implementation.
Prerequisites: SE4132 and SE4133.
- SE4140 PSYCHOSOCIAL BASES OF HEARING IMPAIRMENT 2 5**
Etiological and demographic aspects of hearing impairment; history of education of the deaf; developmental aspects of congenital hearing impairment; impact of hearing impairment on the family; multiply-handicapped, hearing-impaired children; occupational aspects of hearing impairment; assessment; hearing impairment and the physical environment.
- SE4141 HEARING 2 5**
Anatomy and physiology of the ear; physical characteristics of the sound stimulus; perception of sound; perception of speech; causes of hearing loss; audiological assessment; interpretation of test results.
- SE4142 CURRICULUM DEVELOPMENT AND EVALUATION 1 4 10**
Hearing impairment and education; development of communicative competence; language assessment; teachers and hearing-impaired children; communication methods used with and by hearing-impaired children; sign language vs signed English; Australian sign language development project; total communication; communication abilities of hearing-impaired students; speech and the conditions for speech production; systems for description of speech production; speech assessment.
- SE4143 CURRICULUM IMPLEMENTATION & PRACTICE 1 4 10**
Language in the classroom; signed English; school visits; parent interviews; task analysis and behavioural programming.
- SE4144 LISTENING AND SPEAKING PROGRAMS 2 5**
Review of auditory-visual perception of speech; audiometric assessment procedures; linguistically-based procedures for auditory evaluation; review of speech evaluation procedures; interpretation of results of speech and listening skill evaluations; equipment selection and use; design of speech development programs; design of listening skills programs.
Prerequisites: SE4141 and SE4142.

SE4145 CURRICULUM DEVELOPMENT AND EVALUATION 2 4 10

Curriculum types and principles; language development curricula used with hearing-impaired children; a 'communication' curriculum; roles of the teacher of hearing-impaired children; assessment and its relation to curriculum design; speech and listening skills; mathematics; mainstreamed hearing-impaired children; curriculum design for early intervention; curriculum design for multiply-handicapped hearing-impaired children; CCP for the class; administration and organisation; program consultation protocol.
Prerequisite: SE4142.

SE4146 CURRICULUM IMPLEMENTATION AND PRACTICE 2 4 10

Speech and listening skills; language development programming; task analysis; use of assessments of reading, mathematics and basic functioning; curriculum construction.
Prerequisite: SE4143.

SE4150 PSYCHOSOCIAL BASES OF VISUAL IMPAIRMENT 2 5

Sensory deprivation; psychomotor development in visually-impaired children; tactile discrimination and perception; concept development; psychological problems of visually-impaired children; integration; psycholinguistics; social aspects of visual impairment; assessment of visual impairment; parent interaction and counselling.

SE4151 ORIENTATION AND MOBILITY 2 5

Classroom organisation for visually-impaired children; readiness programs; cognitive development; self-expression; mobility training; independence training; living away from home; integration.

SE4152 CURRICULUM DEVELOPMENT AND EVALUATION 1 4 10

Proficiency in specialised teaching media: Braille transcription, Braille reading; specialised methodology in the teaching of visually-impaired children; group and sub-group organisation; lesson structures, pacing and grading; cross-program teaching; team teaching; precision teaching; task analysis; questioning skills; utilising peer group dynamics; factors governing concentration in the classroom; techniques for developing relevancy perceptions.

SE4153 CURRICULUM IMPLEMENTATION AND PRACTICE 1 4 10

Specialist areas in schools for visually-impaired children; one-to-one teaching experience; program analysis; practice teaching.

SE4154 STUDIES IN VISUAL IMPAIRMENT 2 5

Residual vision assessment: physical/physiological aspects, forms and etiology of defective vision, research on incidence, tests for vision and their interpretation, educational implications, associated disabilities, optic aids; orientation and mobility; movement perception, posture and balance, auditory perception and directionality, centre of gravity, mobility aids, orientation and sighted guide techniques, teaching resources for the classroom.
Prerequisites: SE4151 and SE4152.

SE4155 CURRICULUM DEVELOPMENT AND EVALUATION 2 4 10

Proficiency in specialised teaching media (continued): Braille reading and writing, application of Braille to the production of teaching aids, use of electronic equipment in communication; specialised methodology and curriculum planning: teaching Braille, teaching print reading, social studies, mathematics; methods of curriculum planning; classroom organisation; aspects of administration and organisation in special schools and units; program consultation protocol.
Prerequisite: SE4152.

UNIT OUTLINES

- SE4156 CURRICULUM IMPLEMENTATION AND PRACTICE 2 4 10**
Program development: implementation and evaluation; applied curricula; educational profiles; individual education programs; group programs; visually-impaired children with additional disabilities.
Prerequisite: SE4153.
- SE4160 PSYCHOSOCIAL BASES OF SEVERE/PROFOUND DISABILITY 2 5**
Families with a severely handicapped child; early intervention programs; institutionalisation and normalisation; citizen advocacy; post-school transition programs; children in hospital; access to the built environment.
- SE4161 WRITING INDIVIDUAL EDUCATIONAL PROGRAMS 1 2 5**
Assessment and gathering of pertinent information on severely/profoundly disabled children; participating in case conferences with parents, teachers and other professionals; deriving individual objectives from the conferences and translating these into individual programs.
- SE4162 CURRICULUM DEVELOPMENT AND EVALUATION 1 4 10**
Operational philosophy underlying educational programs for severely/profoundly handicapped children; handling and positioning; determining goals and planning; task analysis model; curriculum evaluational motivation.
- SE4163 CURRICULUM IMPLEMENTATION AND PRACTICE 1 4 10**
Assessment; IEP Conference observation; IEP participation and design; behaviour management; instructional programs (method, content, format and process); program organisation; prosthetic materials; small group instruction.
- SE4164 AUGMENTATIVE COMMUNICATION SYSTEMS 2 5**
The communication process; early caregiver/child interaction; principles and examples of augmentative communication systems; practical work.
Prerequisite: SE4101.
- SE4166 CURRICULUM IMPLEMENTATION AND PRACTICE 2 4 10**
Student records; community based programs; general case program; out of school liaison; para-professional training; handling skills; feeding skills; toileting skills; management of physical conditions; integration activity; augmentative communication systems.
Prerequisite: SE4163.
- SE4167 WRITING INDIVIDUAL EDUCATIONAL PROGRAMS 2 2 5**
Continuation of SE4161.
- SK1001 TYPING 6 15**
Development of a sound knowledge of the keyboard and touch-typing techniques through drills and exercises; minimum speed of 30wpm. Introduction to basic display techniques and the production of elementary commercial correspondence.
- SK1002 SHORTHAND 1 6 15**
Introduction to theory and application of shorthand; development of the ability to write the vocabulary covered in the unit to a minimum speed of 40wpm.
- SK1003 SHORTHAND 2 6 15**
Consolidation of sound shorthand theory; development of note-taking technique to a minimum speed of 60wpm, with a transcription accuracy of 98%.
Prerequisite: SK1002.
- SK1004 APPLIED SECRETARIAL SKILLS 1 6 15**
Development of typewriting skills to include all aspects of business typewriting; introduction to word processing; integrated use of shorthand, typing and word processing

in the execution of secretarial tasks; minimum typing speed of 40wpm with 2% error tolerance.

