

1989 Handbook

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Brisbane College of
Advanced Education



1989 HANDBOOK

**BRISBANE COLLEGE OF
ADVANCED EDUCATION**

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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.

With an enrolment exceeding 10,000 students in 1989, 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 major part in the expansion of educational opportunity in south east Queensland. Significantly, the College will in 1989 be entering into discussions with the State Government and with Griffith University, the Gold Coast College of Advanced Education and the Queensland Conservatorium of Music regarding the establishment from amongst the four institutions of a major new university. Independently of this, the College is proceeding with plans to commence teaching at a temporary campus at Nambour on the Sunshine Coast, with a view to the subsequent establishment of permanent facilities.

The College looks forward with confidence to these developments and to continuing expansion of its teaching and research activities within the Commonwealth Government's 'Unified National System' of higher education.



1 Council and Committees

THE COUNCIL

Chairman

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

Deputy Chairman

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

Director

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

Nominee of the Director-General of Education

K.P. Robertson, BEd PhD *Qld*, MEdAdmin *NE*

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*, MPS

W.K. Hayes, JP, LS, MIS *Aust.*

K. Horwood, BA AEd *Qld*, MACE

A.K. Lavis, FCA, ACIS, AAUQ

J.E. Miles, BEng BEcon *Qld*, FIE *Aust.*, MStructE, MASCE

M.A. Muldoon, GDEdAdmin *Bris.*

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

Elected Staff Members

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

J.L. Frome

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

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

Elected Student Members

A.G. La Vin

Council Nominated Members

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

M.J. Winter, DipNurseAdmin, BA *Qld*, FCNA, FAIM

Secretary

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

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.

Composition

Chairman of Council
 Deputy Chairman of Council
 Chairman, Finance Committee
 Chairman, Property Committee

COUNCIL AND COMMITTEES

Chairman, Personnel Committee
Chairman, Legislation Committee
Chairman, Student Affairs Committee
Chairman, Halls of Residence Committee
Director
Deputy Director
Secretary: Registrar

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
Deputy Director
Secretary: Registrar

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
- Deputy Director
- Secretary: Registrar

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
- Deputy Director
- Secretary: Registrar

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
Deputy Director
Secretary: Registrar

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
Deputy Director
Secretary: Registrar

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 general policies relating to the operation of the Halls of Residence.
2. To make recommendations to Council in relation to the proposed annual budget for the Halls of Residence and specifically with respect to the level of fees for resident students and to substantial proposed works or maintenance projects.
3. To provide advice and assistance to the Dean of the Halls of Residence as appropriate.
4. To arrange for submission of a summary annual report to Council on the operation of the Halls of Residence.

Composition

Chairman of Council
Chairman, appointed by Council
One other member of Council who is not a member of staff of the College
Director
Campus Principal, Mount Gravatt
Dean, Halls of Residence
One female member of the Residential Students' Association
One male member of the Residential Students' Association
Secretary: Registrar

STUDENT APPEALS COMMITTEE

The Student Appeals Committee is empowered by Council to hear on its behalf student appeals in respect of academic matters. The Committee acts as the highest and only student appeal tribunal within the College.

Terms of Reference

The Student Appeals Committee shall be responsible for:

1. determining appeals submitted by students in regard to assessment, progression, exclusion, graduation, award of credit or other matters of an academic nature;
2. establishing and monitoring the effectiveness of procedures for the conduct of student appeals;
3. bringing to the attention of Academic Board or other committees or persons issues arising from the hearing of appeals;
4. reporting to Council on an annual basis or as required.

Composition

Chairperson, appointed by Council
Director or nominee
Dean, Academic Affairs or nominee
One member of the academic staff nominated by Heads of Schools
One member of the student body nominated by the BCAE Union Council
Secretary: Academic Registrar

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

COUNCIL AND COMMITTEES

3. progression, the academic calendar, planning and review of timetables; 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
- Dean, Academic Affairs
- Chairpersons of Boards of Studies
- Assistant Director, Services
- Academic Registrar
- External members of the College Council (2)
- An academic staff member elected from and by the full-time academic staff of each School
- A student from each campus, selected by the BCAE Union Council
- Secretary: Academic Registrar

STANDING COMMITTEES OF THE ACADEMIC BOARD

STEERING COMMITTEE

Terms of Reference

The Steering Committee shall be responsible for:

- reviewing business proposed for consideration by the Academic Board to determine:
 - whether it takes due cognisance of the history of the issue;
 - whether it is satisfactorily documented to allow action by the Board;
 - whether arguments are fully developed and options explored and examined following appropriate consultations and references;
- preparing a consolidated report for consideration by the Academic Board in instances where business proposed for consideration by the Board on the one topic has been considered by several Boards of Studies or other Committees of the Academic Board;
- reviewing all proposals for new courses and major changes to existing courses coming from Boards of Studies or any other source and advising the Academic Board on them;
- assisting in setting the agenda for Academic Board meetings by:
 - making recommendations on routine matters;
 - offering comments and recommendations where appropriate to expedite the efficient and effective operation of Academic Board meetings;
 - determining the "starring" of items;
- responding to matters referred to it by the Academic Board and acting on behalf of the Board when requested.

Composition

The composition of the Steering Committee is:

- Chairperson of the Academic Board (Chairperson)

Deputy Chairperson of the Academic Board
Dean, Academic Affairs
Academic Registrar
One elected academic staff member of the Board nominated by the Board
Secretary: Academic Registrar

BOARDS OF STUDIES

Subject to academic policies and guidelines established by the College Council and the Academic Board, Boards of Studies are expected to exercise a predominantly executive role in relation to courses under their jurisdiction. They are also required to act in an advisory capacity to the Academic Board and to report regularly to it.

Terms of Reference

A Board of Studies shall be responsible for:

- academic oversight of the group of award courses aligned with it, including careful monitoring of the quality, professional and vocational appropriateness and effective operation of those courses;
- establishing appropriate procedures for implementing College policies in relation to courses associated with it and advising the Academic Board on desired amendments to such policies in the light of experience;
- the development of course accreditation and reaccreditation submissions for School-specific courses, by the relevant Course Advisory Committees and the careful scrutiny of them in relation to College policies and guidelines and ACTA (formerly ACAAE) award criteria, before they go to Course Assessment Committees for final assessment;
- the preparation of a duly amended final copy of each course submission, following the report of the Course Assessment Committee and advice of accreditation, for forwarding through the Registrar to the Board of Advanced Education for reference;
- new course initiatives, regular review and modification of existing courses and recommending to the Academic Board on desirable course developments, particularly in relation to triennial planning;
- advising the Academic Board on the adequacy of relevant resources, facilities and services for the courses aligned with it;
- consideration of academic matters referred to it by the Academic Board, Course Advisory Committees or other sub-committees and where appropriate, by other groups or individuals;
- ensuring that effective liaison is maintained on course related matters, such as field experience, with external agencies and professional bodies;
- the appointment of Course Advisory Committees and such other committees or working parties/task forces as are considered necessary for the effective discharge of its functions and advising the Academic Board on the membership and terms of reference of all such groups; in particular, recommending to the Academic Board on the composition of Course Assessment Committees for courses aligned with it; such additional functions as the Head of School may determine.

In the case of cross-School courses in the field of teacher education, the Teacher Education Coordinator would be expected to assume responsibility, in conjunction with the separate Boards of Studies, for carrying out the third and further functions above.

Composition

Each Board of Studies shall comprise:

- Chairperson (Head of School)
- Director or nominee
- Head of Departments
- Course Coordinators (Chairpersons of Course Advisory Committees or of a group of such committees for related courses)
- Nominees of four other Boards (Boards represented to be determined by the Academic Board on advice of the Board of Studies)
- Four academic staff members elected from and by the full-time academic staff

of the relevant School, with not more than one from any one Department except where fewer than four Departments exist
Two students, selected by the student Union Council
Nominee of the Assistant Director, Services
Up to three members external to the College (at the discretion of each Board of Studies)
Up to two co-opted internal staff members of the College
Teacher Education Coordinator (for Boards associated with teacher education Schools)
Secretary (all Boards of Studies): Academic Registrar

ACADEMIC PROCESSES AND RULES COMMITTEE

Terms of Reference

The Academic Processes and Rules Committee:

shall recommend to Academic Board on policies, rules and procedures related to admission, enrolment, exemption, assessment, progression and exclusion, reviews and appeals, graduation and academic schedule;
shall undertake relevant analysis of the above matters as requested; and
shall report on any other matters within the general area of its responsibility which may be referred to it for consideration.

The Academic Processes and Rules Committee, working with Boards of Studies, Heads of Schools, the Academic Registrar and others shall concern itself with the implementation and review of policy and procedure within these areas, so that College rules and procedures are made as effective and equitable as possible.

Composition

The composition of the Academic Processes and Rules Committee is:

Chairperson, appointed by the Academic Board
Director or nominee
Academic Registrar
One nominee of each Board of Studies
One student selected by student Union Council
Secretary: Academic Registrar

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2 Staff

PRINCIPAL OFFICERS OF THE COLLEGE

CENTRAL ADMINISTRATION

DIRECTOR

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

DEPUTY DIRECTOR

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

DEAN, ACADEMIC AFFAIRS

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

ASSISTANT DIRECTOR, FINANCE AND FABRIC

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

ASSISTANT DIRECTOR, SERVICES

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

ACADEMIC REGISTRAR

A.M. Brownhall, BA BEcon *Qld*

REGISTRAR

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

HEADS OF SCHOOLS

HEAD, SCHOOL OF THE ARTS

J. Shaw, BA BEd *Qld*, CertAppA

HEAD, SCHOOL OF BUSINESS

S.C. Thompson (Acting), BCom(Hons) MFM PhD *Qld*, FASA, CPA, FCIS, FIBA

HEAD, SCHOOL OF EARLY CHILDHOOD STUDIES

G.M. Boulton-Lewis (Acting), CertT *NSW*, BA PhD *Qld*, MEd *Canb.*, FACE

HEAD, SCHOOL OF HEALTH AND WELFARE STUDIES

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

HEAD, SCHOOL OF PHYSICAL EDUCATION AND LEISURE STUDIES

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

HEAD, SCHOOL OF TEACHER EDUCATION — CARSELDINE CAMPUS

G.R. Streets (Acting), BA BEd(Hons) MEd *Qld*, MACE

HEAD, SCHOOL OF TEACHER EDUCATION — KELVIN GROVE CAMPUS

P.W. Thomas, BSc(Hons) DipEd *Wales*, MA *Lough.*, PhD *Qld*, SAANZ, MACE, AARE

HEAD, SCHOOL OF TEACHER EDUCATION — MOUNT GRAVATT CAMPUS

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

CAMPUS PRINCIPALS

CARSELDINE CAMPUS

G.R. Streets (Acting), BA BEd(Hons) MEd *Qld*, MACE

KEDRON PARK CAMPUS

S.C. Thompson (Acting), BCom(Hons) MFM PhD *Qld*, FASA, CPA, FCIS, FIBA

KELVIN GROVE CAMPUS

P.W. Thomas, BSc(Hons) DipEd *Wales*, MA *Lough.*, PhD *Qld*, SAANZ, MACE, AARE

MOUNT GRAVATT CAMPUS

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

SENIOR ADMINISTRATIVE STAFF — CENTRAL ADMINISTRATION

Academic Secretary

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

Admission Officer

M.E. Miller, CertT *Toorak*

Assistant Registrar

E.D. Harding, BA *Qld*

Bursar

D.A. Neville, AAUQ

Controller, Buildings and Grounds

R.W. Brownlie

Personnel Manager

P.A. Leavy (Acting), BA *WAust.*

Planning and Statistics Officer

K.J. Kaminski, BEcon *Tas.*

Recruitment and Appointment Officer

P.I. Meikle

Senior Finance Officer

J.M. Lanfranchi

Special Projects Accountant

A.W. Gerrard

Special Projects Manager

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

Statistics and Management Information Officer

J.A. Stephenson, BA *Qld*, AIMM

Student Administration Coordinator

J.P. Stubbs, BEd(Hons) *Bulmershe*

Systems Development Officer

L.J. Jarrett, AAUQ, AASA, ACIS

SENIOR ADMINISTRATIVE STAFF — CAMPUSES

Campus Coordinators

Carseldine

G.J. Collis, BCom *Qld*

Kedron Park

T.D. Sweeper

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Tutor

J.C. Reynolds, DipT *Kelvin Grove*

DEPARTMENT OF MANUAL ARTS

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Senior Lecturer

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Lecturers

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 R.J. Baldwin, DipT *Mt Gravatt*, BEd *Bris.*, MQMATA
 R.G. Brett, DipT BEd *Bris.*, MQMATA
 I.R. Chester, CertT *Western TC*, DipT *Torrens*
 K.J. Dodds
 N.R. Marsden, DipT BEd *Bris.*, MQMATA
 A.F. Osgarby, DipT *Bris.*

STAFF

G.D. Phillips, CertT
K.S. Scougall, DipT BEd *Bris.*, MQMATA
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DEPARTMENT OF MATHEMATICS AND COMPUTING

Head

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T. Mowchanuk, BSc *Adrian.*, BEd *LaT.*

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DEPARTMENT OF PHYSICAL EDUCATION

Head

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P.J. Dickson, DipT *Kelvin Grove*, DPE *Qld*

P.J. Feeney, DPE *Qld*, DOE *Edin.*

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J.N. Suttie, BEdSt *Qld*, GDSpecEd *Mt Gravatt*

DEPARTMENT OF SCIENCE

Head

Vacant

Senior Lecturers

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I.A. Head, BEd BSc *Qld*
 C.J. McRobbie, BSc BEd *Qld*, MSc *Pacific*, PhD *Monash*, MACE, ARACI, AARE
Lecturers
 J.M. Broadfoot, CertT BSc *Qld*
 B.N. Cooke, MSc *Qld*
 I.S. Costin, BSc PhD *Qld*, DipTEd *NE*, MEdSt *Qld*
 A.G.L. Edwardson, BSc(Hons) *Birm.*, BEd MEdSt *Qld*, CBiol, MIBiol
 A.T. Grenfell, BSc(Hons) DipEd PhD *Qld*, MGSA
 J.A. Marsh, BSc MSc DipEd *Qld*, ADBiolLabTech *Capricornia*
 S.M. Richie, DipT BEd GDEdAdmin *Bris*, GDEd(Sci Ed) *WAIT*, MAppSc *Curtin*
 D.F. Tulip, BSc BEd MEdSt *Qld*, MACE

DEPARTMENT OF SOCIAL STUDIES

Head

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 R.H. Leach, BA *Qld*, LittB MSocSc(Hons) *NE*
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Lecturers

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 B.A. Hoeppe, BA DipEd BEd MEdSt *Qld*
 P.D. Hutton, BA BEd MA *Qld*
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 M.P. Maher, BA DipEd *Qld*, MSc MSc *Griff.*
 G.J. Shipstone, BEcon BA MA *Qld*, DipEdSt(Multicultural) *Armidale*
 P.E. Whitehead, DipT *Palmerston North TC*, BA MA(Hons) *Massey*
 A.J. Williamson-Fien, BA BEcon *Qld*, MA *Griff.*

CENTRE FOR STUDIES IN TEACHING

Coordinator of Teaching Practice

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

ABORIGINAL AND TORRES STRAIT ISLANDER SECONDARY EDUCATION PROGRAM

Coordinator

M.J. Williams

Tutor

L.L. Dornan, DipT *Mt Gravatt*

SCHOOL OF TEACHER EDUCATION — MOUNT GRAVATT CAMPUS

HEAD OF SCHOOL AND CAMPUS PRINCIPAL

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Assistant Head of School

K.E. Tronc, BA BEd(Hons) MEd MPubAdmin *Qld*, MA(Hons) DipEdAdmin *NE*, LLB(Hons)
 GDLegalPrac *QIT*, PhD *Alta.*, Solicitor of the Supreme Court of Queensland, FAIM,
 FQIEA, MACE

DEPARTMENT OF EDUCATION STUDIES

Head

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Senior Lecturers

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K.W. Hopkins, BA *N'cle (NSW)*, BEd *NE*, MEdAd *Flor.*, AARE
P.H. Meggitt, BA BEdSt MEdAd *Qld*

Lecturers

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D.I. Bender, BEd MEdSt *Qld*, CertECTE *Macq.*, MACE
J.E. Clark, TCert *Alex Mackie*, BA *NE*, MA *Macq.*, MACE, AARE
E.J. Hatton, TTC *NZ*, DipT *Kelvin Grove*, BEdSt *Qld*, AARE
J.E. Manning, BA BEd MEdSt *Qld*, MLitt PhD *NE*, MACE
M.W. Middleton, BSc DipEd MEd *Tas.*
G.M. Orr, BA BEd MEdSt *Qld*, PhD *Florida S.*, MACE
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DEPARTMENT OF EXPRESSIVE ARTS

Head

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ARCM

P.B. Stevenson, BSc *Melb.*, TSTC

Lecturers

J.C. Boyd, BEdSt *Qld*, CertArt TPTC *Vic.*
D. Braben, NDD *Wallasey*, ATC *Birm. C. of A.*, MA *Birm.*
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K.F. Hughes, BEdSt *Qld*, LTCL, LCMD, LLCM(TD), FLCM(PS), FLCM, FACM, ALCM
W.A. Lyall-Wilson, NDD *Guildford*, ATD *Brighton*
F.O. Muir, BA BEd *Qld*, Adv/DipDramaEd *N'cle (U.K.)*, FTCL
R.J. Retchless, CAA QCA, BEd *Mt Gravatt*
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DEPARTMENT OF LANGUAGES AND LITERATURE

Head

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G.A. Davies, BA BEd *Qld*, MA *Lond.*
J.F.A. Schmidt, BA DipEd BEd *Qld*
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J.D. Stacey, CertT *S'hampton*, BA *Qld*
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DEPARTMENT OF MATHEMATICS, SCIENCE AND COMPUTING

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

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Lecturers

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

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

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

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

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

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

C.A. Sherwood, DipT BA GDInstructional Use of Computers *SAustCAE*

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DEPARTMENT OF PSYCHOLOGY AND SPECIAL EDUCATION

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P.R. Thomas, CertT *Syd.*, BA(Hons) MA PhD *Qld*, MAPsS

Lecturers

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B.D. Briese, MEdSt *Qld*, DipRE *Melb. Coll. Div.*, DipTheol *Bapt. Theo. Coll.*, *Qld*, GDSpecEd *Mt Gravatt*, AARE

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J.B. Wellings, BEd *Qld*

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L.A. Brennan, DipT *Bris.*

DEPARTMENT OF SOCIAL STUDIES

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L.D. Spry, BA GDEd *Flinders*

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.