Prerequisites: SK1001 and SK1002.

SK1005 SHORTHAND 3 6 15

Shorthand skill building through increased vocabulary and phrasing knowledge; development of note-taking technique to a minimum of 80wpm with 2% error tolerance.

Prerequisite: SK1003.

SK1006 APPLIED SECRETARIAL SKILLS 2 6 15

Secretarial projects utilising and applying shorthand and typing skills in simulated office situations; increasing emphasis on problem solving ability; letter composition; audio typing; legal work; word processing; minimum typing speed of 50wpm with 2% error tolerance.

Prerequisites: SK1003 and SK1004.

SK1007 APPLIED SECRETARIAL SKILLS 3 6 15

Secretarial assignments; work priorities; introduction to specialist fields; development of skills to a minimum of 100wpm shorthand with 2% error tolerance and 60wpm typing with 2% error tolerance.

Prerequisites: SK1005 and SK1006.

SK1010 THE ELECTRONIC OFFICE 4 10

Introduction to the application of computer-based technology to traditional keyboarding operations; use of word processing software running on microcomputers, including text editing, mailmerge, document assembly, interactive print functions and file handling.

Prerequisite: Typing speed of 30wpm.

SK1011 WORKPLACE STUDIES 4 10

Introduction to office administration; the role of the secretary within the organisational structure; office routines such as filing, law and procedure of meetings; sources of information; organisational decision-making; the role of people in organisations; inter-group relations.

SK1017 WORKPLACE EXPERIENCE 6 10

Use of skills obtained in semesters 1, 2 and 3 in the on-the-job context of the Industrial Commission, court and parliament; non-defensive communication; conflict resolution; relationship contracting and role negotiation.

Prerequisite: SK1023.

SK1018 STENOGRAPH 1 10 25

Introduction to the theory and application of stenograph computer compatible theory (machine shorthand).

Prerequisite: Typing speed of 30wpm.

SK1021 STENOGRAPH 4 12 30

Refinement of students' shorthand and transcription skills and development of a stenograph shorthand speed to a minimum of 180wpm with transcription accuracy of 98%.

Prerequisite: SK1023.

SK1022 STENOGRAPH 2 14 35

Consolidation and reinforcement of theory acquired in SK1018 with emphasis on speed development; introduction to court procedures and basic legal, medical and technical terminology.

Prerequisite: SK1018.

UNIT OUTLINES

SK1023	STENOGRAPH 3	16	40
Further emphasis on speed development and familiarity with specialist vocabularies; introduction to court etiquette and court reporting practices. Prerequisite: SK1022.			
SK2003	INTRODUCTORY TYPING	6	10
Principles and practice of keyboarding skills and development of a high level of proficiency in production work.			
SK2004	PRODUCTION TYPING	3	5
Development of a high level of proficiency in typing; accurate copy-typing speed of 35wpm; relevant teaching skills. Prerequisite: Demonstrated ability in typing.			
SK2006	SHORTHAND CURRICULUM AND METHOD	3	5
The methods involved in teaching shorthand; use of micro-teaching techniques as they apply specifically to shorthand.			
SK2007	TYPING CURRICULUM AND METHOD	2	5
Analysis of skill learning; teaching strategies; keyboard mastery and consolidation; curriculum and resources; production tasks; testing and grading; keyboarding and technology.			
SK2011	ADVANCED PITMAN 2000 SHORTHAND	3	5
Intensive revision of the Pitman 2000 system of shorthand; rapid reading and writing of exercises; methods of speed development. Prerequisite: SK2001 or SK2002.			
SK2017	HIGH SPEED SHORTHAND	4	5
Development of high speed in shorthand; dictation and transcription of passages at 90wpm and higher. Prerequisite: SK2022.			
SK2019	APPLIED SECRETARIAL SKILLS	2	5
Work observation; case studies in secretarial studies; simulation as a teaching technique. Prerequisite: SK2021.			
SK2020	OFFICE COMMUNICATION	3	5
Experiential learning; role play; conflict resolution; communication; written, verbal, non-verbal, upward, downward and horizontal communication; listening skills. Prerequisite: SK2021.			
SK2021	SECRETARIAL PRACTICE	4	10
Clerical aspects of secretarial studies; integrated secretarial assignments; audio typing; word processing; speed and accuracy tests. Prerequisite: SK2003 or SK2004.			
SK2022	SHORTHAND SYSTEMS	3	5
Shorthand systems; comparison of New Era and Pitman 2000 systems; speed-building techniques. Prerequisite: SK2011 or SK2013.			
SK2023	ADVANCED NEW ERA SHORTHAND	3	5
Review and extension of New Era shorthand principles; advanced phrasing principles; intensive drilling to consolidate shorthand theory and application skills. Prerequisite: SK2005.			
SK2024	NEW ERA SHORTHAND	6	10
Mastery of the principles of New Era Shorthand; reading, writing and application skills; advanced speed development principles and techniques.			

- SK2025 PITMAN 2000 SHORTHAND 6 10**
 Mastery of the principles of Pitman 2000 shorthand; reading, writing and application skills; advanced speed development principles and techniques.
- SK2026 OFFICE TECHNOLOGY 1 4 10**
 Workflow in automated office systems; components of an automated office system and their interrelation; evaluation of software; use of an integrated software package.
- SK2027 OFFICE TECHNOLOGY 2 4 10**
 The impact of technology on business organisations and on people.
 Prerequisite: SK2026.
- SK2028 OFFICE TECHNOLOGY CURRICULUM 2 5**
 Curricula, strategies, and resources applicable to the teaching of office technology.
 Prerequisite: SK2026.
- SK2029 WORK EXPERIENCE FOR TEACHERS 3 10**
 Examination of the aims and objectives of work experience within the broader context of career education; legal framework of work experience; planning and implementing work experience programs in schools; consideration of the school's role in preparing pupils for work and its implications for curriculum and teaching (6 weeks); development of an individual work experience proposal relevant to Principal Teaching Area; work experience of 4 weeks full-time employment or equivalent, probably during the Christmas vacation.
 Incompatible with PY2302.
- SK3700 ADVANCED SECRETARIAL STUDIES 3 10**
 The role of the administrative secretary; secretarial procedures; office systems; office supervision; technology and the administrative secretary.
 Incompatible with degree or higher qualification in secretarial studies.
 Prerequisite: Diploma of Teaching with major in commercial studies or equivalent.
- SK4005 EXECUTIVE SHORTHAND 1 6 10**
 Development of a sound knowledge of shorthand theory; introduction to principles of phrasing/word grouping; acquisition of note-taking techniques to a minimum speed of 50wpm.
- SK4006 EXECUTIVE KEYBOARDING 5 10**
 Development of keyboard skills using microcomputer and electric typewriter; introduction to formats used in typewritten business communications (correspondence, tabulations, display techniques, reports); attainment of keyboarding speed of 35wpm.
- SK4007 EXECUTIVE SHORTHAND 2 6 10**
 Consolidation of shorthand theory; vocabulary extension; transcription techniques; development to a minimum speed of 90wpm.
 Prerequisite: SK4005.
- SK4008 EXECUTIVE SECRETARIAL ASSIGNMENTS 5 10**
 Development of advanced production techniques; office style integrated projects with emphasis on a problem-solving approach covering a variety of business communications utilising the most appropriate technology (typewriter, word processor, audio equipment); development of a minimum speed of 55wpm.
 Prerequisites: SK4005 and SK4006.
- SK4009 OFFICE AUTOMATION 4 10**
 Introduction to the concepts and practice of office automation with emphasis on the techniques of computerised text generation and editing using the word processor; automated office routines; rostered work in the student practice office.