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- (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 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) **Interpretation.** In this By-law and any rules made thereunder, "employee" means an employee of the Council.
- (2) **Appointment and dismissal.** The Council may —
 - (a) appoint and promote employees;
 - (b) accept resignations from employees;
 - (c) declare the employment of any employee to have been abandoned;
 - (d) approve the grant of salary progression to any employee within the salary scale applicable to the employee;
 - and
 - (e) subject to the provisions of this By-law, take disciplinary action against or dismiss employees.
- (3) **Grounds for dismissal.** An employee who —
 - (a) is a patient within the meaning of the *Mental Health Services Act 1974-1987*;
 - (b) becomes incapable of continuing as an employee or of discharging his duties efficiently;
 - (c) has been convicted in Queensland of an indictable offence or has been convicted elsewhere than in Queensland in respect of an act or omission that if done or made by him in Queensland would have constituted an indictable offence, where in the opinion of the Council —
 - (i) the employee's ability to carry out his work is adversely affected by reason of that conviction;
 - or
 - (ii) that conviction would have a serious detrimental effect on the function and activities of the College;
 - (d) commits a breach of discipline;
 - or

- (e) is in the opinion of the Council guilty of inefficiency, incompetence or neglect in the performance of his duties, may be dismissed by the Council.
- (4) **Notice of dismissal.**
- (i) The Council shall where it dismisses an employee give not less than fourteen days notice thereof.
- (ii) A notice required or authorised to be given by this By-law may be served on a person —
- (a) by delivering it to him personally;
 - (b) by leaving it for him at his usual or last known place of abode;
 - (c) by posting it to him by registered mail.
- (5) **Breach of discipline.** An employee shall be guilty of a breach of discipline for the purposes of clause 3 (d) if he —
- (a) contravenes or fails to comply with any By-law, Rule or lawful order of the Council without reasonable excuse;
 - (b) wilfully does or omits to do any act that might —
 - (i) endanger the safety or health of a person;
 - (ii) damage or destroy any property within the boundary of the College;
 - (iii) disrupt or impede any proper College activity;
 or
 - (iv) otherwise be detrimental to the College;
 - (c) makes any unwelcome sexual advance or unwelcome request for sexual favours or engages in other unwelcome conduct directed to another person where rejection or refusal or or objection to the advances or conduct by the person subjected thereto could disadvantage that person in connection with that person's employment or studies at the College;
 - or
 - (d) makes a frivolous or vexatious allegation with the meaning of clause 8 against another employee.
- (6) **Incapacity.**
- (i) Where the Council believes that an employee may be —
- (a) a patient within the meaning of the *Mental Health Services Act 1974-1987*;
 - or
 - (b) incapable of continuing as an employee or of discharging his duties efficiently,
- it may appoint one or more medical practitioners to examine the employee.
- (ii) An employee shall when so required by the Council submit to such an examination.
- (iii) The medical practitioner concerned shall report on the —
- (a) mental;
 - (b) physical;
 - or
 - (c) mental and physical,
- condition of the employee to the Council.
- (iv) Subject to the provisions of subclause (5), the Council shall provide the relevant employee with a copy of any report furnished to it for the purposes of subclause (3).
- (v) The Council shall not furnish a copy of any report to an employee where the medical practitioner concerned certifies that to do so would have a detrimental effect on the employee.
- (vi) An employee may provide to the Council an independent report by a medical practitioner consulted by him.
- (vii) An employee suspected of being a patient within the meaning of the *Mental Health Services Act 1974-1987* or of being incapable of continuing as an employee or of discharging his duties efficiently shall be given a reasonable opportunity to make written or oral submissions to the Council.

- (viii) The Council, after considering all reports and submissions made to it, may —
 - (a) assign the employee to another position or classification within the College;
or
 - (b) call upon the employee to retire;
and
 - (c) if the employee does not retire, dismiss the employee, if such action is, in the Council's opinion, necessary or desirable in the interests of the College.
 - (ix) An assignment of an employee pursuant to the provisions of subclause 8 (a) shall not prejudice any leave entitlements that are or may become due to the employee.
 - (x) The Council shall in making any decision under subclause (8)(b) or (8)(c) take all reasonable steps to enable an employee who is a contributor to the State Service Superannuation Fund constituted under the provisions of the *State Service Superannuation Act 1972-1987* to claim benefit entitlements from that fund.
- (7) **Conviction of an indictable offence.**
- (i) The Council may by notice in writing call on any employee who has been convicted of an indictable offence to show cause why his employment should not be terminated.
 - (ii) An employee who is given a notice by the Council shall show cause for the purposes of subclause (1) within 14 days of receipt of that notice.
- (8) **Complaints in relation to breach of discipline, inefficiency, incompetence or neglect in the performance of duties.**
- (i) In this clause and in clause 9 —
 - “allegation” means an allegation that a breach of discipline has been committed by an employee;
 - “breach” of discipline” means an act or omission described in clause 5.
 - (ii) Any allegation of a breach of discipline, inefficiency, incompetence or neglect shall be made in writing to the Director.
 - (iii) The Director shall investigate each allegation and shall —
 - (a) determine that no further action is required;
or
 - (b) recommend in writing to the Council that the Council consider the matter.
 - (iv)
 - (a) Where the Director determines that no further action is required, he shall give notice of his decision to the person making the allegation;
 - (b) A person may, not later than fourteen days after receiving such notice from the Director, make a written request to the Secretary to the Council to refer the allegation to the Council for its consideration.
 - (v) Where the Director makes a recommendation pursuant to subclause (3)(b) or a person makes a request pursuant to subclause (4)(b) —
 - (a) the Director shall forward to the Secretary to the Council a report on the allegation;
 - (b) the Secretary to the Council shall forward a copy of the allegation and a report thereon by the Director to the next Council meeting;
and
 - (c) the Secretary to the Council shall forward a copy of the allegation and the Director's report to the employee concerned.
 - (vi) The Council shall not consider an allegation until the expiration of twenty-one days after the employee concerned has received a copy of the Director's report.
 - (vii) If either —
 - (a) the Council;
or

- (b) the employee concerned, so elects, the Council shall refer the consideration of an allegation to an advisory committee to make a recommendation.
- (viii) (a) The Council shall appoint each advisory committee.
 (b) Each advisory committee shall consist of —
 (i) the Chairman or his nominee (who shall be Chairman of the committee);
 (ii) two persons nominated by the Council; and
 (iii) two persons nominated by the secretary of a relevant registered Industrial Union, or, should that secretary fail to nominate two persons within seven days of being requested to do so by the Council, two employees nominated by the Council.
 (c) The Director shall not be a member of an advisory committee.
 (d) Three members of an advisory committee shall form a quorum.
 (e) An advisory committee shall enquire into the allegation and make a recommendation to the Council in writing.
 (f) The advisory committee shall hear all submissions from the person who made the allegation, the employee concerned and any other person whose submission would in its opinion be relevant.
- (ix) (a) When an allegation has not been the subject of a recommendation by an advisory committee, the Council shall consider the allegation, the Director's report and any further evidence it thinks fit.
 (b) When an allegation has been the subject of a recommendation by an advisory committee, the Council shall consider the recommendation from the advisory committee.
 (c) An employee shall be given a reasonable opportunity to make written, oral or written and oral submissions and present evidence to the Council or an advisory committee, but not to both.
 (d) An employee may be represented by —
 (i) an official or member of a staff association to which he belongs; or
 (ii) with the consent of the Council or, as the case may be, of the advisory committee, a barrister or a solicitor.
 (e) The Council, or as the case may be, the advisory committee, may be assisted by a barrister or a solicitor where the employee concerned is also legally represented.
- (x) The Council shall, after considering an allegation —
 (a) dismiss the allegation;
 or
 (b) find the employee concerned guilty of the breach of discipline.
- (xi) The Council, when it finds an employee guilty of a breach of discipline may —
 (a) reprimand the employee;
 (b) give such directions to the employee as to the performance of work and conduct as the Council considers appropriate;
 (c) fine the employee an amount not exceeding \$500.00;
 (d) suspend payment of the employee's salary increment or increments;
 (e) reduce the employee in status, salary or both for such period as the Council considers appropriate;
 (f) dismiss the employee;
 (g) order the employee to make restitution or pay compensation;
 or
 (h) take any two or more of the actions specified herein.
- (xii) The Secretary to the Council shall give the employee notice in writing of the decision of the Council.
- (xiii) Proceedings before the Council or an advisory committee in relation to an allegation shall be treated by the parties as confidential.
- (xiv) Where an allegation is made against the Director, the term 'Director' in subclauses (1) to (13) of this clause and in clause 9 shall be read as 'Chairman'.

(9) **Suspensions.**

- (i) Where —
 - (a) an allegation has been made in respect of an employee;
 - (b) the breach of discipline alleged to have been committed is one of those described in paragraph (b) or paragraph (c) of clause 5;
 - (c) the continued presence of the employee concerned is likely in the opinion of the Director or, as the case may be, the Council to be detrimental to the College;
 - (d) there is in the opinion of the Director or, as the case may be, the Council sufficient evidence for the employee concerned to be likely to be found guilty of the breach of discipline;
 - and
 - (e) the Director has made a recommendation pursuant to clause 8 (iii) (b) that the Council consider the allegation,the Director or the Council may suspend the employee concerned by giving him notice to that effect.
- (ii) (a) A suspension may be determined by —
 - (1) the Council;
 - or
 - (2) the Director,at any time.
- (b) A suspension shall be automatically determined by a dismissal of the allegation by the Council.
- (c) When a suspension is determined, the Council may or if the suspension is automatically determined by a dismissal of the allegation by the Council, the Council shall order that —
 - (i) a sum of money equivalent to a sum which would have been received by the employee as usual remuneration had the employee not been suspended be paid to the employee by the College;
 - and
 - (ii) the employee be deemed for the purposes of leave and other benefits that he would otherwise have received to have been in full employment with the College during the time of the suspension.

- (10) **Rules.** The Council may make rules prescribing any matter of procedure for the purpose of carrying into effect 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 | \$100.00 |
| Part-time Students | \$40.00 |
| External Students | \$15.00 |
| all Other Members of the Union | \$40.00 |
- (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 — TRAFFIC AND PARKING

- (1) **Interpretation.** In this By-law and any rules made thereunder, unless the context otherwise indicates or requires, the following terms have the meanings set against them respectively, that is to say —
 - “Current” — in relation to a parking permit, one that has not expired or been cancelled or surrendered or one that is not at the relevant time under suspension.
 - “Director” — the Director of the College;
 - “Loading zone” — a roadway or place on the site set apart as a loading zone by the Director in accordance with clause 2;
 - “Minimum penalty” — the amount specified in Part 2 of the Schedule to this By-law;
 - “Owner” — in relation to a vehicle, includes every person —
 - (a) who is the owner, joint owner or part owner of the vehicle;
 - (b) who is registered as owner of that vehicle pursuant to *The Main Roads Act 1920-1985* or under any corresponding legislation, ordinance or law of any State or Territory of the Commonwealth relating to the registration of vehicles.
 - (c) who has the use of that vehicle under a hiring, hire purchase or lease agreement;
 - (d) to whom the vehicle is bailed for a period exceeding 7 days;
or
 - (e) who has made application in accordance with this By-law for a parking permit in respect of the vehicle;
 - “Parking” includes the standing of a vehicle whether occupied or not or whether the person for the time being in charge thereof is present or not, such standing not being at a time when the vehicle is required to stand in obedience to a traffic control device or an order or direction authorised, issued, made or given under this By-law, and such standing being otherwise than temporarily for the purpose of and whilst actually engaged in picking up or setting down passengers;
 - “Parking permit” — a parking permit issued for the purposes of this By-law;
 - “Parking zone” — a roadway or place on the site set apart as a parking zone by the Director in accordance with clause 2;
 - “Registrar” — the Registrar of the College;
 - “Roadway” — a portion of the site, inclusive of shoulders, for the time being declared by the Director to be dedicated particularly to the use of vehicles;
 - “The Site” — all land under the control of the Council and all buildings and other structures, whether permanent or temporary, affixed thereto;
 - “Tow away area” — an area within the site —
 - (a) where the presence of a vehicle causes or is likely to cause danger, hindrance or obstruction to traffic or prevents, hinders or obstructs or is likely to prevent, hinder or obstruct, the use of the site or any part thereof for some lawful purpose;
or
 - (b) designated as a tow away area by means of a traffic control device;
 - “Traffic control device” — a sign, signal, marking or installation placed or erected under the authority of the Council or the Director for the purpose of regulating, warning or guiding traffic or the parking of vehicles;
 - “Traffic officer” — a person for the time being duly authorised in writing by the Director to control or regulate traffic or the parking of vehicles on the site or any part of the site;
 - “Vehicle” — a vehicle within the meaning of the *Traffic Act 1949-1985*;

“Vehicle bay” — an area within a parking zone marked by means of painted lines or any other means for the parking of a vehicle;

“Visitor” — a person, other than a student of the College, an employee of the Council, or of a students’ organisation approved by the Council, or a person whose presence has been prohibited under the authority of a By-law, who enters or wishes to enter the site for any lawful purpose.