UNIT OUTLINES

- SP2004 FAMILY INTERPERSONAL RELATIONSHIPS 4 10**
Historical development of the Australian family; the changing role of women; one-parent and dual-career families; low-income families and unemployment; intergenerational relationships; the family in a multicultural society; teaching human relations to adolescents; teaching resources; community support services; the individual in the family. Prerequisite: DY2010.
- SP4001 INTERPERSONAL AND GROUP DYNAMICS 3 10**
Barriers to self-awareness and interpersonal relations; self-disclosure and feedback; the process of group and its impact on learning of religious concepts; group process and the stages of group development; intervention in groups to promote maximum potential in learning. Prerequisites: ED4074/5, PI4001, PY4017 and PY4018.
- SS1010 CONTEMPORARY AUSTRALIA 1½ 5**
Comparative study of the social institutions and group interactions in urban and rural Australia; the general structure of Australian society; work and unemployment; implications of working towards a pluralistic society.
- SS2026 AUSTRALIAN CITIZENSHIP 3 10**
Legal and political studies; the problems of law, such as assets and judicial procedure; the teacher and the law; aspects of politics and government in contemporary Australia.
- SS2028 AUSTRALIA AND THIRD WORLD ISSUES 3 10**
The Third World and Australia; the nature of world poverty; myths surrounding over-population; the causes of world hunger; life in 'shanty towns'; the relationship between the arms race and underdevelopment; approaches to development based on self-reliance and global inter dependence. Prerequisite: GE2010 or SS2043.
- SS2029 CULTURE AND ENVIRONMENT 3 10**
The geographer's approach to culture and environment interactions; cultural patterns; population and environment; perception of the cultural environment; technology and livelihoods; geographical background to current events; future environments. Prerequisite: GE2010.
- SS2038 ABORIGINAL CULTURE STUDIES 3 10**
Overview of hunter-gatherer societies, examining how lifestyles and beliefs provided for the material and spiritual needs of their members; traditional Aboriginal society (economy, socio-economic groups, religion, laws, the life cycle, significance of art); comparison of the values of the traditional Aboriginal society, of urban Aborigines and of western society; contemporary issues including health, housing, education, self-determination, identity.
- SS2039 AUSTRALIAN CITIZENSHIP 3 10**
The structure and functions of the major institutions of Australian society (social structure, democracy, government, judiciary, political parties, business, trade unions, interest groups); political processes in Australia; ways of acting to effect social change. Prerequisite: SS2043.
- SS2041 CURRICULUM PLANNING IN SOCIAL SCIENCE 1 4 10**
The nature and purpose of social science education; social science education in Queensland; individualising learning; using current events and media; resources; unit planning; assessment; curriculum planning. Prerequisites: GE2010 and GE2046 or HI2048 and HI2053.
- SS2042 CURRICULUM PLANNING IN SOCIAL SCIENCE 2 4 10**
The nature of social science and of citizenship; the Queensland syllabus; integrated approaches and teaching strategies; the nature of the student; macro and micro

techniques; the teaching of values; unitisation techniques; resources; assessment and evaluation.

Prerequisite: SS2043.

SS2043 THE LOCAL COMMUNITY 3 10

Identifying the local community; the historic, economic, political and physical factors that shape the development or decline of communities; power, status and class; the local community as a dynamic organisation; changes in the local community; case studies on issues.

SS2046 ABORIGINES AND TORRES STRAIT ISLANDERS 2 5

Early human occupation in Australia; reading archaeological evidence; traditional Aboriginal and Torres Strait Islander society from an Aboriginal and Islander perspective; interaction with Anglo-Australians; contemporary issues relevant to Aboriginal and Torres Strait Islander culture and identity.

SS2050 DIRECTIONS IN SOCIAL SCIENCE EDUCATION 3 10

The nature, scope and purposes of social science education; curriculum organisation; teaching for social and life skills; political, environmental and global education; curriculum planning for social science education.

Prerequisites: SS2041 and SS2043.

SS2051 THE CONSUMER AND THE COMMUNITY 2 5

Types of consumers; consumer education and legislation; the consumer society and consumer rights; consumer legislation and government intervention; advertising, the marketing function and consumer information; consumer education and consciousness; the consumer and the environment; patterns of consumption; globalisation of trade and international consumerism.

Prerequisite: SS2043.

SS2053 FOUNDATIONS IN THE HUMANITIES 6 14

Structures, concepts and strategies in the humanities with special references to social sciences and language arts; the humanities in the classroom; elements of curriculum planning; preparation of modules in the humanities.

SS2054 SOCIAL STUDIES EDUCATION 2 6

Approaches to primary social studies teaching; processes fundamental to primary social studies teaching: cognitive, affective, psychomotor, evaluative; question sequences, lesson sequences, unit planning.

Prerequisite: SS2053.

SS2055 THE NATURAL AND SOCIAL WORLD 3 8

Identifying and establishing the content area; identifying and evaluating modes of inquiry; approaches to curriculum development; curriculum program development.

SS2056 INTRODUCTION TO SOCIAL STUDIES 3 8

The Queensland social studies syllabus; skills development in social studies (expressive skills, investigation and inquiry skills, skills involving pictorial and graphical materials, map-making and use of maps); application (preparation of learning experiences and sample lesson notes); relationships with other areas of the curriculum.

SS2057 CURRICULUM STUDIES IN SOCIAL STUDIES 3 8

Cognitive development in social studies (using deductive and inductive techniques), with further skills development and values education while surveying basic content involved in teaching main ideas related to such themes as weather and climate, fundamental needs, life in different environments, culture and kinship.

Prerequisite: SS2056.