- (2) **Power of Director to prescribe parking areas and traffic control devices.**
- (i) Subject to any directions by the Council, the Director may —
 - (a) set apart any roadway or area in the site as a parking zone or loading zone for vehicles during such times as are specified;
 - (b) in relation to any roadway or area or class of roadway or area so set apart, specify or direct —
 - (i) the hours during which the same may be so used;
 - (ii) the category of permit entitling the holder to use the same;
 - (iii) the length of time any vehicle may remain there;
 - (iv) the kinds of vehicle that may be parked or loaded there;
 - (v) such other matters as are in his opinion necessary or desirable to regulate its or their use;
 - (c) cause to be erected, marked, painted, or placed on or near roadways on the site such traffic control devices as he considers to be necessary or desirable for the regulation and control of traffic or parking on the site.
 - (ii) The Director shall cause notice of any decision made by him in relation to the setting apart of any roadway or area in the site as a parking zone or loading zone to be placed forthwith on the official notice board provided by the Council.
- (3) **Parking permits and charges.**
- (i) The Council may from time to time determine —
 - (a) the classes of vehicle which may be brought onto and operated on the site;
 - (b) the number of parking permits which shall be issued;
 - (c) the persons or classes of persons to whom parking permits, or different classes of parking permits, may be issued;
 - (d) any conditions subject to which parking permits shall be issued.
 - (ii) Subject to any directions by the Council, the Director
 - (a) shall issue or, as the case may be, renew parking permits;
 - (b) may refund in full or in part the fee paid for a parking permit —
 - (i) if the permit is surrendered to the Director not later than three months prior to its expiry date;
 - or
 - (ii) where the permit has not been used for a continuous period of not less than three months and has been presented to the Director for safe custody during that period;
 - (c) may, with the approval of the Director, cancel or suspend for such period or under such conditions as the Director may approve the parking permit of any person who commits three or more breaches of this By-law in any period of six months or who once or more than once rides, drives or otherwise moves a vehicle on the site in a manner that is dangerous or likely to cause damage to property or injury to any person.
 - (iii) A person who desires to make application for a parking permit shall do so to the Director or an employee of the Council authorised in that behalf and shall accompany such application with the fee set forth in Part 1 of the Schedule to this By-law.
 - (iv) A parking permit shall remain —
 - (a) valid for such period as is specified thereon by the Director unless it is sooner cancelled, suspended or surrendered;
 - and

- (b) the property of the Council at all times.
 - (v) The holder of a parking permit shall —
 - (a) attach it to any vehicle he takes onto the site so that it is clearly visible from outside the vehicle; and
 - (b) present it to the Director or an employee of the Council authorised by him in that behalf —
 - (i) within 14 days following the expiration of the period of the validity of the permit, as specified on the permit;
 - (ii) at any time prior to such expiration, should such permit no longer be required;
 - (iii) for safe custody when the permit holder does not intend to bring a vehicle onto the site for a period of at least three months;
 - (iv) forthwith if the permit holder is duly prohibited from entering the site;
 - (v) forthwith if such permit is duly cancelled or surrendered; or
 - (vi) forthwith if directed to do so by the Director.
 - (vi) A person who has been duly prohibited under the authority of these By-laws from entering the site or a part of the site shall not be entitled to enter the site or that part by reason only that he holds a current parking permit or that a parking permit has been issued to him.
- (4) **Driving and parking on the site.**
- (i) Notwithstanding any other provision of this By-law, a person who rides, drives or otherwise moves a vehicle on the site, causes a vehicle to be ridden, driven or otherwise moved on the site, parks a vehicle on the site or causes a vehicle to be parked or to stand or remain on the site, shall at all times comply with —
 - (a) any direction in relation thereto given by the Director or a traffic officer;
 - (b) subject to paragraph (a), any direction in a traffic control device.
 - (ii) A person who is a student of the College, an employee of the Council or who holds a current parking permit may, if entitled to be on the site, ride, drive or otherwise move a vehicle or cause a vehicle to be ridden, driven, or otherwise moved upon a roadway on the site, subject to any direction given by a traffic officer or contained in a traffic control device.
 - (iii) A person may park a vehicle or cause a vehicle to be parked in a parking zone if he is in possession of a current parking permit authorising him to park in that zone.
 - (iv) A person who may lawfully ride, drive or otherwise move or park a vehicle on a roadway may cause a vehicle to stand or remain in a loading zone in that roadway —
 - (a) for no more than 2 minutes, if he is actually engaged in picking up or setting down passengers in or from the vehicle but is not actually engaged in loading or unloading goods to or from the vehicle;
 - (b) for no more than 30 minutes, if he is actually engaged in loading or unloading goods to or from the vehicle.
 - (v) (a) A visitor who is not in possession of a parking permit may ride, drive or otherwise move a vehicle on a roadway or park a vehicle in a parking zone if —
 - (i) he is so authorised by the Director or a traffic officer;
 - (ii) —
 - (A) his purpose in entering the site is to attend a function or other meeting or assembly being held there which he is authorised to attend; and
 - (B) the parking zone has been declared by the Director to be a visitor's car park and the Director has not cancelled that declaration.
 - (b) The Director may at any time withdraw the right of visitors, or any visitor or class of visitors in particular, to drive or park a vehicle on the site.

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- (c) A visitor whose right to drive or park a vehicle on the site has been duly withdrawn shall not drive or park a vehicle on the site.
- (vi) A person shall not ride, drive or otherwise move a vehicle, park a vehicle or cause or allow a vehicle to stand or remain, on the site unless —
- (a) the person —
- (i) is expressly authorised so to do by a provision contained in this By-law; and
- (ii) does so in such manner and in such area of the site as is specified therein;
- (b) the person does so under the direction or authority of the Director, or a traffic officer;
- or
- (c) the vehicle in question is an emergency vehicle for the purposes of the *Traffic Act 1949-1985*.
- (5) **Speed limits.** A person shall not ride, drive or otherwise move a vehicle on the site —
- (a) within a parking zone, at a speed greater than 20 kilometers per hour;
- (b) on part of a roadway that is not a parking zone and upon or near which a traffic control device indicates a maximum speed, at a speed greater than that speed;
- or
- (c) on part of a roadway that is not a parking zone and upon or near which there is no traffic control device indicating a maximum speed, at a speed greater than 40 kilometers per hour.
- (6) **Parking in vehicle bays.** Where vehicle bays are indicated in a parking zone by markings on the surface or otherwise, a person shall not —
- (a) park a vehicle or cause a vehicle to remain or stand in that parking zone except in a vehicle bay appropriate to the class or type of vehicle for which the vehicle bay is intended, as indicated on a traffic control device;
- (b) park a vehicle or cause a vehicle to remain or stand in such a way that it overlaps such markings or extends beyond the vehicle bay in which it is parked.
- (7) **Traffic officers.** A person in charge of a vehicle entering or operating on the site shall —
- (a) stop the vehicle at any manned traffic control point and, if directed to do so by a traffic officer, at any other place;
- (b) give to any traffic officer such information as the officer may reasonably require; and
- (c) subject to this By-law, comply with the provisions of any Act regulating the use of vehicles as if the roadway or other area of the site in which the vehicle is being operated were a public road.
- (8) **Tow away areas.**
- (i) A person shall not park a vehicle either wholly or partly in a tow away area.
- (ii) The Director or traffic officer may seize and remove to and detain at or cause to be removed to and detained at a place within the site for safe keeping any vehicle parked in breach of this clause in any case where —
- (a) the driver of the vehicle cannot be readily located;
- or
- (b) the driver thereof fails to remove the vehicle forthwith when required by the Director or a traffic officer so to do; PROVIDED that the Director or a traffic officer may, without seizing and detaining at a place for safe keeping the vehicle, remove it or cause it to be removed to some place within the site at which it can be located by the driver thereof. The owner or a person possessing authority to act for or on behalf

of the owner of a vehicle seized under this clause may take delivery of or obtain possession of that vehicle before its removal or whilst it is being removed to a place for safe keeping on obtaining the prior consent of the Director or the traffic officer who made the seizure.

- (iii) The owner of any vehicle removed or seized under this clause shall be liable to pay to the Council all expenses in connection with the removal or the removal and detention of the vehicle.
 - (iv) As soon as practicable after a seizure, removal and detention of a vehicle under this clause, the Director shall give to the owner notice of the seizure and of the place to and at which the vehicle was removed and detained. The notice shall whenever practicable be in writing and be served upon the owner personally but if it is not so served within 14 days after the seizure it may be given by public advertisement in a newspaper circulating in the City of Brisbane.
 - (v) The authority to deal with any vehicle in any manner specified in this clause shall also apply to any goods, equipment or other property or thing whatsoever contained therein or thereof or attached thereto at the material time and the provisions of this clause shall extend and apply to such goods, equipment or other property or thing accordingly.
- (9) **Temporary arrangements.**
- (i) The Director may, where special or unusual circumstances exist, make urgent arrangements of a temporary nature for either the regulation or the prohibition of traffic or parking on the site or a part thereof.
 - (ii) Notwithstanding any other provisions contained in this By-law, a person shall comply with any direction or instruction given by the Director or a traffic officer under the authority of the Director in pursuance of the power contained in this clause.
- (10) **Persons deemed responsible for a breach of this By-law.** Subject as hereinafter provided, the person who, at the time of commission of any breach of this by-law 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 and shall be punishable accordingly.
- (11) **Notices.**
- (i) In the event of a breach of this By-law the Director or a traffic officer 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 Director or traffic officer, 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 he has the right to decline to proceed in the manner prescribed in paragraphs (g) and (h) hereof and to insist on his right to a Court hearing —
 - (i) if he desires to contest in Court the question whether the breach was in fact committed;
 - (ii) if he desires to submit to the Court matters in extenuation of penalty;
 - or
 - (iii) for any other reason he may regard as sufficient, in which event there is no necessity for him to reply to or take any further action in respect of the notice and that Court process will issue against him in due course;

- (g) inform the owner in general terms —
- (i) that if he desires to submit to the Council that it would be harsh or unjust to proceed against him, he 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 (which shall not be earlier than 10 days from the date of the giving thereof) a written statement of such submission signed by him and containing his address; and
 - (ii) that in the event of such submission being rejected and the owner not desiring the matter to be dealt with by a Court, he may then complete the form to be enclosed with the letter notifying him 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 for such breach in which event he shall not be liable to any further penalty or cost in the matter;
- (h) inform the owner in general terms that, if he does not desire to make a submission to the Council in accordance with paragraph (g) hereof and does not desire the matter to be dealt with by a Court, he may complete the form annexed to or endorsed on or accompanying such notice and forward it to the Director (or officer authorised in that behalf and named therein) or before the date and time specified in the notice (which date shall not be less than 10 days from the date of the giving thereof) together with the minimum penalty for such breach, in which event he shall not be liable to any further penalty or costs in the matter;
- (i) inform the owner in general terms of the provisions of clauses 14 and 15.
 - (ii) A person other than the owner or driver of a vehicle shall not remove, deface, damage or otherwise interfere with a notice affixed to the vehicle pursuant to this By-law.
 - (iii) Upon receipt by the Director of a report wherein it is alleged that a vehicle has been driven, used or parked in contravention of this By-law and a notice has not been affixed to the vehicle or given to the owner or driver thereof by a traffic officer pursuant to subclause (i), the Director may give (either personally or by ordinary pre-paid post) to the owner or driver of the vehicle a notice, in writing, to the like effect as the notice referred to in subclause (i).
- (12) **Submissions.** Where a notice in writing has been affixed to a vehicle or given to the owner or driver thereof pursuant to the provisions of clause 11 and a submission has been made pursuant to paragraph 11(i)(g), such submission shall be considered by the Council and its decision shall be notified to the owner by letter addressed to him at the address shown in such submission. In the case of rejection of such submission and the minimum 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 for payment (being a date not earlier than 10 days from the date of such letter) the alleged breach may be prosecuted upon complaint of the holder of the office of Director or Registrar against either the owner or any person alleged to be guilty thereof. For the purposes of any such prosecution, the appointment and signature of the holder of the office of Director or Registrar authorised as aforesaid to make such complaint, shall be judicially noticed.
- (13) **Prosecution.** Where a notice in writing has been affixed on a vehicle or given to the owner or driver thereof pursuant to the provisions of clause 11 and no submission has been made pursuant to paragraph 11(i)(g) and the minimum 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 therein for payment (being a date not earlier than 10 days from the date of such notice) the alleged breach may be prosecuted upon complaint of the holder of the office of Director or Registrar

against either the owner or any other person alleged to be guilty thereof. For the purposes of any such prosecution, the appointment and the signature of the holder of the office of Director or Registrar authorised as aforesaid to make such complaint shall be judicially noticed.

- (14) **Other persons.** Notwithstanding the provisions of clause 10, an owner of a vehicle shall not, by virtue of that clause, be deemed guilty of a breach not actually committed by him if, not later than 10 days after the date of the service of a summons for that offence, the owner supplies to the Director a statement in writing verified upon oath or by statutory declaration, setting out facts which prove to the satisfaction of the Director that —
- (a) some other person actually committed that breach and stating the name of that other person and the address at which he may be located;
 - (b) he had sold such vehicle on a date before the date on which the breach was committed and stating the name and address of the person to whom the vehicle was sold, the date of the sale and the name and address of the agent, if any, who made the sale on his behalf;
or
 - (c) at the time of the breach, the vehicle was stolen or otherwise being used without his consent.
- (15) **Statements.** In any proceedings in respect of a breach of this By-law and brought against a person named in a statement supplied pursuant to clause 14 —
- (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.
- (16) **Liability.** 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 him or may pay a prescribed sum of money by way of penalty in respect of such a breach shall not prejudice or affect in any way the liability of the person by whom a breach has actually been committed to be proceeded against and punished therefor: provided that where either the owner or the person who has actually committed the breach has been punished for the breach by being convicted thereof or by paying pursuant to clause 11 the minimum penalty then the other of them shall cease to be subject to any liability under this By-law in respect of such breach.
- (17) **Registration.** Any certificate or document —
- (a) purporting to be issued pursuant to the *Main Roads Act 1920-1985* 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 or 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 *Main Roads Act 1920-1985* 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 that that person was not the owner of that vehicle at the time in question,

shall be conclusive evidence of such ownership. Any certificate or document referred to in this clause shall be presumed to have been duly issued or given until the contrary is proved.

- (18) **Director's or Registrar's declarations.** Any document purporting to be a Statutory Declaration under the hand of the Director or Registrar which states —
 - (a) that the Council has complied with the provision of clause 11 of this By-law;
 - (b) that there has been no submission in writing made by the owner or driver of a vehicle concerned in any breach of this By-law;
 - or
 - (c) that no payment of the minimum penalty has been made to the Director or Registrar or to any authorised person by the owner or driver of a vehicle concerned in any breach of this By-law,
 shall be evidence, and in the absence of evidence to the contrary, shall be conclusive evidence of the facts contained therein.
- (19) **Rules.** The Council may from time to time make rules for carrying into effect all or any of the provisions and objects of this By-law.
- (20) **Penalties.** A person who commits or is deemed to commit a breach of this By-law shall be liable to a penalty not exceeding \$500.

SCHEDULE

PART 1

Fees payable in respect of parking permits —

- (a) Annual permits —
 - Motor Vehicles:
 - (i) staff \$100.00
 - (ii) students \$40.00
 - Motor Cycles:
 - (i) staff \$20.00
 - (ii) students \$20.00
- (b) Daily permits —
 - (i) staff \$1.00
 - (ii) students50

PART 2

Penalties for breach of this By-law;
 The minimum penalty for a breach is \$10.00.

BY-LAW NO. 12 — COMMONWEALTH HIGHER EDUCATION ADMINISTRATION CHARGE

- (1) **Definitions.** In this By-law the following terms shall have the meanings assigned to them:
 - “charge” means the Commonwealth higher education administration charge;
 - “Commonwealth Act” means the States Grants (Tertiary Education Assistance) Act 1984 of the Commonwealth as amended, or any Act passed in substitution for that Act;
 - “prescribed date” means the date the Council prescribes by Rule as the date by which the charge is payable.

- (2) **Payment of charge.**
- (a) Subject to paragraph (b), each person whose enrolment is a "relevant enrolment" as defined in the Commonwealth Act shall pay the charge to the Council by the prescribed date.
 - (b) If, upon receipt of a written application by a person setting out the grounds of the application, the Council is satisfied that the payment of the charge by the prescribed date would cause the person financial hardship, it may approve that the payment of the charge be deferred or be made by instalments, subject to the terms and conditions specified in the approval.
- (3) **Amount of charge.** The amount of the charge payable shall be the amount specified in a notice published in the Commonwealth Gazette pursuant to the provisions of the Commonwealth Act as the amount of charge for each relevant enrolment in respect of that year.
- (4) **Cancellation of enrolment.** The Council may cancel the enrolment of any student who:
- (a) has not paid the charge by the prescribed date;
or
 - (b) in the case of an approval granted pursuant to paragraph (2)(b), fails to make payment of the charge in accordance with the approval.
- (5) **Refund of charge.**
- (a) A student who is entitled, in accordance with section 15 of the Universities and Colleges (Higher Education Administration Charges) Act 1987, to a refund of a proportion of the charge paid by him shall, within 14 days of termination of his enrolment at the College, produce to the Council evidence of his enrolment at another college or a university.
 - (b) A student who, prior to the commencement of any academic year, terminates his enrolment at the College and desires a refund of the charge paid by him shall, upon application being made to the Council within 14 days of such termination, be entitled to a refund of the whole of the charge.
- (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.



4 Student Rules

PREFACE

The Rules in this Handbook supersede all previously-published rules and are the only rules effective for the 1989 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;
- (v) completion of any other required procedures.

1.1.2 Failure to enrol subsequent to admission

Where a commencing student fails to enrol for the term 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 term specified.

Deferment of enrolment will normally extend to the conclusion of Term 3 of the year in which the application was approved.

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;
- (iii) completion of any other required procedures, provided that the student is not subject to exclusion, termination of studies or suspension of enrolment.

1.3 Re-admission

FORM: Application for Re-admission

SOURCE: Admissions or 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 or more courses is not permitted where any course involves full-time study. Where the courses concerned involve part-time study in the internal or external modes concurrent enrolment may be undertaken provided the approval of each Course Coordinator 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 with a statement of their current enrolment.

Students are required to check the accuracy of the personal details and unit enrolment recorded and, if any change is necessary, to return the form as instructed with the change indicated. Changes to unit enrolment (addition, deletion or substitution) require the approval and signature of the appropriate Course Coordinator.

Failure to correct an inaccurate record may have serious administrative and academic consequences.

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 Rule 8).

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 of Terms 1 and 2:** 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 of Terms 1 and 2:** 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.
- (iv) **Cancellation after week 2 of Term 3:** the consequences of cancellation of enrolment after week 2 of Term 3 will be determined by Chairpersons of Student Assessment Review Committees.

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

Students who find that their circumstances necessitate a period of leave from their course may apply to interrupt their studies.

Students for whom interruption of studies has been approved retain the right to re-enrol in their course provided they do not exceed the time limit for completion of that course (see 1.8).

Students who exceed course time limits may be asked to show cause why their enrolment should not be terminated.

1.7.4 Termination of studies

Students 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 Time limits for completion of courses

Once admitted to a course students are expected to progress with minimum interruption towards completion of the requirements for their award.

Time limits have been established for each type of course and are expressed as terms elapsed since admission, or in the case of an approved deferment of enrolment, since expiration of the deferment. The time limits are as follows

| | |
|--|--|
| Associate Diploma courses | Full time 6 terms Part time 12 terms |
| Degree and Diploma courses | Full time 9 terms Part time 18 terms |
| Graduate Diploma courses and Bachelor of Education | Full time 4 terms Part time 8 terms |
| Master Degree courses | Full time 6 terms) or as Part time 12 terms) advised, |

excluding Term 3 unless Term 3 is fully utilised within the course concerned.

Students who exceed these limits may be asked to show cause why their enrolment should not be terminated.

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 term of study.

Enrolment as a miscellaneous student is contingent upon payment of prescribed fees (see 1.1.1 and 1.2.1) unless in the case of union membership fees, 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 may be given for up to two thirds of the credit points required for an award. 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 term 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.

3.4 Credit for alternative studies

FORM: Application to Undertake Alternative Studies

SOURCE: Student Administration

SUBMIT TO: Student Administration, Campus Office

Students may, with the approval of their Course Coordinator, enrol in units offered within other courses either at this College or elsewhere. In approving such arrangements Course Coordinators will have regard to the level at which the alternative unit or units are taught, the relative credit point values of the units concerned, and the extent to which such units meet similar or acceptable alternative objectives to those of the unit or units substituted.

3.4.1 Limit on credit available

The total credit point value of alternative units which students may undertake will be determined by each Board of Studies for its own courses.

3.4.2 Forms of credit

Where alternative studies involve units from other courses at this College, these units and the grades achieved will appear on the student's record as if they had been undertaken within their own course; where they were undertaken at another institution, credit will be given in the form of exemption.

3.4.3 Application procedure

Students wishing to undertake alternative studies for credit should apply to their Course Coordinator when enrolling or re-enrolling for the term concerned. It is the student's responsibility to provide details of the unit or units he or she wishes to undertake.

On successful completion of the unit or units undertaken, the student is required to submit to Student Administration a copy of the application form showing the Course Coordinator's approval together with, in the case of units taken at other institutions, an official statement of results.

4. ASSESSMENT

4.1 The College's assessment policy is based on the principles of criterion-referencing and is stated in full in Section 5 of this Handbook. Students' performance in units is graded on a scale from 1 to 7 as described below, unless use of the S,U scale (see 4.3) has been approved.

4.2 General descriptors for the 1-7 scale

Grades are based on achievement of unit objectives; grades of 4, 5, 6 or 7 are awarded to students who have demonstrated at least a satisfactory

level of achievement in all those objectives for which such a level of achievement is required. When a student has not demonstrated achievement at a satisfactory level in all such objectives, the student is awarded a grade of 3, 2 or 1.

4.2.1 Grades of 4, 5, 6, 7

These grades are awarded as a result of the student demonstrating at least a satisfactory level of achievement in designated objectives. When a satisfactory level of achievement is demonstrated in such objectives, the student is awarded a grade of 4.

In addition to this satisfactory performance, some students may have demonstrated higher levels of achievement in these objectives or achievement of other objectives reflecting higher level performance. Such students are awarded grades of 5, 6, or 7 and the extent to which this achievement is demonstrated determines which of these grades is awarded.

The following general guidelines are used:

Grade of 4 — Pass

Students assigned a grade of 4 will have demonstrated satisfactory levels of achievement in objectives designated as essential for passing the unit.

Satisfactory levels of performance may, for example, be exhibited as adequate levels of knowledge, competence in relevant skills, adequate levels of intellectual initiative and interpretative ability or adequate artistic responses.

Grade of 5 — Credit

Students assigned a grade of 5 will, in addition to the requirements for a grade of 4, have demonstrated achievement of some objectives reflecting a high level of performance.

High levels of performance may, for example, be exhibited as high levels of knowledge, mastery of relevant skills, high levels of intellectual initiative and interpretative ability or extremely competent artistic responses.

Grade of 6 — Distinction

Students assigned a grade of 6 will, in addition to the requirements for a grade of 4, have demonstrated either achievement of some objectives reflecting an extremely high level of performance or achievement of a large number of objectives reflecting a high level of performance.

Extremely high levels of performance may, for example, be exhibited as extremely high levels of knowledge, mastery of most relevant skills, extremely high levels of intellectual initiative and interpretative ability or original artistic responses.

Grade of 7 — High Distinction

Students assigned a grade of 7 will, in addition to the requirements for a grade of 4, have demonstrated either achievement of all objectives reflecting an extremely high level of performance or achievement of most objectives reflecting an outstanding level of performance.

Outstanding levels of performance may, for example, be exhibited as outstanding levels of knowledge, mastery of all relevant skills, outstanding levels of intellectual initiative and interpretative ability or outstanding and original artistic responses.

4.2.2 Grades of 3, 2, 1

If achievement at a satisfactory level of performance is not demonstrated in all objectives for which a grade of 4 is required, then

a grade of 3, 2 or 1 is assigned. In general, a grade of 3 is awarded when such achievement is not demonstrated in a small number of objectives.

The following guidelines are used for awarding these grades:

Grade of 3 — Pass Conceded

Students assigned a grade of 3 will have failed to demonstrate satisfactory levels of achievement in a small number of objectives designated as essential for passing the unit. For example, such students may not have demonstrated adequate levels of knowledge of subject matter, competence in relevant skills, adequate levels of intellectual initiative and interpretative ability or adequate artistic responses.

Grade of 2 — Failure

Students assigned a grade of 2 will have failed to demonstrate satisfactory levels of achievement in many of the objectives designated as essential for passing the unit.

Grade of 1 — Gross Failure

Students assigned a grade of 1 will have failed to demonstrate satisfactory levels of achievement in most of the objectives designated as essential for passing the unit.

4.3 General descriptors for the S,U scale

Where approval has been given by the appropriate Board of Studies, students may be assigned grades in a unit using this alternative scale.

S — Satisfactory

Students assigned a grade of satisfactory will have demonstrated achievement of objectives which reflects adequate performance. Such students may, for example, have demonstrated adequate knowledge of subject matter, developed relevant skills, demonstrated adequate interpretative and analytical ability or adequate artistic responses.

U — Unsatisfactory

Students assigned a grade of unsatisfactory will have failed to demonstrate achievement of some objectives, which reflects adequate performance.

4.4 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 S,U scales.

4.5 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 term 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 term.

4.6 Supplementary assessment

4.6.1 Eligibility

Eligibility for supplementary assessment is limited to students who:

- (i) have undertaken the last term of a course but are prevented from graduating by having received inadequate grades in no more than two units; or

- (ii) have undertaken the second last term of a course but have received, in a single compulsory unit available only in that term, a grade which would prevent them from graduating at the end of the last term of the course.

Student Assessment Review Committees are responsible for determining eligibility for supplementary assessment and in doing so will be guided by 4.6.1 (i) and (ii) above, and by advice from the Department concerned, as to whether, given the student's grade(s) for the unit(s) and the nature of the unit(s), it is possible for the student to achieve a passing standard through supplementary assessment.

Students who successfully complete a unit by supplementary assessment will be graded at pass level, that is, 4 or S, depending on the grading scale approved for the unit concerned.

Where supplementary assessment is not approved, students will be advised of the necessity to repeat the unit or units concerned. Students who receive such advice but believe that they meet the criteria and are entitled to supplementary assessment may request a review of the decision as provided in Rule 5.

4.6.2 Notification

Students for whom supplementary assessment has been approved will receive written advice of this, and will be requested to make contact with the relevant Head of Department in order to determine the format of the assessment and the specific arrangements.

4.7 Deferred examinations

FORM: Application for Deferred Examination

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

4.7.1 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.

4.7.2 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.

4.7.3 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.

4.8 Cheating

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

4.8.2 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.

4.8.3 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 term of enrolment.

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

4.9 Progression and exclusion

Students' academic performance is evaluated at the conclusion of each term. Students whose results for a term 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 term or over a number of terms 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 Boards 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:

All Students

- (i) failure on two occasions in the same unit;
- (ii) failure in more than a specified proportion of studies undertaken in a particular term;
- (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.

Higher Degree Students

- (v) failure in the thesis component of a higher degree course where the thesis represents 25% or more of the credit points required for the course;
- (vi) failure to make satisfactory progress in the thesis component of a higher degree course.

Criteria for implementation of exclusion provisions are given in Appendix 1.

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.

4.10 Eligibility to graduate

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 1.

5. REVIEW OF GRADES AND ACADEMIC RULINGS

FORM: Application for Review of Grade or Academic Ruling

SOURCE: Student Administration, Campus Office

SUBMIT TO: Student Administration, Campus Office

5.1 Establishment of grounds for review

5.1.1 Grades

During the course of a term students should discuss their work and the assessment of it with their lecturers, and can expect to be provided with a clear indication of the extent to which they have or have not achieved the objectives set for each unit.

Where such discussion in regard to the official result for a unit does not satisfy the student that the result is a fair reflection of the student's work, the student is entitled to submit an application for review.

5.1.2 Academic rulings

Students who have received advice of a ruling in regard to exclusion from a course, repetition of units, amount of credit awarded or other such matters, and who wish to be provided with further information on the basis and implications of the ruling, should approach the Student Administration Officer on their campus.

Student Administration Officers will provide available information in response to such a request, or arrange for the student to have discussions with the student's Course Coordinator or Head of School, or with the Chairperson of the relevant Student Assessment Review Committee, as deemed appropriate in the circumstances.

If, having received such further advice, the student believes that an error has been made or that the ruling is unjust, the student is entitled to submit an application for review.

5.2 Application procedure

5.2.1 Applications must be submitted within fourteen days of the release of the results or mailing of written advice of a ruling.

5.2.2 Applications must be accompanied by appropriate information and documentation and must state the specific grounds on which the application for review is based. All matters to be reviewed should be included in a single application.

5.2.3 Applications must be submitted in the first instance to the Student Administration Officer on the student's campus. Student Administration Officers are responsible for advising students on whether applications have been correctly completed and whether the information and evidence provided is relevant, acceptable in format and adequate.

5.3 Review procedure

When an application for review is accepted by the Student Administration Officer it will be referred to the appropriate Head of School, who is responsible for ensuring that the review is conducted promptly and in a manner appropriate to the particular case.

5.4 Notification of outcome

Advice of the outcome of reviews will be conveyed in writing by Student Administration Officers.

6. APPEALS

6.1 Establishment of grounds for appeal

6.1.1 A student who is dissatisfied with the outcome of a review may, in certain cases, be entitled to submit an appeal for determination by the Student Appeals Committee of Council.

Such cases will be limited to those in which:

- (i) the student can demonstrate that there was a significant defect in the procedure by which the student's application for review was dealt with;
- (ii) the student has reasonable grounds, supported by substantial evidence, for believing that an injustice remains following the completion of a review.

6.1.2 Evidence, information or opinion which becomes available after the completion of a review will not constitute grounds for appeal. Any such material should be brought to the attention of the Student Administration Officer concerned who will arrange for it to be considered by the appropriate Head of School. A further review will be conducted where the Head of School considers that the new information is credible, may have resulted in a different outcome from that reached in the original review, and was not reasonably available at the time of that review.

6.2 Appeal procedure

6.2.1 Appeals must be submitted to the Academic Registrar within one calendar month of the mailing of advice regarding the outcome of reviews.

6.2.2 Appeal documentation must consist of a letter which states the basis of the appeal (ground (i) or (ii) described in 6.1.1 above) and outlines the case the student wishes to have considered; and attached to the letter, information and documentation which relate to the ground specified.

Students should not submit assignments, examination scripts or any other form of work presented for assessment during the term.

6.2.3 The Academic Registrar will refer the appeal to the Chairperson of the Student Appeals Committee who will determine, on behalf of the Committee, whether the appeal:

- (i) should be accepted and referred to the Committee for determination;
- or
- (ii) is not based on one of the approved grounds, or is not supported by any of the available evidence, and should be rejected.

6.2.4 Where an appeal is so rejected the Academic Registrar will advise the student in writing of this decision and the reasons for it. No further appeal will be accepted in regard to the particular matter or matters appealed.

6.2.5 Appeals which have been accepted by the Chairperson of the Student Appeals Committee will be transmitted to the Committee for determination. The Committee meets on the last working day of February and August each year and at such other times as may be necessary.

6.2.6 The Chairperson may request the Academic Registrar, who acts as Secretary to the Committee, to compile any further documentation which is considered necessary.

6.2.7 Appellants will be asked to indicate whether they wish to appear before the Committee to present their case, or to have the Committee proceed in their absence. Appellants are not entitled to legal representation. Interviews with other persons may be arranged at the discretion of the Chairperson of the Committee.

6.2.8 The Committee's decision on the appeal is final and no further avenue of appeal is available within the College.

6.3 Notification of result of appeal

The Academic Registrar will advise the appellant of the decision in writing.

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 close of enrolments for the next term.

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.

8. PENALTIES FOR NON-COMPLIANCE WITH RULES AND PROCEDURES

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 | \$20.00 |
| Failure to comply with procedures for payment of prescribed fees | \$20.00 |

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.

8.3 Suspension of enrolment

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.

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 may be provided for purposes of seeking employment.

8.3.3 Implementation of sanctions

Sanctions will be implemented at the discretion of the Academic Registrar.

APPENDIX 1

Implementation of Rule 4.9, Progression and exclusion, and Rule 4.10, Eligibility to graduate

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 term. 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.

2. PROGRESSION

- 2.1 Students whose progress has 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 in Rule 4.9. The following guidelines apply:

Ground (i)
Failure in the same unit on two occasions will normally result in exclusion. However, where the unit concerned is not compulsory, an alternative may be approved on the advice of the Course Coordinator. Only one such substitution may be made.

Ground (ii)

Failure in a particular term in a higher proportion of credit points than specified in Table 1, Column 1 will normally lead to exclusion. In the case of the School of Business determinations are based on failures in two consecutive terms.

Ground (iii)

Accumulation of failures to a level in excess of the limit specified in Table 1, Column 2 will normally lead to exclusion, whether or not all or any of such failures are subsequently redeemed.

Ground (iv)

Failure to achieve a satisfactory level of performance in professional experience units, practice teaching units, units requiring development of particular skills, units requiring certain personal qualities, or other mandatory units may lead to exclusion from a course even though the student's performance overall would not result in his or her exclusion on any other ground.

Ground (v)

Where a grade of 'Fail' is awarded for a thesis which represents 25% or more of the credit points required for a higher degree course, the student will be liable for exclusion from the course regardless of performance in coursework units or other aspects of the course.

Ground (vi)

Students who, in the opinion of the Student Assessment Review Committee, have not made satisfactory progress with the thesis component of a higher degree course may be excluded from that course regardless of performance in coursework units or other aspects of the course.

4. 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 Table 1.