UNIT OUTLINES

- SS2058 ADVANCED CURRICULUM IN SOCIAL STUDIES 3 8**
Relationship with other course areas; implementation of the skills, knowledge and affective objectives of social studies; the self-dependent teacher as an effective evaluator of own work in social studies; translation of syllabus or subject guidelines into classroom reality; preparation of unit programs in social studies.
Prerequisite: SS2057.
- SS2800 TECHNOLOGICAL CHANGE 2 5**
The nature of technology; technological change and equity issues; technological change and the sustainable society; impact studies; technological change issues for Australia; strategies for effective management of technological change.
- SS2801 ASIAN WORLDS 3 8**
The religion: geography and ethnography, cultural divisions, political divisions; some traditional legacies (Confucianism, Buddhism, Hinduism, Islam and animism); the colonial impact and its aftermath; Asian success stories; the challenge of development in Asia; Australia and Asia.
- SS2802 AUSTRALIAN HERITAGE 3 8**
The chronological framework (Aboriginal occupancy, European settlement); the Aboriginal heritage; the Australian legend; the Australian character today; multicultural Australia; tangible evidence of the Australian heritage (the natural environment, Australian architecture, visual depictions of the Australian natural environment, the Australian ethos, the Australian as a post-industrial urban dweller).
- SS2803 CITIES AND INDUSTRIES 3 8**
Life in the city and the advantages and disadvantages of city living; selected case studies of the western city; location and distribution pattern of Australian cities; purposes and functions which urban settlements serve; the growth and internal structure of eastern style cities; Third World cities (case studies from Africa, South America, Asia, South East Asia); planning for better cities.
- SS2804 PEOPLE AND PLACES: A WORLD VIEW 3 8**
Case studies representative of life in equatorial rainforests, tropical deserts and savannas, sub-tropical woodland, temperate grasslands, high mountains and arctic wastes.
- SS2805 INTRODUCTION TO THE SOCIAL SCIENCES 2 5**
Contemporary issues in Australian society including ecology and the environment, poverty and underdevelopment, human rights, multicultural Australia; various approaches and methods used by social scientists in cognitive and values inquiry.
- SS2808 AUSTRALIAN CITIZENSHIP 3 8**
Exploration of the rights, responsibilities and obligations of Australian citizenship; nature of modern society and democracy; political theory; structure and function of Australian government; Australian political parties; trade unionism; contemporary social issues; teaching Australian citizenship.
- SS3025 CONTEMPORARY SOCIAL SCIENCE 4 10**
Introduction to the nature of sociology and psychology; social image; social control; deviance; environmental planning and human behaviour; family patterns; gender roles and relationships; work and unemployment.
- SS3030 SOCIAL EDUCATION: CURRICULUM DEVELOPMENT 3 10**
Curriculum movements in social education; planning, implementing and evaluating a teaching unit; curriculum development projects in social education; curriculum design and evaluation.
Prerequisite: CU3030 and SS3031 or equivalent.

- SS3031 SOCIAL EDUCATION IN THE CURRICULUM 3 10**
The nature and purpose of social education; the current state of social education; competing models; social education and the learner; instructional techniques; preparation of a rationale for a particular program; implementation strategies.
Prerequisite: CU3030 or equivalent.
- SS3800 ENVIRONMENTAL EDUCATION 3 10**
Nature of environmental education; ecosystems and environment; human impact and resource use; exploitation and management; development of field, research and planning skills; curriculum applications.
Incompatible with extensive studies in outdoor or environmental education.
- SS3801 CULTURAL ASPECTS OF THE HUMAN SETTING 3 10**
Humans as social animals; comparative study of selected ancient cultures and their solutions to the problems of social organisation and control; the creation of cultural values and norms; religious life and social conditioning; democracy and cultural freedom; examination of the western approach to the development of an empire.
- SS3802 PATTERNS AND PROCESSES OF DEVELOPMENT 3 10**
Global patterns and inequalities in development; the legacy of colonialism; international trade and finance; models of development; the population-resource debate; technology and development.
- SS4002 STUDIES IN THE NATURAL AND SOCIAL WORLD 1 2 8**
Commonalities and differences in contributing disciplines (health, science, social studies); planning a learning module for a small group of pupils; modelling a learning module for a larger group of pupils; modelling of a learning module which considers the organisation of 'small group tasks' within the total class setting.
- SS4003 STUDIES IN THE NATURAL AND SOCIAL WORLD 2 2 4**
Analysis of the nature of each of the contributing disciplines (health, science, social studies); the role of the contributing disciplines within the framework of the total curriculum; the organisation of content/processes/evaluation within and across the disciplines; analysis of learning resources and their application; development of extended and integrated learning programs.
- SS4004 STUDIES IN THE NATURAL AND SOCIAL WORLD 1 3 8**
Introduction to health, science and social studies; commonalities and differences in contributing subject areas; concepts, main ideas, learning experiences in contributing subject areas; application: preparing learning experiences and sample notes in contributing subject areas; relationships.
- SS4005 STUDIES IN THE NATURAL AND SOCIAL WORLD 2 1 4**
Overview of skills, knowledge, affective objectives of health, science, social studies and their implementation; analysis of learning resources and their application; the autonomous teacher: designing and implementing curriculum units; the autonomous teacher: evaluating subject areas.
- SS4800 ENVIRONMENTAL EDUCATION 2 5**
Case study of a controversial environmental issue; development of guidelines for teaching controversial environmental issues; curriculum issues.
- SS4801 PEACE EDUCATION 2 5**
Consideration of a sample curriculum program in peace education; curriculum issues in peace education; resources and activities.
- ST1000 QUANTITATIVE METHODS 4 10**
Applications of mathematics in business; exponential and logarithmic functions; interest calculations; annuities; sinking funds; depreciation; descriptive statistics; probability; graphical techniques; linear regression and correlation.

UNIT OUTLINES

- ST1010 RESEARCH METHODS 4 10**
Logic and argument; descriptive statistics — collection, presentation and analysis of data; price index numbers; introduction to computers.
- ST2800 STATISTICAL METHODS 3 8**
Descriptive statistics (frequency distributions, histograms, measures of central tendency and variance); basic probability concepts (sample space, conditional probability, expectations, repeated trials); random variables and their distributions (including binomial and normal distributions); sampling techniques; hypothesis testing; analysis of variance; regression and correlation.
- ST3000 QUANTITATIVE METHODS 1 4 10**
Linear functions; systems of linear equations; matrix algebra; linear programming; quadratic functions; exponential and logarithmic functions; differential calculus; partial differentiation.
- ST3001 QUANTITATIVE METHODS 2 4 10**
Descriptive statistics; probability; probability distributions; discrete distributions — binomial and hypergeometric, continuous distribution — normal; sampling distributions; statistical inference — estimation and hypothesis testing; non-parametric tests — chi-square tests of goodness of fit and independence; simple linear regression and correlation.
Prerequisite: ST3000.
- ST3002 APPLIED STATISTICS 4 10**
Linear programming; simplex method; duality; sensitivity analysis; multiple linear regression; general linear model in matrix form; heteroscedasticity; multicollinearity and autocorrelation; decision theory.
Prerequisite: ST3001.
- SU1010 SCULPTURE 1 16 50**
Drawings from life of the multiple image (or working drawings); introduction to a range of media and related techniques (clay, plaster, mixed media); the practical influence of the media on the conceptual mode; reading in art history and visits to relevant exhibitions.
- SU1011 SCULPTURE 2 15 45**
Drawing and modelling; exploration and experiment with media introduced in SU1010.
Prerequisite: SU1010.
- SU1012 SCULPTURE 3 14 40**
Projects of an individual nature which the student undertakes with the guidance of a tutor.
Prerequisite: SU1011.
- SU1013 SCULPTURE 4 14 40**
(See SU1012.)
Prerequisite: SU1012.
- SU2800 SCULPTURE 3 5**
Development of conceptual expression through three dimensional materials: clay, metal, leather and wood.
- SU2801 SCULPTURE 3 8**
Examination of sculpture to clarify the dichotomy between the expressive potential of the work and its development as an aesthetic object; the qualities of line, shape, mass and volume, and texture as applied to sculptural works; production of a major work.