TABLE 1: Criteria for the application of Rules 4.9 and 4.10

| Course | Rule 4.9 | | Rule 4.10 |
|--|-----------------------|------------------------|------------------------|
| | Column 1 | Column 2 | Column 3 |
| | Exclusion ground (ii) | Exclusion ground (iii) | Limit on grades of '3' |
| Master of Business | 50% of CP | — | 0 |
| Master of Education (Mathematics) | — | 30 CP | 1 |
| Master of Education (Reading) | 50% of CP | 15% of CP | 2 |
| Graduate Diploma of Business (Administration) | 50% of CP | — | 1 |
| Graduate Diploma of Business (Industrial Relations) | 50% of CP | — | 1 |
| Graduate Diploma of Business (Information Systems) | 50% of CP | — | 1 |
| Graduate Diploma of Business (Professional Accounting) | 50% of CP | — | 1 |
| Graduate Diploma of Education (Administration) | — | 30 CP | 1 |
| Graduate Diploma of Education (Communication Teaching) | — | 30 CP | 1 |
| Graduate Diploma of Education (Computer Education) | — | 30 CP | 1 |
| Graduate Diploma of Education (Early Childhood) | 50% of CP | 25% of CP | 1 |
| Graduate Diploma of Education (Literacy) | — | 30 CP | 1 |
| Graduate Diploma of Education (Music) | — | 30CP | 1 |
| Graduate Diploma of Education (Outdoor Education) | — | 25% of CP | 1 |
| Graduate Diploma of Education (Religious Education) | — | 30 CP | 1 |
| Graduate Diploma of Education (Resource Teaching) | — | 3 Units | 1 |
| Graduate Diploma of Education (Second Language Teaching) | — | 30 CP | 1 |
| Graduate Diploma of Education (Special Education) | — | 30 CP | 1 |
| Graduate Diploma of Education (Teacher-Librarianship) | — | 30 CP | — |
| Graduate Diploma of Health Science (Health Education) | — | 25% of CP | 1 |
| Graduate Diploma of Social Science (Counselling) | — | 25% of CP | 1 |
| Graduate Diploma of Teaching (Early Childhood) | 50% of CP | — | 1 |
| Graduate Diploma of Teaching (Primary) | 50% of CP | — | 1 |
| Graduate Diploma of Teaching (Secondary) | 50% of CP | — | 1 |
| Graduate Diploma of Teaching (Special Needs) | 50% of CP | — | 1 |
| Bachelor of Applied Science (Home Economics) | 50% of CP | — | 3 |
| Bachelor of Arts (Dance, Drama or Visual Arts) | 50% of CP | — | 3 |
| Bachelor of Arts (Recreation Management) | — | 25% of CP | 3 |
| Bachelor of Business | 50% of CP | — | 3 |
| Bachelor of Education | — | 3 units | 1 |
| Diploma of Teaching (Child Care) | 50% of CP | 25% of CP | 3 |
| Diploma of Teaching (Early Childhood) | 50% of CP | 25% of CP | 3 |
| Diploma of Teaching (Primary) | 50% of CP | 25% of CP | 3 |
| Diploma of Teaching (Secondary) | 50% of CP | 25% of CP | 3 |
| Diploma of Teaching (TAFE) | 50% of CP | 25% of CP | 3 |
| Associate Diploma of Applied Science (Textiles) | 50% of CP | — | 3 |
| Associate Diploma of Arts (Dance, Studio Music Teaching, Theatre, Visual Arts) | 50% of CP | — | 1 |
| Associate Diploma of Arts (Recreation Studies) | — | 25% of CP | 3 |
| Associate Diploma of Arts (Sport Studies) | — | 25% of CP | 3 |
| Associate Diploma of Business (Computing) | 50% of CP | — | 2 |
| Associate Diploma of Business (Court & Parliamentary Reporting) | 50% of CP | — | 2 |
| Associate Diploma of Business (Industrial Relations) | 50% of CP | — | 2 |
| Associate Diploma of Social Science (Community Welfare) | — | 25% of CP | 4 |
| Associate Diploma in Social Science (Residential Care) | — | 25% of CP | 3 |
| Associate Diploma in Child Care | 50% of CP | 25% of CP | 2 |

- Notes: Column 1: Exclusion ground (ii) is applied for failure in 50% or more in each term of 2 consecutive terms of study in the case of School of Business courses.
- Columns 1-2: Numbers indicate thresholds at or above which exclusion ground may be invoked; '—' indicates not applicable; CP = credit points.
- Column 3: Students who exceed these limits are not eligible to graduate.

5 General Information

PRINCIPAL DATES

| | |
|------------------------------|----------------------|
| Orientation | 6-10 February 1989 |
| Commencement of Term 1 | 13 February 1989 |
| Term 1 Vacation | 20-24 March 1989 |
| End of Term 1 | 16 June 1989 |
| Commencement of Term 2 | 10 July 1989 |
| Term 2 Vacation | 11-15 September 1989 |
| End of Term 2 | 10 November 1989 |
| Commencement of Term 3 | 4 December 1989 |
| Term 3 Vacation | 25-29 December 1989 |
| End of Term 3 | 26 January 1990 |

Note: 1. The timetables for certain courses vary in some respects from the official schedule.

2. Term 3 will be operative in 1989 for only a few courses.

PUBLIC HOLIDAYS

| | |
|------------------------------|--------------------------|
| New Year's Day | Monday 2 January 1989 |
| Australia Day | Monday 30 January 1989 |
| Good Friday | Friday 24 March 1989 |
| Easter Monday | Monday 27 March 1989 |
| ANZAC Day | Tuesday 25 April 1989 |
| Labor Day | Monday 1 May 1989 |
| Queen's Birthday | Monday 12 June 1989 |
| RNA Exhibition Holiday | Wednesday 16 August 1989 |
| Christmas Day | Monday 25 December 1989 |
| Boxing Day | Tuesday 26 December 1989 |

POLICY STATEMENTS

ASSESSMENT POLICY

OBJECTIVES

The College has adopted a policy of criterion referenced assessment and assessment practices will be guided by a set of principles so that:

- academic and professional standards will be safeguarded and so allow the College to meet its responsibilities to the community at large;
- students will have confidence in the learning in which they are engaged and the standing of their courses;
- there will be consistency in assessment policies and procedures throughout the College; and
- staff and students can discuss assessment issues at an informed level from a known basis.

FUNCTIONS OF ASSESSMENT

The assessment strategy used within any unit of study should serve the following functions:

It should be an aid to learning by —

- 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;
- giving a sense of direction and motivation to students' work programs;
- providing regular feedback to students on their performances relative to pre-specified criteria so that specific weaknesses, errors and misunderstandings may be noted and overcome through remediation;
- creating constructive dialogue between lecturers and students;
- contributing to students' self-knowledge;
- giving information on assessed work to encourage students to identify strengths, and to acknowledge effort and originality of thought.

It should provide information to students which assists them in the selection of further studies and/or career paths.

It should determine the level of achievement for students enrolled in each unit.

It should provide information to assist in the continuing and periodic evaluation of course objectives, content, teaching methods and procedures.

PRINCIPLES GUIDING ASSESSMENT PRACTICE

The College offers education at levels ranging from Master degree to Associate Diploma and within any course a diversity of units is available for study. For this reason there is no single assessment strategy that would be appropriate for every unit. However, the College believes that all assessment strategies should be compatible with the policy of criterion referenced assessment and the following principles:

The Principle of Communication of Information:

that assessment strategies should be designed so that maximum information about performance is communicated to students.

The Principle of Equity and Opportunity:

that assessment strategies should be characterised by equity.

The Principle of Achievability:

that assessment strategies should imply workloads which are feasible for both staff and students.

The Principle of Maximal Learning:

that assessment strategies should be designed to encourage learning.

The Principle of Identifying Desirable Outcomes:

that assessment strategies should be designed so that decisions about achievement can be based on desirable learning outcomes.

The Principle of Continuity of Learning:

that all assessment strategies used in units of study should encourage the continuity of learning within the administrative constraints of the College.

ASSESSMENT STRATEGIES

Within the context of these principles, assessment strategies are devised so that assessment is based on the achievement of objectives in the unit. This policy should result in assessment strategies characterised by the following features:

Variety of Procedures

Within the assessment strategy used in a particular unit, a range of procedures will be used in order to determine achievement in an objective. The nature of the unit and administrative constraints may impose limits on the variety of procedures used.

If alternative assessment items are negotiated, then students should demonstrate achievement of the same objectives at the same standards.

Amount of Assessment

Given the principle of Achievability, the demands of any assessment strategy should reflect the number of credit points for the unit (i.e. a ten credit point unit would normally involve 3 to 4 hours of contact and 6 to 7 hours of other study per week including preparation for assessment items).

Progressive Assessment

Given the principle of Continuity of Learning, assessment and feedback on learning should normally occur throughout the term. Students should expect advice regarding each piece of assessed work in terms of the achievement of each objective tested and not just a simple global mark.

One of the problems that may arise with progressive assessment when students are studying a range of units concerns possible bunching of due dates for assessment items. Course Coordinators should assist in the monitoring of this.

Communication with Students

The principles underpinning assessment strategies imply that clear and unambiguous information should be available to students and this information should be formalised, in a contractual sense, through printed unit outlines. In general terms, these outlines should indicate the kinds of understandings and skills to be acquired and demonstrated, and give details of assigned tasks and processes by which grades will be determined.

Specifically, in week one of the term, each student should receive a unit outline which contains at least the following information:

- unit objectives;
- statements of all assessment items, including due dates (written work, demonstrations, field work, specific attendance requirements, etc.);
- procedures to be used in determining the final grade.

Given the contractual nature of this outline, no subsequent changes should be made except by mutual agreement between the lecturer responsible for the unit and the students taking the unit, and then only if approved by the relevant Head of Department. Normally, such changes should be finalised by the end of the second week of the term and provided in writing to students. Such changes are then regarded as part of the unit outline.

Unit coordinators should meet with the teaching team and formulate consistent policy statements or rules for the resubmission of assessment items. Such rules should be formulated in the context of Departmental and School parameters and communicated clearly to students.

Similar policies on the submission of assignments and the methods of providing feedback to students on achievement should be developed and communicated to students.

With respect to the submission of assignments, School policies concerning late assignments should be developed and 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 from a student a prior request which, in the opinion of the lecturer, warrants special consideration. A record of such requests

GENERAL INFORMATION

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.

With respect to providing feedback on assessed items, students should expect that where more than one objective is assessed in a piece of assigned work, feedback should be provided on each objective.

Grading of Students' Work

Based on the achievement in the unit objectives, each student is to be assigned a grade for the unit. Normally the seven point grading scale should be used; however, the alternative two point grading scale can be used in exceptional cases which are approved by Boards of Studies.

Students are entitled to be informed, by means of the unit outline, of the procedures for grading. Final grades are assigned by reference to achievement of objectives rather than by reference to the sum total of marks awarded to assessment items.

GRADING SCALES

The agreed assessment strategy should contain the specific details by which grades are determined. Some of these details will be the specific meanings that are given to the different grade levels in terms of the particular demands of the unit.

However, given that the College has endorsed the principle of Equity, it is important that there be compatibility of such details across the range of units. General descriptors are provided for this purpose.

When interpreting grades that are assigned to students in a unit, it is important to realise that such grades are summary statements of achievement of objectives. Specific information on achievement can only be obtained by interpreting the grade within the context of the unit requirements.

General Descriptors for the 1-7 scale

The general meanings associated with this scale should be understood in the context of the decision-making process by which grades are awarded. Grades are based on achievement of unit objectives; grades of 4, 5, 6 or 7 are awarded to students who have demonstrated at least a satisfactory level of achievement in all those objectives for which such a level of achievement is required. When a student has not demonstrated achievement at a satisfactory level in all such objectives, the student is awarded a grade of 3, 2 or 1.

Grades of 4, 5, 6, 7

These grades are awarded as a result of the student demonstrating at least a satisfactory level of achievement in designated objectives. When a satisfactory level is demonstrated in such objectives, the student is awarded a grade of 4.

In addition to this satisfactory performance, some students may have demonstrated higher levels of achievement in these objectives or achievement of other objectives reflecting higher level performance. Such students are awarded grades of 5, 6, or 7 and the extent to which this achievement is demonstrated determines which of these grades is awarded.

The following general guidelines are used:

Grade of 4 — Pass

Students assigned a grade of 4 will have demonstrated satisfactory levels of achievement in objectives designated as essential for passing the unit.

Satisfactory levels of performance may, for example, be exhibited as adequate levels of knowledge, competence in relevant skills, adequate levels of intellectual initiative and interpretative ability or adequate artistic responses.

Grade of 5 — Credit

Students assigned a grade of 5 will, in addition to the requirements for a grade of 4, have demonstrated achievement of some objectives reflecting a high level of performance.

High levels of performance may, for example, be exhibited as high levels of knowledge, mastery of relevant skills, high levels of intellectual initiative and interpretative ability or extremely competent artistic responses.

Grade of 6 — Distinction

Students assigned a grade of 6 will, in addition to the requirements for a grade of 4, have demonstrated either achievement of some objectives reflecting an extremely high level of performance or achievement of a large number of objectives reflecting a high level of performance.

Extremely high levels of performance may, for example, be exhibited as extremely high levels of knowledge, mastery of most relevant skills, extremely high levels of intellectual initiative and interpretative ability or original artistic responses.

Grade of 7 — High Distinction

Students assigned a grade of 7 will, in addition to the requirements for a grade of 4, have demonstrated either achievement of all objectives reflecting an extremely high level of performance or achievement of most objectives reflecting an outstanding level of performance.

Outstanding levels of performance may, for example, be exhibited as outstanding levels of knowledge, mastery of all relevant skills, outstanding levels of intellectual initiative and interpretative ability or outstanding and original artistic responses.

Grades of 3, 2, 1

If achievement at a satisfactory level of performance is not demonstrated in all objectives for which a grade of 4 is required, then a grade of 3, 2 or 1 is assigned. In general, a grade of 3 is awarded when such achievement is not demonstrated in a small number of objectives.

The following guidelines are used for awarding these grades:

Grade of 3 — Pass Conceded

Students assigned a grade of 3 will have failed to demonstrate satisfactory levels of achievement in a small number of objectives designated as essential for passing the unit. For example, such students may not have demonstrated adequate levels of knowledge of subject matter, competence in relevant skills, adequate levels of intellectual initiative and interpretative ability or adequate artistic responses.

Grade of 2 — Failure

Students assigned a grade of 2 will have failed to demonstrate satisfactory levels of achievement in many of the objectives designated as essential for passing the unit.

Grade of 1 — Gross Failure

Students assigned a grade of 1 will have failed to demonstrate satisfactory levels of achievement in most of the objectives designated as essential for passing the unit.

General Descriptors for the S,U scale

Where approval has been given by the appropriate Board of Studies, students may be assigned grades in a unit using this alternative scale.

S — Satisfactory

Students assigned a grade of satisfactory will have demonstrated achievement of objectives which reflects adequate performance. Such students may, for example, have demonstrated adequate knowledge of subject matter, developed relevant skills, demonstrated adequate interpretative and analytical ability or adequate artistic responses.

U — Unsatisfactory

Students assigned a grade of unsatisfactory will have failed to demonstrate achievement of some objectives, which reflects adequate performance.

Ungraded Failure

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 S,U scales.

SCHEDULING OF EXAMINATIONS

Responsibility for the coordination of examinations generally and the scheduling of end-of-term 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 term, 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 term.

Using the information provided, Student Administration Officers will prepare a draft end-of-term 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 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.

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

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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 Teacher Education, 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.

The organisers of such sporting and cultural activities should seek endorsement in advance of such programs from the Deputy 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.

ASSESSMENT PROVISIONS FOR STUDENTS WITH DISABILITIES

1. Preamble

Students who are permanently or temporarily disabled may need alternative arrangements to enable them to fulfil assessment requirements in their respective courses of study. The College acknowledges its responsibility to provide such alternatives which are consistent with its commitment to academic excellence and equality of opportunity.

2. Negotiating Alternatives

- (i) Students may have disabilities which prevent or inhibit them from completing certain unit requirements. These may be the performance of certain skills, the writing of assignments or test papers or the execution of certain physical or laboratory tasks related to their course.
- (ii) Such students may be required to submit a medical certificate to support their request for special consideration.
- (iii) Students with disabilities who require alternative forms of assessment should make their needs known to relevant lecturers early in each term.
- (iv) Usually such alternatives should be negotiated between student and lecturer, but advice can be sought from Head of Department, campus Counsellor or Head of School as needed.
- (v) Lecturers should notify the campus Student Administration Officer of any special examination requirements. They should explain the level of expertise allowable in any assistant (amanuensis, interpreter, aide) who may be required so that the student is neither advantaged nor disadvantaged in comparison with fellow students.

3. Some Alternatives

The assessment alternatives needed may be one or more of the following:

- (i) variation in time (e.g. extended answering period for an examination, a deferred examination, extension to assignment due date, deferment of part of unit requirements until temporary incapacity is overcome)

- (ii) variations in questioning modality (e.g. brailled or audiotaped questions)
 - (iii) variations in response modality (e.g. oral rather than written answers)
 - (iv) access to specific equipment (e.g. tape recorder, blank audiocassettes, braille, print magnifier, electric typewriter, desk permitting wheelchair access)
 - (v) access to a special examination room (to avoid disturbing other students) and
 - (vi) access to a personal assistant (e.g. an amanuensis, reader, interpreter, aides).
4. **Responsibilities**
- (i) Students should negotiate satisfactory alternative arrangements with relevant lecturers. At the student's request, the campus Counsellor may assist to ensure all lecturers are aware of the student's needs.
 - (ii) Lecturers need to make necessary alternative arrangements, and, in the case of examinations, should advise Resource Centre staff and the campus examination officer of special requirements.
 - (iii) For an examination, unless negotiated otherwise between lecturer and student, the campus Student Administration Officer will be responsible for employing an amanuensis or interpreter as well as for providing special equipment, settings and supervision. Costs of employing supervisors and personal assistants as well as providing examination materials (e.g. blank audiocassette tapes) are to be borne by Academic Administration.

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

To be eligible for a College Medal:

- a student shall have completed all requirements for an approved award course; and
- the course should not have been completed predominantly by research.

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

- (i) The Academic Registrar will, each year, provide to Boards of Studies, names and academic records of students who have reached the minimum approved standards in relevant courses under their jurisdictions.
- (ii) From the lists of graduating students provided, Boards of Studies will scrutinise records and finalise nominations for the award of College Medals and forward them, together with appropriate recommendations and supporting academic records, to the Academic Board for its consideration.
- (iii) The Academic Board's final recommendations will be submitted to Council for approval.
- (iv) In any year the total number of College Medals awarded will not exceed 1% of students graduating from courses in which awards may be made.
- (v) When Council's decision is known, appropriate arrangements will be made for presentation of the College Medals at the next graduation ceremonies, and for

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the listing of the names of the recipients in the Annual Report for the year in which the recipients graduated.

COLLEGE MEDAL RECIPIENTS

1984

L.K. Warburton Diploma of Teaching (Primary)

1985

J. Ash Bachelor of Applied Science (Home Economics)
J.E. Richardson Bachelor of Business

1986

P.G. Kanowski Diploma of Teaching (Secondary)
S.K. Ohlsson Diploma of Teaching (Primary)

1987

A.M. Galligan Bachelor of Business
C.P. Green Bachelor of Business
S.K. Harding Diploma of Teaching (Primary)
K.A. Honeyman Diploma of Teaching (Secondary)
M.G. Lasen Diploma of Teaching (Primary)

PRIZES AND AWARDS

GRADUATE DIPLOMA OF BUSINESS (ADMINISTRATION)

Institute of Professional Secretaries (Australia) Prize

Awarded to the graduate with the best performance in Business Administration 2 Strand

GRADUATE DIPLOMA OF EDUCATION (LITERACY)

Meanjin Reading Council of Australian Reading Association Inc. Prize

Awarded to the outstanding graduate

BACHELOR OF BUSINESS

Australian Society of Accountants' Prize

Graduate — awarded to the graduate with the best performance in accounting
First Year — awarded to the student with the best performances in AC3000 and AC3001
Second Year — awarded to the student with the best performances in AC3000, AC3001, AC3003 and AC3004

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)

Australian Institute of Taxation and Management Accountants Limited Prizes

Managerial — awarded to the student with the best results in AC3004 and AC3009
Taxation — awarded to the student with the best results in LW3004

Coopers and Lybrand Prize

Awarded to the student with the best results in AC3005

Hewlett Packard Prizes

Awarded to the outstanding Bachelor of Business (Computing) graduate
Awarded to the outstanding Bachelor of Business (Marketing) graduate
Awarded to the top student in first year Quantitative Methods

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 year of the course

The Institute of Industrial Arts Medallion

Awarded to the most outstanding student graduating from the Diploma of Teaching (Secondary - Manual Arts)

*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 terms of the course

*Music***Charles Hall Trust Fund Bursary**

Awarded to the second year student with the best overall performance in instrumental/vocal studies in conjunction with high achievement in College studies

*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 terms of the course.

ASSOCIATE DIPLOMA OF BUSINESS (COURT AND PARLIAMENTARY REPORTING)**Australian Shorthand Reporters Association (Qld)**

Awarded to the graduate with the best performance in RP1024

ASSOCIATE DIPLOMA OF BUSINESS (COMPUTING)**Scitec Corporation Prize**

Awarded to the outstanding graduate of the course.

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.

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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) 343 0690 (Information) 343 0777 (Audiovisual Services) |

The Resource Centre on each campus supports 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, health and 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 leisure 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 the Loans Desks.

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, portapaks 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 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, users with special research needs may be eligible for an interlibrary loan

if the items are not held anywhere within the Resource Centre. Online searches of a large number of databases are also available if required.

Academic Liaison. Consultation with teaching staff on the development of resources and services is promoted through the departmental liaison service. A departmental liaison librarian works closely with each department in order to ensure that the Resource Centre collections and programs will reflect departmental priorities.

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.

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

The following Rules 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 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 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 term, he/she shall not receive a certification of his/her results or the award to which he/she is entitled, under which circumstances he/she is not entitled to seek re-enrolment in a succeeding term, or to graduate.

The following loan periods and penalty schedules currently apply:

1. **Student "Resource Item" Loans:**
Loan period: 2 weeks
Penalty for late return: 5 points per day per item

Borrowing access to be suspended when any item is more than 4 days overdue.

Accrual of 1000 points to result in loss of borrowing access for 2 weeks.

2. **Staff "Resource Item" Loans:**

Loan period 4 weeks

Borrowing access to be suspended when any item is more than 7 days overdue.

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 (OPAC).

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

COMPUTING SERVICES

Computing Services is responsible for the provision of computing facilities and services, encompassing a wide variety of equipment, software, communications and human resources to meet the computing needs of the teaching and research activities of the College. BCAE is able to meet the bulk of its computing needs from internal sources, but external computing services are used, when necessary.

Computing Services is made up of Administration, Network Services, Systems Development Section, and User Services, which are described more fully below.

Network Services Section. The Network Services Section undertakes time-sharing computer operations and provides data communications support for all College networks.

Systems Development Section. The Systems Development Section undertakes the acquisition, development and maintenance of computer software. It offers 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.

User Services Section. The User 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, 'hotline' support service for computer users, a 'help' service for students using computer laboratories, operation of the four Campus Computer Centres and publication of a newsletter and technical bulletins.

Computing Facilities. The main computing facilities of the College are a 'wide-area' network of time-sharing supermini computers and some 300 personal (micro) computers, some incorporated into 'local area' networks. The supermini hosts are one AWA P.E. Sequel and two HP3000 systems.

The wide area network currently supports approximately 300 data terminals and a growing number of PCs which are used as data terminals (intelligent workstations). An INFOTRON Contender 500 and several Scitec MDX data exchanges allow terminals to selectively communicate with the main administrative, academic and library hosts.

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
Paul Neumann
Level 1
Community Building
Telephone: 263 6222 (ext) 343

KEDRON PARK CAMPUS
Vacant
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
Deborah Greenland
Student Amenities Building adjacent to Student Union Office.
Telephone: 343 0657

FINANCIAL ASSISTANCE

The main form of financial assistance to students is that offered by the Commonwealth Department of Employment, Education and Training through AUSTUDY. 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 Employment, Education and Training
167 Eagle Street
Brisbane Q 4000
Telephone: (07) 221 5522
(07) 231 0800 (STD)

Other forms of assistance include:

- **Aboriginal Study Assistance Scheme**

Assistance under this scheme is available on a full-time or part-time basis to Aboriginals and Torres Strait Islanders. From the beginning of 1988 the allowance will be subject to an income test. The scheme is administered by the Commonwealth Department of Employment, Education and Training. Enquiries should be made to:

The Commonwealth Department of Employment, Education and Training
167 Eagle Street
Brisbane Q 4000
Telephone: (07) 221 5522

- **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 \$500.00. 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
- (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:

- 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 promote the interests and represent the views of BCAE students both within and outside the College.

OFFICES

On each campus there is a Union Office staffed by one or more employees. These staff are there to help with enquiries or problems students may be having. If staff do not have an immediate answer to a particular request, they should be able to direct students to where they can get an answer, or 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
- Typewriters at Carseldine, Kelvin Grove and Mount Gravatt campuses
- Stationery for above machines at most campus offices.

Also available is a variety of sporting equipment. Where items are not 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 provided to assist students in disposing of unwanted texts. The

GENERAL INFORMATION

books are left in the office and when sold the money is forwarded to the owner. A small handling fee is charged.

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

Games rooms and sporting facilities. All campuses have games rooms and sporting facilities ranging from pinball machines, darts equipment, table tennis and pool tables to a sauna and squash courts (Kelvin Grove). Weight training gymnasiums are located on all campuses.

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. It is updated each year (this service is coordinated by the Queensland Union of Students).

Part-time employment service. This service puts students in contact with prospective employers for part-time and vacation work. Some assistance is also provided with resume and interview preparation and career planning.

Student Plan Accident Insurance. All full-time and part-time students of the College are covered by Student Plan Accident Insurance. 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 in any location and provides full worldwide protection. All claims are processed through the Union Secretariat, 'D' Block, Kedron Park Campus, Brisbane CAE. Enquiries should be directed to the Union Manager.

Legal service. Legal representatives from the Caxton Street Legal Service are available to all BCAE students for consultations. On campus sessions are usually held once each week at the Kelvin Grove and Mount Gravatt campuses. Appointments can be made with the administrative assistant in the relevant Union Office. Arrangements can be made to visit the Caxton Street Legal Centre at other 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. Individual assistance is available from the Union staff on each campus.

Saleable items. Items such as postage stamps, sweatshirts, T-shirts and cassette tapes, computer diskettes and College watches 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 an agency for the Queensland Teachers Credit Union.

Queensland Union of Students. The Brisbane CAE Union is presently an affiliated member of the Queensland Union of Students.

Orientation. The Union contributes over \$10,000 each year to the Orientation program. The bulk of this subsidy is used to provide information and festivities during the program.

Facilities. The Union has provided several major improvements to College facilities —

- Courtyard and Student Computing Assignment Laboratory at Carseldine Campus
- Courtyard and upgraded Tennis and Ball Courts at Kedron Park Campus

- Upgraded Basketball/Netball Courts and Student Relaxation Lounge at Kelvin Grove Campus
- Bookstore Building, Student Relaxation Lounge, Toilet Block and Courtyard at Mount Gravatt Campus.

Recreation and sports. The Recreation and Activities Department was created in 1988. It assists with the management of recreational facilities and equipment, the development of tertiary sports, organisation of state and national intercollegiates, and promotion of union balls, cabarets and other social activities.

Clubs and societies. The Union provides financial and organisational assistance to clubs and societies which meet the requirements to become affiliated with the Union. Enquiries should be directed to the Recreation and Activities Manager at the Union Secretariat.

General. Services are not a static thing, so students should watch noticeboards, *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. A staff member and a campus president or organiser are usually there to discuss problems or ideas.
- **DeCae, Student Newspaper:** All contributions are welcome. If you have a specific comment to make, telephone or write to the Media Officer who will reply as quickly as possible.

For information contact either
 Union President or
 Union Manager
 Secretariat Office
 'D' Block, Kedron Park Campus
 Brisbane CAE, Kedron Qld 4031
 Telephone — 357 9233

ACCOMMODATION

Limited accommodation for students attending the College is available at the Halls of Residence located on the Mount Gravatt Campus. The Halls of Residence has 190 single study-bedrooms with share bathroom facilities. There are two buildings, Lowana and Bundara. 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. Other facilities include table-tennis and pool tables and meeting rooms.

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.

GENERAL INFORMATION

The Dean of Residence, Administration Officer and six Residential Advisors are responsible for the welfare of students at the Halls of Residence. Residential Advisors provide tutorial assistance 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 — D.J. O'Brien, BSc DipCompSc *Qld*, MLitt *N.E.*, MSc *Nott.*, MACS
Administration Officer — H.J. Watkins

Further information is available from:

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

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 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. These plays are performed in the Woodward Theatre (L Block), the Princess Theatre (Woolloongabba) and Metro Arts Theatre (City).

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

Recently 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. Since all initiatives come from student members a number of small projects 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 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 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.

MUSIC

The Department of Music at Kelvin Grove supports a wide range of performance activities, including lunchtime and twilight concerts on Tuesdays in the Concert Studio, M Block. These concerts are given by local, interstate and international artists, with opportunities for talented students to perform on occasion.

The Kelvin Grove Chorale and Symphonic Wind Ensemble are quality student groups which rehearse weekly and give concerts at College and around Brisbane each term. Membership of these groups is mandatory for PTA music students, but interested students from any campus are invited to contact the Department on 352 8477 for information on how to join these groups.

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.



6 Centres for the Promotion of Research and Learning

CENTRES FOR THE 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 term 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.

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:

- compilation of indices of leading, co-incident, and lagging economic indicators for the Queensland economy;
- forecasting of Australian export commodity prices;
- Queensland Economic Indicators project — forecasting housing approvals, car registrations and retail sales;
- continuing logistics investigations of the Australian wool distribution transport and shipping network;

process innovations in health: a study to determine if technology increases expenditure;
pricing, cost and economic performance aspects of domestic satellite systems;
economic investigation of satellite and cable television networks;
optimal hedging strategies for the floating \$A;
science parks as regional development strategies.

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 March and September each year and *Current Economic Issues* annually. The objective of *Queensland Economic Forecasts* is to provide Queensland people 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, and other personnel attached to the Centre are:

P.A. Cassidy, MAgSc PhD(Econ) *Qld* QDA Q.A.C. (Director)
J.R. Butler, BEcon MPolEcon PhD(Econ) *Qld*
C.W. Collyer, BEcon(Hons) MEconSt *Qld*
D.P. Doessel, BEcon MPolEcon DipEd *Qld*
W.O. McCarthy, MAgSc NZ, PhD *Iowa S.*, FAIM, FIBA
P. Pope, MEcon PhD *NE*
D.S. Prasada Rao, MA PhD DipEcon *Indian State Inst*
M.J. Quayle, BEcon MPolEcon PhD *Qld*
M.M. Seth-Smith, BA(Hons) *Kingston*, MSc(Econ) *Lond.*
H.J. Stuart, BSc DipEd *NE*, MA *ANU*
H.I. Toft, BEcon BComm *Qld*, PhD *ANU*

CENTRE FOR APPLIED STUDIES IN EARLY CHILDHOOD DEVELOPMENT, EDUCATION AND SERVICES (CASEC)

CASEC is located in the School of Early Childhood Studies. It was established early in 1988 to provide leadership in the field of early childhood development, education and services.

Research and teaching interests of the staff in the School of Early Childhood Studies, who are involved in CASEC include the following: aspects of development in areas of cognition, language, social and emotional, motor and physical; aesthetics and creativity in children; mother, caregiver and child interactions; curriculum areas in early childhood such as teaching strategies; program development and evaluation in areas of science, literacy and the arts; child care and after school hours care. General areas include quantitative and qualitative research methods in early childhood; playground and environment design.

CASEC organises consultancies, professional development and preparation of relevant materials for professionals and people interested in early childhood studies. It also provides lecturers and organises seminars and workshops for other institutions, industry, community groups and individuals in the field of early childhood studies.

Coordinator: C.C. O'Brien, TCert *NSW*, DipPE *Syd.*, MHMS, PhD *Qld*

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 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 frequently involved in joint projects with other organisations and institutions (e.g. the Queensland Education Department, the Australian Department of Social Security, 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 —

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.

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 software 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

Deafness Resources Project

Research Associate — B.M. Carty, BA *Qld*, DipEd *Monash*, MA *Ballaudet*

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

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

to develop, implement, evaluate and promote teaching and supervision programs outside the ambit of accredited term-based preservice courses for instructors, teachers and administrators.

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

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

Coordinator of Teacher Education Extension Program — R. Cope, BEd(Hons) *James Cook*, MEdSt *Qld*, 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 other campuses.