- SU2802 SCULPTURE 2 3 10**
 Developing a more expressive approach to sculpture, building on the techniques gained in SU2801 and further applied design studies.
 Prerequisite: SU2801.
- SY1012 SOCIAL ISSUES IN AUSTRALIA 4 10**
 Interpretation of data; structural and interpretive social theory; family issues; issues of social deviance; needs and wants and the market perspective; community and social policy; social problems.
 Prerequisite: CW1000.
- SY2022 FAMILIES IN OTHER CULTURES 3 5**
 Consideration of the structural elements within the family and the family's relation to society through a comparative study of families in other cultures; variations in family life across the world and within Australia; the structure and function of the family as the most basic unit of social organisation.
- SY2800 CHANGING PERSONS IN A CHANGING WORLD 2 5**
 Major social and technological changes that appear to modify the sense of person; positive personal change and increased personal autonomy; the need for heightened self-awareness and a sense of social responsibility in a technological world; exploration of changing relationship styles when the transformed person experiences interpersonal relationships and relationships with the natural world as mutually enhancing and self renewing.
- SY2801 INEQUALITY IN AUSTRALIA 2 5**
 Theories of stratification (Marx, Weber, Parsons); structured inequality (objective inequalities, subjective inequalities, politically-based inequalities); stratification and Australian society.
- SY2802 PEACE STUDIES 2 5**
 The anatomy of human destructiveness; the phenomenon of belligerency; the economics of war and peace; campaigns for peace; teaching peace.
- SY2803 CROSS CULTURAL STUDY OF THE FAMILY 2 5**
 Family structures of different cultures; internal organisation of the family; kinship; mate selection; legitimacy and illegitimacy; family and society; crisis in the family; contemporary issues.
- SY2804 AN INTRODUCTION TO HUMAN CULTURE 3 8**
 Primate behaviour and human evolution; the concept of culture; urbanisation and the rise of civilisation; early Western archetypes; concepts in religion; factors influencing women's social status; analysis of leadership and the cult of personality.
- SY2805 ETHNOGRAPHY 3 8**
 Entry to a setting and establishment of the ethnographer's role; information collection; objectivity; refinement of information.
- SY2806 SOCIAL BEHAVIOUR 3 8**
 Theory in social behaviour; religion; the family; work and play; politics and economics; the future.
- SY2807 ADMINISTRATIVE PRACTICES 3 8**
 The three areas of administration; formal and informal aspects of organisation (Weber's ideal bureaucracy, modern bureaucracies, professional-bureaucratic conflicts, functions and dysfunctions of bureaucracies); elements of administration including decision-making, leadership and communication; coping in organisations (positive aspects of conflict, effective management of conflict, physical and psychological stress, management of time).
 Prerequisite: SY2805.

UNIT OUTLINES

- SY2808 PATTERNS OF SOCIAL CONTROL 3 8**
Comparative study of theories of organisation; sexism and racism and social control; the control of the individual through religion; education and the sociology of youth; crime and punishment; the 'new society': a comparative study of social control.
Prerequisite: SY2804.
- SY3025 SOCIOLOGY OF THE FAMILY 3 10**
Definitions of the family; the family and society; social class and geographical differences in family patterns; influence of changing social conditions; socialisation and child rearing patterns; families in a multicultural society.
- SY3300 SOCIETY, SOCIAL POLICY AND EDUCATION 3 10**
Social policy in education; implications for social policy of change in society; the economics of education; social policy and the teacher.
Co/Prerequisite: ED3300 or equivalent.
- SY3301 SOCIOLOGY OF THE SCHOOL 3 10**
Sociological views of schooling; clarifying tasks, structures and relationships of schools and classrooms; the consequences of these for both teachers and pupils.
Co/Prerequisite: ED3300 or equivalent.
- SY3302 SOCIOLOGY OF EDUCATION 3 10**
The nature and scope of sociology; sociology and education; the cultural context of educational institutions and teaching; sub-cultures in the school and their interaction; appropriateness of education to modern Australian society.
- SY3700 STUDIES IN ALCOHOL AND OTHER DRUGS 3 10**
Epidemiology of drug use and misuse; effects of drug taking; sociocultural influences on drinking behaviour; the nature of dependency; community attitudes and strategies for prevention; occupational programs.
Prerequisite: Studies in social sciences at Diploma of Teaching level.
- SY3800 CAREER AND LIFE PATTERNS OF WOMEN TEACHERS 3 10**
Theories of adult development; career development theories; transitions and crises; trends in career development and their implications for women teachers; additional knowledge and skills which women teachers may need for planning future and professional roles.
- SY3801 MASS MEDIA, SOCIETY AND CULTURE 3 10**
Major issues in the study of mass communication; major schools of thought relevant to a study of the media; cultural and historical issues; content and techniques of media message making; the media as definers of social reality.
- SY3802 SOCIAL CHANGE AND WOMEN IN AUSTRALIA 3 10**
Policy initiatives relating to women; current debates on the status of women; ideology and the position of women; effects of economic recession and technological change; educational implications.
- SY4000 RELIGION AND SOCIETY 3 10**
The relationship between thought and the social context in which it arises; the formative power of culture; socialisation, communication and social cohesion, sociological analysis of religious expression; the sacred and the secular in society; the role of knowledge in society; belief and behaviour.
Prerequisites: ED4074/5, PI4001, PY4017 and PY4018.
- TE1020 TEXTILES 1 16 50**
Drawing and design; historical development of textiles; colour and dyes; variety of chemical and natural dyestuffs; testing of fibres, fabrics and colours to establish their properties and performance; practical studio work.