Research Centre — Headquarters: The Centre Headquarters is situated on Level 4 of the Main Teaching Building at Mount Gravatt campus. Its principal functions are in teaching, research and publication. These involve the encouragement or conduct of original research in literacy, and the general dissemination of information on literacy to the College and wider communities and support for the development and teaching of studies in Literacy within the College. 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 and in the workforce.

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

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

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

Coordinator of Research — J.A. Smith, BCom, BEd PhD *Qld*, GDSpecEd *Mount Gravatt*

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 conducted a variety of inservice programs for teachers under the auspices of the Queensland Department of Education and the Queensland Inservice Education Committee and consultancy to schools. This Unit has conducted research into literacy demands on the Kelvin Grove students and has developed a video-supported student help program on assignment writing.

Coordinator — J. Borthwick, BA *Syd.*, MEdSt *Qld*

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 — Vacant

INSTITUTE OF APPLIED LINGUISTICS

The Institute of Applied Linguistics was established on Mount Gravatt campus in 1987. It has the following functions:

- to develop non-award language courses
- to engage in various forms of consultancy related to applied linguistics
- to engage in and promote research in the field of applied linguistics
- to conduct various non-award courses and seminars in the field of applied linguistics
- to provide services in the field of second language teaching.

The Institute's most visible function is the provision of ELICOS programs (English Language Intensive Courses for Overseas Students). These programs are conducted on the Mount Gravatt campus (General English Courses) and the Kedron Park campus (English for Academic Purposes). Many of the students who complete these courses go on to study in award courses offered by the College and other tertiary institutions throughout Australia. For overseas students who are enrolled in the College's award courses, the Institute provides English language support where needed.

In addition to ELICOS programs, the Institute has been awarded a three year contract to act as a tertiary provider of English language programs for the Department of Immigration, Local Government and Ethnic Affairs (DILGEA). These courses offer advanced English to immigrants with overseas tertiary qualifications or to those who wish to undertake tertiary study in Australia.

The Institute has particular expertise in the area of language proficiency testing. The Director is the Australian expert on the IELTS (International English Language Testing Service) revision project and has worked in conjunction with British and Canadian representatives to develop a test designed to determine the English language proficiency of overseas students. It is hoped that the College will be part of a joint venture with IDP to market this test, especially in the Asian region.

The Institute has secured a number of consultancies in the field of applied linguistics including the provision of advanced language teacher training to teachers from Afghanistan (through UNESCO), the provision of training in language testing methods for Maori teachers for the New Zealand Department of Education, various consultancies in the area of testing and syllabus design for government and private organisations.

It is intended that the Institute host seminars in various fields of applied linguistics. To date, an international seminar has been held on language planning. Work is currently being undertaken to arrange a seminar on Computer Assisted Language Learning (CALL).

Research interests within the Institute include:

- Language testing
- Language learning styles
- Language teaching methodology
- Syllabus design and evaluation
- Language policy and planning

Director — D.E. Ingram, BA, AEd *Qld*, MA PhD *Essex*

Academic Staff — G.J. Birch, BA, DipEd *Qld*, LittB *NE*, MA *Essex*

E.V. Burke, CertT *Asopa*, MA *Lanc.*, Dip TOEFL *Trinity College, Lond.*, PhD *Michigan SU*

E.L. Wylie, BA MEdSt *Qld*, DipEd *Melb.*

A large, stylized number '7' is the central focus of the image. It is constructed from bold, geometric shapes in black and white, creating a high-contrast, abstract design. The '7' is set against a solid, vibrant red background. The overall aesthetic is modern and graphic.

7 Course Details

MASTER OF BUSINESS

Location: Kedron Park campus

Normal duration: Two years (full-time) or four years (part-time)

Total credit points required: 160

The Master of Business degree is a specialist graduate program offering advanced studies in Industrial Relations and Marketing Science. The course requires completion of 160 credit points comprising course work (20-60 credit points) and thesis (100-140 credit points).

The course includes high level work in relevant disciplines such as economics, statistics and social sciences. The competence of students in research and problem-solving methodologies and techniques is further developed. The thesis component requires students to apply knowledge and skills in undertaking original research of an applied nature. Related programs are offered at Queensland University of Technology, Capricornia Institute of Advanced Education and Darling Downs Institute of Advanced Education.

Subject to the approval of the Course Coordinator and the other institution concerned, students may be permitted to take some units chosen from that institution's master-level programs.

Applicants for admission to the degree should have the following qualifications:

- (i) An appropriate honours degree *or* appropriate undergraduate degree, preferably followed by postgraduate study, and at an acceptable level of achievement.
- (ii) Normally, substantial work experience involving investigatory and research skills.

COURSE REQUIREMENTS

Industrial Relations Strand

Coursework units (20-60 credit points required)

| | | Hrs/ Wk | Cdt Pts |
|--------|-----------------------------------|------------|------------|
| IR5000 | Industrial Relations Methodology | 4 | 10 |
| IR5001 | Advanced Theory and Comparativism | 4 | 10 |
| IR5002 | Industrial Relations Planning | 4 | 10 |
| IR5003 | Advanced Industrial Law | 4 | 10 |

Thesis (100-140 credit points required)

IR5010 Thesis

Marketing Science Strand

Coursework units (20-60 credit points required)

| | | Hrs/ Wk | Cdt Pts |
|--------|--|------------|------------|
| MK5000 | Advanced Quantitative Research Methods | 4 | 10 |
| MK5001 | Business Forecasting Techniques | 4 | 10 |
| MK5002 | Business Logistics | 4 | 10 |
| MK5003 | Marketing Simulation | 4 | 10 |

Thesis (100-140 credit points required)

MK5010 Thesis

MASTER OF EDUCATION (MATHEMATICS)

Location: Carseldine, Kelvin Grove and Mount Gravatt campuses

Normal duration: Two years (full-time) or three years (part-time)

Total credit points required: 180

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

| | | Hrs/ Wk | Cdt Pts |
|--|---|------------|------------|
| <i>Research and Evaluation (30 credit points required)</i> | | | |
| MA5018 | Research and Evaluation Techniques | 3 | 15 |
| MA5020 | Research and Evaluation Design | 3 | 15 |
| <i>Mathematics Education Core (60 credit points required)</i> | | | |
| MA5016 | Psychological Perspectives in Mathematics Education | 3 | 15 |
| MA5017 | Curriculum Studies in Mathematics Education | 3 | 15 |
| MA5019 | Research in Mathematics Education | 3 | 15 |
| MA5035 | Perspectives in Mathematics Education | 3 | 15 |
| <i>Mathematics Education Electives (20 credit points required)</i> | | | |
| MA5036 | Mathematics in Early Childhood | 2 | 10 |
| MA5037 | Independent Studies | 2 | 10 |
| MA5038 | Clinical Methods in Mathematics | 2 | 10 |
| MA5039 | Mathematics in the Middle School | 2 | 10 |
| MA5040 | Microcomputers in Mathematics | 2 | 10 |
| MA5041 | Mathematics in the Senior School | 2 | 10 |
| MA5042 | Assessment in Mathematics | 2 | 10 |
| MA5043 | Leadership in Mathematics Education | 2 | 10 |
| MA5044 | Social Contexts in Mathematics Education | 2 | 10 |
| <i>Mathematics Electives (20 credit points required)</i> | | | |
| MA5045 | Number Theory | 3 | 10 |
| MA5046 | Mathematical Models and Applications | 3 | 10 |
| MA5047 | History and Philosophy of Mathematics 1 | 3 | 10 |
| MA5048 | History and Philosophy of Mathematics 2 | 3 | 10 |
| MA5049 | Numerical Analysis | 3 | 10 |
| MA5050 | Computing | 3 | 10 |
| MA5051 | Fundamental Structures in Mathematics | 3 | 10 |
| <i>Project (50 credit points required)</i> | | | |
| MA5021 | Project | - | 50 |

MASTER OF EDUCATION (READING)

Location: Mount Gravatt campus

Normal duration: Two years (full-time) or three years (part-time)

Total credit points required: 170

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 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 undertake a critical examination of models of the reading process and develop 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 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

| | | Cdt Pts |
|---|--|------------|
| <i>Course Work (45 credit points required)</i> | | |
| RE5000 | The Reading Process | 15 |
| RE5001 | Language and Literacy | 15 |
| RE5002 | Methods of Reading Research and Evaluation | 15 |
| <i>Project Work (30 credit points required)</i> | | |
| RE5003 | Practicum in the Reading Process | 10 |
| RE5004 | Practicum in Language and Literacy | 10 |
| RE5005 | Practicum in Reading Research and Evaluation | 10 |
| <i>Colloquia (15 credit points required)</i> | | |
| RE5006 | Colloquium 1 | 5 |
| RE5007 | Colloquium 2 | 5 |
| RE5008 | Colloquium 3 | 5 |
| <i>Thesis (80 credit points required)</i> | | |
| RE5009 | Thesis | 80 |

GRADUATE DIPLOMA OF BUSINESS (ADMINISTRATION)

Location: Kedron Park campus

Normal duration: One year (full-time) or two and a half years (part-time day)

Total credit points required: 100

The major objective of the course is to offer graduates from a range of disciplines a broad base of practical skills and competencies relevant to the business world and appropriate for graduates of the course to function as part of the management team.

Three specialisations are provided as:

Business Administration 1
 Business Administration 2
 Arts Administration.

Students may undertake a broadly-structured course in business administration (Business Administration 1) or may undertake a specialisation that would lead to employment in a broad range of executive assistant positions (Business Administration 2), or a specialisation that would lead to position as Arts Administrators (Arts Administration Strand). The specialisation is combined with studies which encompass management, communication, accounting and office technology.

A student who completes successfully a total of 100 credit points shall be eligible to graduate from the course provided that no more than one grade of 3 has been awarded.

COURSE REQUIREMENTS

Business Administration 1 Strand

| Term 1 | | Hrs/ Wk | Cdt Pts |
|----------|-------------------------------------|------------|------------|
| AC4018 | Administrative Accounting | 4 | 10 |
| AD3009 | Management and Industrial Relations | 4 | 10 |
| AD4000 | Business Communication | 4 | 10 |
| CO4022 | Microcomputer Applications | 4 | 10 |
| Elective | Select from List 285 | | 10 |

Term 2

| | | | |
|----------|----------------------------|---|----|
| AD3013 | Personnel Management | 4 | 10 |
| AD4001 | Entrepreneurial Management | 4 | 10 |
| Elective | Select from List 285 | | 10 |
| Elective | Select from List 285 | | 10 |
| Elective | Select from List 285 | | 10 |

Business Administration 2 Strand

Term 1

| | | | |
|---------|-------------------------------------|---|----|
| AD4000 | Business Communication | 4 | 10 |
| CO4022 | Microcomputer Applications | 4 | 10 |
| SK4006 | Executive Keyboarding | 4 | 10 |
| SK4011 | Executive Secretarial Studies 1 | 8 | 15 |
| {AC4018 | Administrative Accounting or | 4 | 10 |
| {AD3004 | Management and Industrial Relations | 4 | 10 |

Term 2

| | | | |
|----------|--------------------------------------|---|----|
| SK4009 | Office Automation and Administration | 4 | 10 |
| SK4012 | Executive Secretarial Studies 2 | 6 | 15 |
| Elective | Select from List 285 | | 10 |
| Elective | Select from List 285 | | 10 |

Arts Administration Strand

Term 1

| | | | |
|----------|-------------------------------------|---|----|
| AC4018 | Administrative Accounting | 4 | 10 |
| AD3009 | Management and Industrial Relations | 4 | 10 |
| AD4000 | Business Communication | 4 | 10 |
| AD4002 | Arts Administration and Society | 5 | 15 |
| Elective | Select from List 285 | | 10 |

Term 2

| | | | |
|----------|----------------------------|---|----|
| AD4001 | Entrepreneurial Management | 4 | 10 |
| AD4003 | The Arts Industry | 5 | 15 |
| Elective | Select from List 285 | | 10 |
| Elective | Select from List 285 | | 10 |

ELECTIVE LIST

LIST 285

Law

| | | | |
|--------|---------------------------|---|----|
| IR4011 | Industrial Law | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |
| LW3001 | Commercial Law | 4 | 10 |
| LW3004 | Taxation Law and Practice | 4 | 10 |

Management

| | | | |
|--------|-------------------------------------|---|----|
| AD3006 | Media Management | 4 | 10 |
| AD3009 | Management and Industrial Relations | 4 | 10 |
| AD3013 | Personnel Management | 4 | 10 |
| AD4001 | Entrepreneurial Management | 4 | 10 |

Office Administration and Technology

| | | | |
|--------|--------------------------------------|---|----|
| SK4006 | Executive Keyboarding | 4 | 10 |
| SK4009 | Office Automation and Administration | 4 | 10 |
| SK4010 | Executive Shorthand | 6 | 10 |
| SK4011 | Executive Secretarial Studies 1 | 8 | 15 |
| SK4012 | Executive Secretarial Studies 2 | 6 | 15 |

Other Business Units

| | | | |
|--------|---------------------------|---|----|
| AC4018 | Administrative Accounting | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |
| ST4000 | Business Statistics | 4 | 10 |

Notes:

- (1) Students are required to take at least 50% of units at graduate diploma level ('4' — level units as in IR4011).
- (2) Students are required to substitute for equivalent studies undertaken in another award.
- (3) Part-time progression: in consultation with Course Coordinator.
- (4) Elective choice in consultation with Course Coordinator.

GRADUATE DIPLOMA OF BUSINESS (INDUSTRIAL RELATIONS)

Location: Kedron Park campus

Normal duration: One year (full-time) or two years (part-time)

Total credit points required: 80

This 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 80 credit points shall be eligible to graduate from the course provided that no more than one grade of 3 has been awarded.

COURSE REQUIREMENTS

Full-time Mode

| | | Hrs/ Wk | Cdt Pts |
|---------------|----------------------------------|------------|------------|
| Term 1 | | | |
| IR4001 | Industrial Relations Theory | 4 | 10 |
| IR4006 | Comparative Industrial Relations | 4 | 10 |
| IR4011 | Industrial Law | 4 | 10 |
| IR4012 | Industrial Relations Practices | 4 | 10 |

Term 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, Term 1

| | | | |
|--------|-----------------------------|---|----|
| IR4001 | Industrial Relations Theory | 4 | 10 |
| IR4011 | Industrial Law | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|---------------------------------|---|----|
| IR4013 | Industrial Relations Structures | 4 | 10 |
| IR4014 | Industrial Case Law | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|----------------------------------|---|----|
| IR4006 | Comparative Industrial Relations | 4 | 10 |
| IR4012 | Industrial Relations Practices | 4 | 10 |

Year 2, Term 2

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

GRADUATE DIPLOMA OF BUSINESS (INFORMATION SYSTEMS)

Location: Kedron Park campus

Normal duration: Two years (part-time only)

Total credit points required: 80

The course is intended for persons who have graduated in a discipline other than computing and who wish to gain knowledge and skills relating to contemporary computing technology and its business applications. Areas covered by the course include systems analysis and design, information analysis, database systems and query languages, decision support systems, and knowledge engineering. An emphasis is placed on the effective utilisation of computing technology in a business environment.

To be qualified for admission to the course, applicants are required to have a bachelor degree and to have successfully completed in a degree course a first-level unit in computer programming and one other first-level computing unit. Persons who do not meet these entry requirements will be required to complete CO3022 Business Computing and CO3023 Commercial Programming 1 in the Bachelor of Business degree.

A student who successfully completes a total of 80 credit points is eligible to graduate provided that no more than one grade of three has been awarded.

COURSE REQUIREMENTS

Prerequisites: CO3022 Business Computing and
CO3023 Commercial Programming 1

Year 1, Term 1

| | | Hrs/ Wk | Cdt Pts |
|--------|-----------------------------|------------|------------|
| CO3024 | Computer Systems Management | 4 | 10 |
| CO3025 | Database Design | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|-----------------------------|---|----|
| CO4031 | Commercial Systems | 4 | 10 |
| CO4032 | Database Management Systems | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|------------------------------|---|----|
| CO3027 | Decision Support Systems | 4 | 10 |
| CO4030 | Advanced Database Technology | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|--------------------------------|---|----|
| CO3021 | Information Systems Management | 4 | 10 |
| CO4033 | Knowledge Engineering | 4 | 10 |

**GRADUATE DIPLOMA OF BUSINESS
(PROFESSIONAL ACCOUNTING)**

Location: Kedron Park campus

Normal duration: Two years (part-time only)

Total credit points required: 80

The course provides graduates who have a degree in business or commerce majoring in accounting, an opportunity for further studies in accounting.