TE1021	TEXTILES 2	15 45
Drawing and design; block printing: the uncut block-fabric "collographs" reduction method of multi-colour printing, one colour designs. Screen printing: multi-colour paper "pick-up", lacquer stencils and RISO stencils, photographic stencils. Embroidery; knitting; resist methods. Prerequisite: TE1020.		
TE1022	TEXTILES 3	14 40
The structure of weaving and the wide spectrum of techniques for both two dimensional and three dimensional fibre; development of skills on various loom types. Prerequisite: TE1021.		
TE1023	TEXTILES 4	14 40
Projects of an individual nature which the student undertakes with the guidance of a tutor. Prerequisite: TE1023.		
TE2010	CREATIVE FABRICS	3 5
The relationship between basic materials, techniques of production and the characteristics of the textile product; application of design principles to the production of textile items; development of skill in textile crafts; production of individual, personal or household items; methods of integrating textiles and clothing within the school home economics program.		
TE2021	FIBRE AND FABRIC	5 10
Process of yarn construction with spindle and wheel; simple woven techniques; basic process of loomwork; study of colour process related to fibre and fabrics, dyeing, printing, batik dyeing, stitchery and screen printing; school application. Prerequisite: AR2021.		
TE2022	MAJOR STUDY: FIBRE STUDIES 1	7 10
Selection of a program of work based on experience in fibre and fabric; extensive practice in the chosen field of study; importance of design. Prerequisite: TE2021.		
TE2023	MAJOR STUDY: FIBRE STUDIES 2	7 10
Continuation of TE2022; planning and presentation of a display of work. Prerequisite: TE2022.		
TE2024	SUBSIDIARY STUDY: TEXTLE/FIBRE DESIGN	3 5
Development of a program of work in fibre and textile design; application of fibre and textile design studies to the school situation; sources of textile design; practical work; potential hazards in fibre arts. Prerequisite: TE2021.		
TE2800	FIBRE ARTS	2 5
The variety and scope of materials and processes used in textile arts; study of contemporary and past works; dyeing; fibre constructions (spinning, weaving, other construction techniques); or surface decoration (block printing, mono printing, fabric printing, screen printing, embroidery).		
TE2801	TEXTILE STUDIES 1	3 8
Introduction to the preparation of fibres and yarns and to the study of a range of textile structures. Practical work in selected areas.		
TE2802	TEXTILE STUDIES 2	3 8
Analysis of the aesthetic principles underlying the production of contemporary textiles and the study of cultural influences on textile artists. Practical work in dyeing, spinning and weaving. Prerequisite: TE2801.		

UNIT OUTLINES

- TE2803 WEAVING 1 3 8**
Inkle loom weaving (portability, methods of warping, patterns, starting and finishing); frame weaving to produce wall hangings, bags and mats; loom weaving involving design of a garment, wall hanging, rug or table linen; records and drafting.
- TE2804 WEAVING 2 3 8**
Sorting and preparation of a woollen fleece for spinning (woollen and worsted spinning); cotton spinning; plying and fancy yarns; basketry; four-shaft weaves.
Prerequisite: TE2803.
- TE2805 TEXTILES 2 4 10**
Further development of fibre techniques in spinning, weaving and dyeing, working towards both functional and 'fine art' products.
Prerequisite: TE2805.
- TE3700 WOVEN TEXTILES 3 10**
History of textiles in America, Europe, Australia, New Zealand and the Orient; aesthetics related to fibre and materials; textile design; practical work in dyeing, spinning and weaving; design work; study of one weaving technique. Compulsory study school for external students.
- TE3800 TEXTILES: FUNCTION AND DESIGN 3 10**
Practical application of designs; historical perspectives with emphasis on Greek, Indian, English, Japanese, Javanese and American influences; yarn construction; fabric construction; fabric finishes; fabric testing; the textile industry; nature of colour and colour formation. Compulsory study school.
- TS2900 COMMUNICATION 3 5**
Development of a pattern of communication appropriate to teaching; verbal and non-verbal communication; resources as aids to communication; procedures for preparing for and participating in observation sessions; lesson planning.
- TS2901 BASIC TEACHING SKILLS AND STRATEGIES 3 5**
Introduction to strategies to stimulate the intellectual growth of learners; teaching skills including effective student reinforcement, explaining, basic questioning, lesson introduction and closure; resources as aids to instruction.
- TS2902 ADVANCED TEACHING SKILLS AND STRATEGIES 2 5**
Advanced strategies relative to skill development, divergent teaching, values identification analysis and clarification; advanced questioning; introduction to computers; the functions of assessment and the terminology associated with it.
- TS2903 TEACHING FOR INDIVIDUALISING LEARNING 2 5**
Learning styles; strategies for enhancing learning appropriate for various learning styles; individualised learning; computer-assisted instruction.
Prerequisite: TS2900.
- TS2904 TEXT PROCESSING STRATEGIES 2 5**
The nature and structure of expository and narrative text; place and use of text in the curriculum; principles and practice of teaching students how to learn; the ERICA Model; learning to learn from text; preparing to learn; guiding learning; expressing learning.
Prerequisite: TS2903.
- TS2905 THE BEGINNING TEACHER 2 5**
Classroom and resource management; interpersonal relations involving colleagues, students and parents; school induction programs; professional and legal issues relating to the teacher's role.
Prerequisite: TS2904.
- TS2906 STUDIES IN TEACHING 1 3 5**

Analysis of the teaching and learning environment; communication at individual and group level; personal and professional planning; basic teaching skills; self-analysis of teaching skills.

TS2907 STUDIES IN TEACHING 2 3 5
Use of teaching skills to achieve instructional objectives; assessment, evaluation and measurement of pupil learning; identification, selection and evaluation of resources for facilitating learning.
Co/Prerequisite: TS2906.

TS2908 STUDIES IN TEACHING 3 3 5
Workshop safety; placement of facilities; storage and display of equipment; beginning and ending a practical class; standards of care, workmanship and behaviour; management; learning styles (creative, acceptance/anxious, rigid/inhibited, undisciplined); basic patterns of grouping for use in the classroom; formats for individualising learning.
Co/Prerequisite: TS2907.

TS2909 STUDIES IN TEACHING 4 3 5
Curriculum development as a participatory decision-making process; interpersonal relationships with colleagues, administrators and parents; the curriculum-related needs of the beginning teacher; analysis of beginning teaching and the development of strategies to ease the transition into teaching.
Co/Prerequisite: TS2909.

TS3600 CLASSROOM MANAGEMENT: MODELS AND PRACTICE 3 10
Concepts and variables associated with classroom management and control; student and teacher perceptions of classroom contexts and behaviour problems; contemporary views of classroom management and discipline; developmental theories of classroom and behaviour management; teaching for professional integration and self-actualisation.

TS3601 PERSPECTIVES ON EDUCATIONAL TECHNOLOGY 3 10
Current perspectives on educational technology; development of a theoretical and research basis; the media of instruction; application of educational technology; significant modern manifestations of educational technology; future directions. External students need access to a video recorder.
Incompatible with degree or graduate diploma studies in educational technology or media; ED3009 and ME4000.
Prerequisite: Relevant studies at Diploma of Teaching level.

TS3602 TEACHERS AND ISOLATED LEARNERS 3 10
The isolated community; the isolated learner; consideration of various types of teaching situations; teaching strategies; support services.

TS3603 TEACHING STRATEGIES 3 10
Evaluation of the student's own teaching strategies; examination of the literature on teaching strategies; critical evaluation of strategies/models of teaching available.

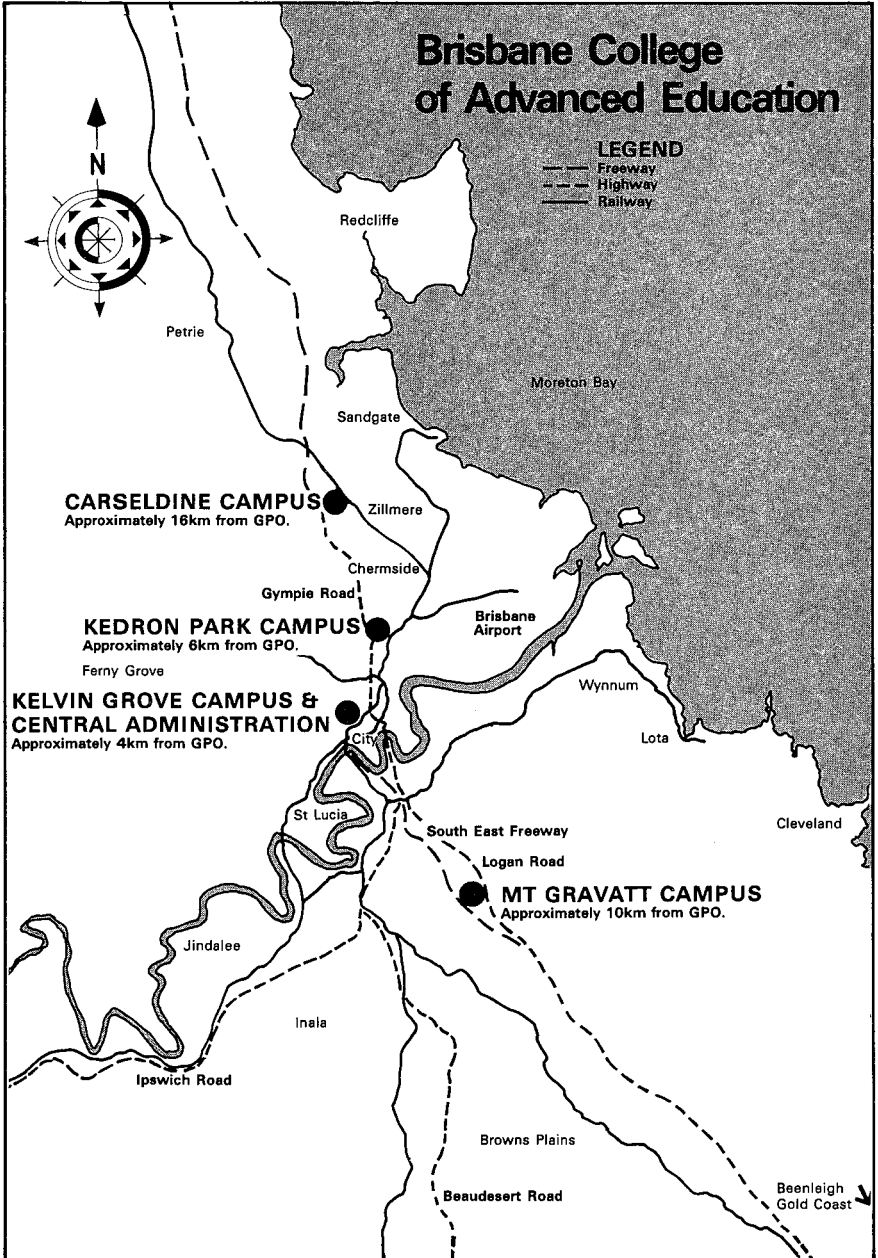
TS4600 STUDIES IN TEACHING 1 3 5
Analysis of the teaching/learning environment; classroom and school interaction; planning; teaching skills; self-analysis of teaching skills.

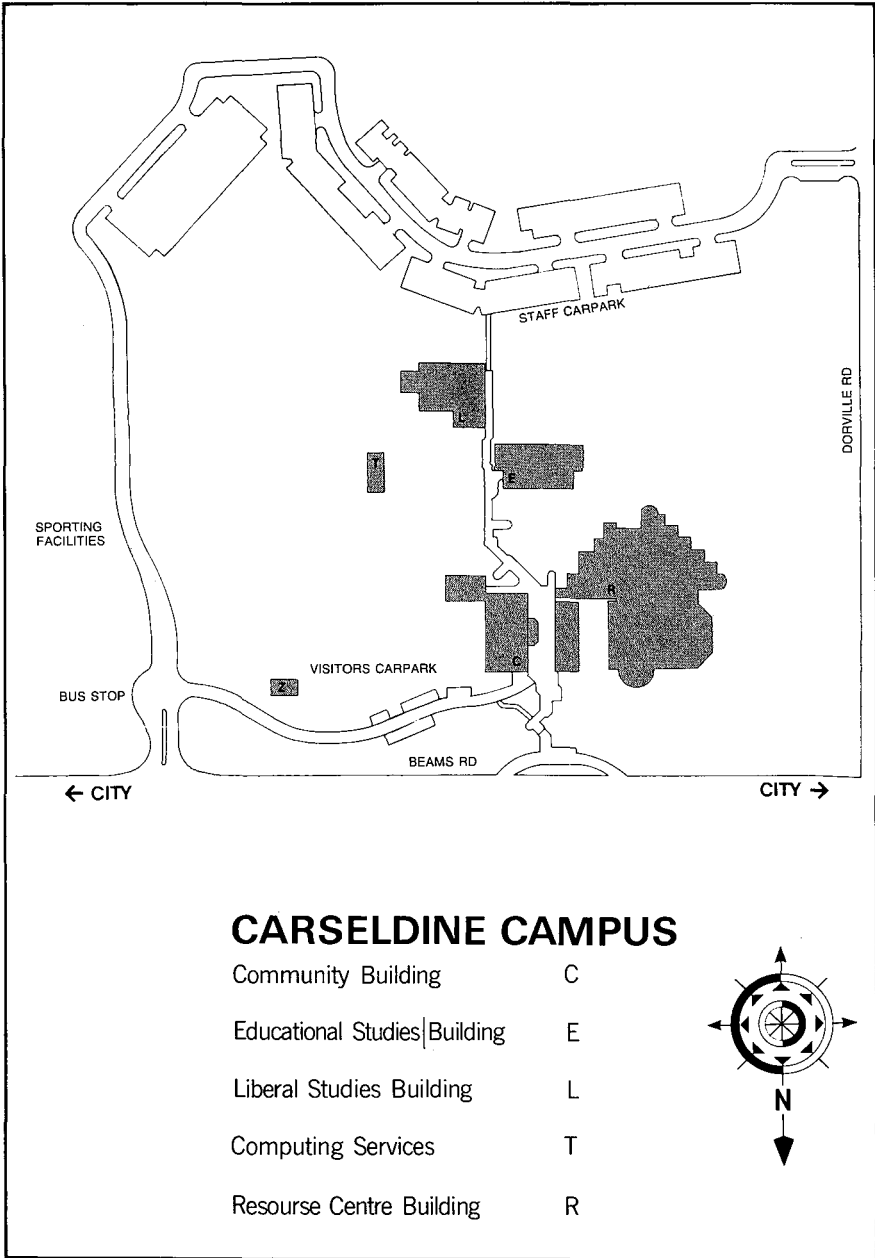
TS4601 STUDIES IN TEACHING 2 3 5
Orchestrating teaching skills to achieve instructional objectives; selection of teaching strategies as a decision-making process; assessment of student learning; factors involved in the assessment process; terminology of measurement; assessment philosophies; planning an assessment program; identification, selection and evaluation of resources for facilitating student learning; use of audio-visual resources and reprographic techniques; cataloguing of resources.
Prerequisite: TS4600.

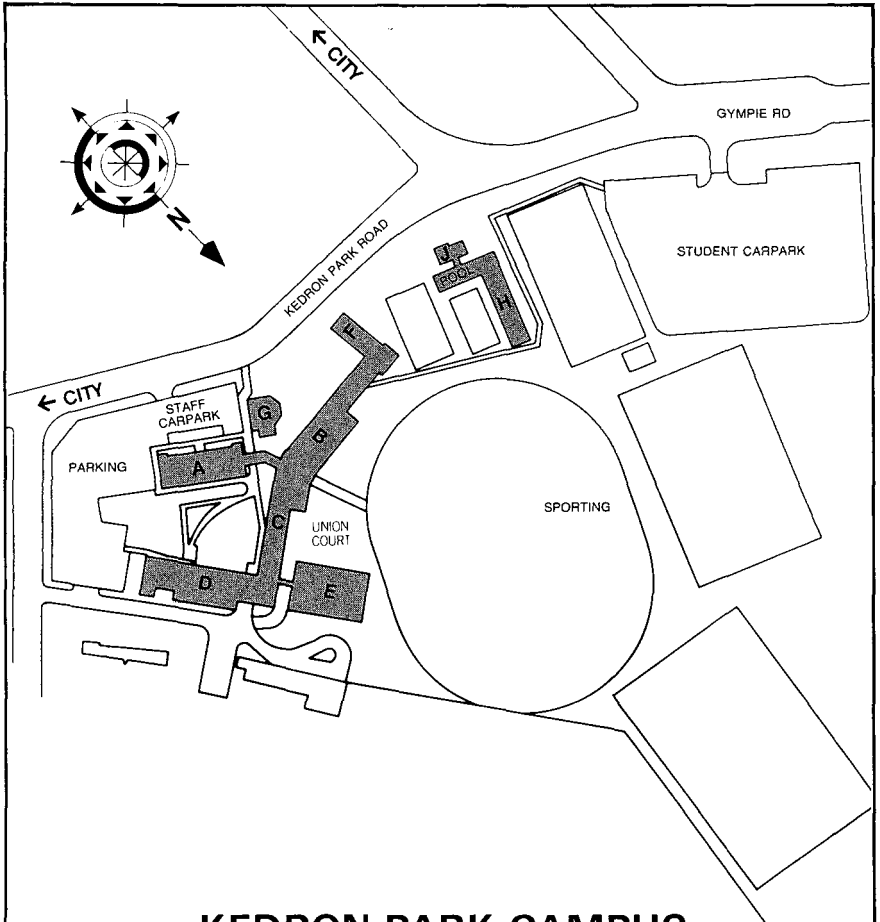
UNIT OUTLINES

- TS4602 STUDIES IN TEACHING 2 3 5**
Orchestrating teaching skills to achieve instructional objectives; selection of teaching strategies as a decision-making process; assessment of student learning; factors involved in the assessment process; terminology of measurement; assessment philosophies; planning an assessment program; analysis of beginning teaching; approaches for responding to problem students.
Prerequisite: TS4600.
- TS4603 STUDIES IN TEACHING 3 2 5**
Management (monitoring through feedback, on-task behaviour, breakdowns, problem students); learning styles (creative, acceptance/anxious, rigid/inhibited, undisciplined; implications for choosing strategies); basic patterns of grouping for use in the classroom; individualising learning.
Prerequisite: TS4601.
- TS4604 STUDIES IN TEACHING 4 2 5**
Overview of curriculum development as a participatory decision-making process; working with colleagues, administrators and parents; needs assessment; beginning teaching; development of strategies to ease the transition into teaching.
Prerequisite: TS4603.
- TX3025 TEXTILE SCIENCE 4 10**
Overview of textiles and textile evaluation; fibres; yarns; fabric construction; finishing treatments; colour and its application to textiles; textile care; textile end-use; principles and practice of textile performance evaluation.
Prerequisite: CH3025.
- TX3026 TEXTILE DESIGN 6 10**
Factors influencing garment and household goods designs; design development; yarn structure; techniques of fabric construction and decoration; the textile industry.
- TX3027 TEXTILE MARKETING 4 10**
Theories of clothing consumption; factors affecting individual and family clothing expenditure; standard sizing; pattern styling techniques; preparation of a brief.
Prerequisite: TX3026.
- WS2001 WOMEN IN COMMERCE 2 5**
The areas in which women work and the reasons why women are clustered in these areas; the office situation and the relationship between work roles and broader social roles; women and teaching and the professions; current and proposed State and Federal legislation.
- WS2800 WOMEN'S STUDIES 2 5**
Sex-role socialisation; oppression and the women's movement; images of women in the media; women in popular culture and romantic fiction; women and work; literature and the media as propaganda; the politics of liberation.

8 Campus Maps







KEDRON PARK CAMPUS

	Level	Building		
Audio Visual Services	2	D	Industrial Relations	2
Bar Practice Centre	2	A	Lecture Theatre	1
Campus Administration	2	A	M.A.S. Course	2
Campus Principal	2	A	Micro Computer Laboratory	2
Canteen	1	E	Music	3
Caretaker	1	J	Pottery	1
College Bookstore	1	D	Resource Centre	3
Computing Services	1 & 2	F & I	Secretarial Studies	3
Counselling Services	1	D	School of Business Office	2
Court Room	3	E	Staff Amenities	3
Department of Accounting	3	E	Student Lounge	1
Department of Computing	3	C	Student Services	2
Department of Expressive Arts	2	B	Swimming Pool	1
Department of Marketing	3	B	Toilets & Change Rooms Ladies	1
Gymnasium	01	E	Toilets & Change Rooms Men	1
Groundsmen's Compound	1	K	Union	1

KELVIN GROVE CAMPUS

- A CAMPUS ADMINISTRATION/COMMERCIAL STUDIES/PSYCHOLOGY/SOCIAL SCIENCE
- B SOCIAL STUDIES/AFAS/READING/EXTERNAL STUDIES
- C COMMUNITY BUILDING
- D ART
- E EDUCATION STUDIES
- F ART (30 STUDIES)
- G DANCE STUDIO
- H HOME ECONOMICS
- I COMPUTING/TEACHER LIBRARIANSHIP
- J ONE TEACHER SCHOOL MUSEUM
- K EARLY CHILDHOOD STUDIES/BCAE CENTRAL ADMINISTRATION
- L LANGUAGES AND DRAMA
- M MUSIC
- N ASTHMA EDUCATION UNIT
- O SWIMMING POOL COMPLEX
- P PHYSICAL EDUCATION BUILDINGS AND GROUNDS
- R EDUCATIONAL RESOURCE CENTRE
- S SCIENCE/MATHEMATICS
- T TEMPORARY BLOCKS
- U SCULPTURE COURT
- V EARLY CHILDHOOD CENTRE
- W PROPERTY OFFICE