The course includes units in accounting, taxation, law and auditing. Students are able to complete the Professional Year (PY) requirements of the Institute of Chartered Accountants. It may be possible to obtain one of the specialisations of the Australian Society of Accountants in either Management Accounting, External Reporting, Taxation or Auditing. The units offered will provide students with the knowledge and skills suited to professional accounting employment.

A student who has successfully completed units totalling 80 credit points is eligible to graduate provided no more than one grade of three has been awarded.

COURSE REQUIREMENTS

Normally, students will be expected to take 50 credit points at postgraduate level. Students may choose units from the following lists:

At least four units from the following list of postgraduate units:

| | | Hrs/ Wk | Cdt Pts |
|--------|--------------------------------------|------------|------------|
| AC4005 | Professional Year — Accounts | 6 | 20 |
| AC4006 | Professional Year — Audit and E.D.P. | 4 | 10 |
| AC4007 | Professional Year — Taxation | 6 | 20 |
| AC4008 | Computers in Taxation | 4 | 10 |
| AC4009 | Taxation Planning | 4 | 10 |
| AC4010 | Business Regulation | 4 | 10 |
| AC4011 | Computer Applications in Accounting | 4 | 10 |
| AC4012 | Advanced Management Accounting | 4 | 10 |
| AC4013 | Accounting Practice | 4 | 10 |
| AC4014 | Management Accounting Systems | 4 | 10 |
| AC4015 | Advanced Financial Management | 4 | 10 |
| AC4016 | Advanced Financial Reporting | 4 | 10 |
| AC4017 | Advanced Auditing | 4 | 10 |

A maximum of four units from the following (but not including any unit or its equivalent for which credit has been obtained towards another award, unless the candidate did not need to claim credit for it in order to qualify for the other award). Other units may be taken with the approval of the head of the Department of Accounting and Law.

| | | | |
|--------|--|---|----|
| AC3006 | Business Finance 2 | 4 | 10 |
| AC3007 | Financial Accounting 3 | 4 | 10 |
| AC3008 | Business Finance3 | 4 | 10 |
| AC3009 | Managerial Accounting 2 | 4 | 10 |
| AC3010 | Computing for Accounting | 4 | 10 |
| AC3011 | Computer Applications in Public Practice | 4 | 10 |
| AC3012 | Computer Applications in Taxation | 4 | 10 |
| LW3004 | Taxation Law and Practice | 4 | 10 |
| LW3008 | Corporate Law | 4 | 10 |
| LW3009 | Business Law | 4 | 10 |

It is, however, anticipated that most students will choose one of the following models:

Professional Year — Taxation

Year 1, Term 1

| | | | |
|--------|------------------------------|---|----|
| AC4007 | Professional Year — Taxation | 6 | 20 |
|--------|------------------------------|---|----|

Year 1, Term 2

| | | | |
|--------|------------------------------|---|----|
| AC4005 | Professional Year — Accounts | 6 | 20 |
|--------|------------------------------|---|----|

Year 2, Term 1

| | | | |
|--------|--------------------------------------|---|----|
| AC4006 | Professional Year — Audit and E.D.P. | 4 | 10 |
| AC4010 | Business Regulation | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-----------------------|---|----|
| AC4008 | Computers in Taxation | 4 | 10 |
| AC4009 | Taxation Planning | 4 | 10 |

Professional Year — External Reporting

Year 1, Term 1

| | | | |
|--------|------------------------------|---|----|
| AC4007 | Professional Year — Taxation | 6 | 20 |
|--------|------------------------------|---|----|

Year 1, Term 2

| | | | |
|--------|------------------------------|---|----|
| AC4005 | Professional Year — Accounts | 6 | 20 |
|--------|------------------------------|---|----|

Year 2, Term 1

| | | | |
|--------|--------------------------------------|---|----|
| AC4006 | Professional Year — Audit and E.D.P. | 4 | 10 |
| AC4016 | Advanced Financial Reporting | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-------------------------------|---|----------|
| AC4017 | Advanced Auditing Elective | 4 | 10 10 |
|--------|-------------------------------|---|----------|

Professional Year — Auditing

Year 1, Term 1

| | | | |
|--------|------------------------------|---|----|
| AC4007 | Professional Year — Taxation | 6 | 20 |
|--------|------------------------------|---|----|

Year 1, Term 2

| | | | |
|--------|------------------------------|---|----|
| AC4005 | Professional Year — Accounts | 6 | 20 |
|--------|------------------------------|---|----|

Year 2, Term 1

| | | | |
|--------|--------------------------------------|---|----|
| AC4006 | Professional Year — Audit and E.D.P. | 4 | 10 |
| AC4016 | Advanced Financial Reporting | 4 | 10 |

COURSE DETAILS

Year 2, Term 2

| | | | |
|--------|-------------------------------|---|----------|
| AC4017 | Advanced Auditing Elective | 4 | 10 10 |
|--------|-------------------------------|---|----------|

Professional Year — Chartered Secretaries and Administrators

Year 1, Term 1

| | | | |
|--------|------------------------------|---|----|
| AC4007 | Professional Year — Taxation | 6 | 20 |
|--------|------------------------------|---|----|

Year 1, Term 2

| | | | |
|--------|------------------------------|---|----|
| AC4005 | Professional Year — Accounts | 6 | 20 |
|--------|------------------------------|---|----|

Year 2, Term 1

| | | | |
|--------|--------------------------------------|---|----|
| AC4006 | Professional Year — Audit and E.D.P. | 4 | 10 |
| LW3008 | Corporate Law | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-------------------------------|---|----|
| AC4015 | Advanced Financial Management | 4 | 10 |
| LW3009 | Business Law | 4 | 10 |

Management Accounting

Year 1, Term 1

| | | | |
|--------|---------------------|---|----|
| AC4010 | Business Regulation | 4 | 10 |
| AC4013 | Accounting Practice | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|--|---|----------|
| AC4012 | Advanced Management Accounting Elective | 4 | 10 10 |
|--------|--|---|----------|

Year 2, Term 1

| | | | |
|--------|---|---|----------|
| AC4014 | Management Accounting Systems Elective | 4 | 10 10 |
|--------|---|---|----------|

Year 2, Term 2

| | | | |
|--------|---|---|----------|
| AC4015 | Advanced Financial Management Elective | 4 | 10 10 |
|--------|---|---|----------|

Computer Applications in Accounting

Year 1, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AC4011 | Computer Applications in Accounting | 4 | 10 |
| AC4014 | Management Accounting Systems | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|-------------------------------|---|----------|
| AC4017 | Advanced Auditing Elective | 4 | 10 10 |
|--------|-------------------------------|---|----------|

Year 2, Term 1

| | | | |
|--------|-----------------------|---|----|
| AC4008 | Computers in Taxation | 4 | 10 |
| | Elective | | 10 |

Year 2, Term 2

| | | | |
|--|----------|--|----|
| | Elective | | 10 |
| | Elective | | 10 |

GRADUATE DIPLOMA OF EDUCATION (ADMINISTRATION)

Location: Mount Gravatt campus

Normal duration: Two years (part-time internal and external)

Total credit points required: 93 (Schools option) 98 (TAFE option)

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, graduates 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 1989 new students will be restricted to evening study.

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

Students in the Schools and TAFE strand are required to attend two weeks of *compulsory* study schools — one week in December in each of two years.

COURSE REQUIREMENTS

Schools Option

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|---|------------|------------|
| Year 1, Term 1 | | | |
| ED4115 | Organisational Theory and Behaviour 1 | 3 | 10 |
| ED4117 | Human Resource Development | 3 | 10 |
| ED4118 | Computer Applications in School Admin. (Study School) | - | 5 |
| ED4119 | Law and Education (Study School) | - | 3 |
| Year 1, Term 2 | | | |
| ED4116 | Organisational Theory and Behaviour 2 | 3 | 10 |
| ED4122 | Research Methods (Study School) | - | 5 |
| ED4124 | Community Education Administration | 3 | 10 |
| Year 2, Term 1 | | | |
| ED4120 | Curriculum Leadership | 3 | 10 |
| ED4123 | Implications of Individualised Education | 3 | 10 |

Year 2, Term 2

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

TAFE Option

Year 1, Term 1

| | | | |
|--------|---------------------------------------|---|----|
| ED4115 | Organisational Theory and Behaviour 1 | 3 | 10 |
| ED4117 | Human Resource Development | 3 | 10 |

Year 1, Term 2

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

Year 2, Term 1

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

Year 2, Term 2

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

GRADUATE DIPLOMA OF EDUCATION (COMMUNICATION TEACHING)

Location: Mount Gravatt campus

Normal duration: One year (full-time only)

Total credit points required: 100

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

| | | Hrs/ Wk | Cdt Pts |
|---------------|---|------------|------------|
| Term 1 | | | |
| PT4000 | Teaching Experience 1 | - | 10 |
| SE4090 | Speech and Language Science | 4 | 10 |
| SE4091 | Communication Development | 4 | 10 |
| SE4100 | Interpersonal Relationships | 2 | 5 |
| SE4170 | Child Development | 2 | 5 |
| SE4172 | Motor Developing and Programming (continued in Term 2) | 4 | 10* |
| Elective | | | 5 |
| Term 2 | | | |
| PT4001 | Teaching Experience 2 | - | 10 |
| SE4094 | Introduction to Communication Disorders | 4 | 10 |
| SE4095 | Communication Appraisal and Programming | 4 | 10 |
| SE4103 | Management of Exceptional Children | 2 | 5 |
| SE4124 | Augmentative Communication Systems | 2 | 5 |
| SE4171 | Orientation to Special Education | 2 | 5 |
| SE4172 | Motor Developing and Programming (continued from Term 1) | 4 | 10* |

* a total of 10 credit points.

GRADUATE DIPLOMA OF EDUCATION (COMPUTER EDUCATION)

Location: Kelvin Grove campus

Normal duration: Two years (part-time internal or external)

Total credit points required: 80

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.

Course participants should possess some prior experience in computing. External students will need to have access to a computer system which supports the languages Pascal (preferably Turbo Pascal), Logo and PROLOG, (preferably 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 own software. It is highly desirable that external students have access to an IBM PC or compatible (e.g. Sperry PC) for at least some part of the course.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|-----------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| CO4000 | Computer Systems | 3 | 10 |
| CO4001 | Computers in Education | 3 | 10 |
| Year 1, Term 2 | | | |
| CO4018 | Information Systems and Education | 3 | 10 |
| Elective | Select from List 56 | | 10 |
| Year 2, Term 1 | | | |
| Elective | Select from List 57 | | 10 |
| Elective | Select from List 57 | | 10 |
| Year 2, Term 2 | | | |
| CO4004 | Computer Education Project | 3 | 10 |
| Elective | Select from List 56 | | 10 |

ELECTIVE LISTS

LIST 56

| | | | |
|--------|-------------------------------------|---|----|
| CO4002 | Structured Programming | 3 | 10 |
| CO4007 | Computers and School Administration | 3 | 10 |
| CO4012 | Artificial Intelligence | 3 | 10 |
| CO4019 | Computer Tools for Teaching | 3 | 10 |

COURSE DETAILS

LIST 57

| | | | |
|--------|--------------------------------------|---|----|
| CO4005 | Teaching Computer Studies: Secondary | 3 | 10 |
| CO4006 | Computers in Primary Education | 3 | 10 |
| CO4013 | Computer Graphics | 3 | 10 |
| CO4017 | Modelling Information Systems | 3 | 10 |

GRADUATE DIPLOMA OF EDUCATION (EARLY CHILDHOOD)

Location: Kelvin Grove campus

Normal duration: Two years (part-time or external)

Total credit points required: 100

This course is for registered teachers who wish to broaden their 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; social, political, economic and cultural issues of contemporary Australian society; students are expected to formulate a personal philosophical basis for early childhood education.

Studies in Human Development and Learning: contemporary theories of human development and learning; 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; 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: 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 during school vacation periods.

Special Note — Practice Teaching

Students should note that there is a compulsory period of two weeks practice teaching (or more, according to Individual Teaching Experience Profiles) with children in the early childhood age range, to be undertaken at the completion of the first four units of the course. Students employed as teachers will need to complete these practice periods during school holidays in a specially organised setting. A further compulsory period of two weeks with children in the early childhood age range will be held toward the end of the course to provide opportunities for program design and evaluation. Some students may need to undertake this practicum during school holidays. 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

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

GRADUATE DIPLOMA OF EDUCATION (LITERACY)

Location: Mount Gravatt campus

Normal duration: Two years (part-time internal and external)

Total credit points required: 80

This course is designed to provide teachers with information concerning theory and practices in the teaching of literacy and developments in the field of language theory — particularly in relation to reading and readers.

Its major aim is to give teachers an understanding of the origins and development of literacy learning. Its intention is that such understanding will be reflected in teachers' classroom practices.

The course involves students in practical activities throughout core and elective units in order to promote transfer of new knowledge to applied situations. Elective units enable students to select from a range of core-extension studies and/or special interest areas in order to broaden their core studies. Provision is made for students who wish to pursue further studies in reading to undertake specialised learning in content areas and research methodology and practice.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|---|---|------------|------------|
| <i>Core Units (40 credit points required)</i> | | | |
| RE4032 | Language In Use | 3 | 10 |
| RE4033 | The Reading Process | 3 | 10 |
| RE4034 | The Reader, the Writer and the Text | 3 | 10 |
| {RE4035 | Learning Literacy or | 3 | 10 |
| {RE4037 | Learning Through Reading | 3 | 10 |
| <i>Elective Units (40 credit points required)</i> | | | |
| ED3703 | Educational Research and Practice | 3 | 10 |
| LI3801 | The Appeal of Literature | 3 | 10 |
| LI3802 | Australian Literature and Film | 3 | 10 |
| {RE4035 | Learning Literacy or | 3 | 10 |
| *{RE4037 | Learning Through Reading | 3 | 10 |
| RE4036 | Policy and Program in Literacy | 3 | 10 |
| RE4039 | Independent Project | 3 | 10 |
| RE4044 | Children's Literature | 3 | 10 |
| RE4045 | Writing Process | 3 | 10 |
| RE4047 | Reading/Writing Problems | 3 | 10 |
| SE4131 | Learning Problems: Adolescence/Adulthood ¹ | 2 | 5 |

* unit not selected as a core unit.

¹ internal mode only.

GRADUATE DIPLOMA OF EDUCATION (MUSIC)

Location: Carseldine campus

Normal duration: Two years (part-time only)

Total credit points required: 96

The course consists of three strands:

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

Studies in Music Education aim to develop the knowledge, understanding and skills necessary for successful planning, implementation and evaluation of music programs in schools; studies include Music in Culture, Music Curricula: Foundations, Analysis, Design and Implementation.

Practical Studies are concerned with the development of ability with classroom instruments, voice and movement.

Studies in Music involve a study of contemporary music and music from earlier centuries; studies include Twentieth Century Music 1, Twentieth Century Music 2, the Baroque and Rococo Periods, the Classical and Romantic Periods.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|--|------------|------------|
| Year 1, Term 1 | | | |
| MU4000 | Music in Culture | 2 | 8 |
| MU4001 | Twentieth Century Music 1 | 2 | 8 |
| MU4013 | Practical Studies 1 | 2 | 8 |
| Year 1, Term 2 | | | |
| CU4000 | Music Curricula: Foundations | 2 | 8 |
| MU4002 | Twentieth Century Music 2 | 2 | 8 |
| MU4014 | Practical Studies 2 | 2 | 8 |
| Year 2, Term 1 | | | |
| CU4001 | Music Curricula: Analysis | 2 | 8 |
| MU4003 | Baroque and Rococo | 2 | 8 |
| MU4016 | Practical Studies 3 | 2 | 8 |
| Year 2, Term 2 | | | |
| CU4008 | Music Curricula: Design and Implementation | 2 | 8 |
| MU4004 | Classical and Romantic Music | 2 | 8 |
| MU4017 | Practical Studies 4 | 2 | 8 |

GRADUATE DIPLOMA OF EDUCATION (OUTDOOR EDUCATION)

Location: Mount Gravatt campus

Normal duration: One year (full-time only)

Total credit points required: 135

This course provides an opportunity for teachers, recreation specialists and other suitably qualified persons to develop skills in using the out-of-doors to 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 three to twenty-one days, and a period of supervised practical experience in an appropriate setting.

All students are required to undergo a C.Z.18 medical examination (Australian Standards Association) at their own expense prior to enrolment and all students are required to have a current St John's Ambulance Certificate or its equivalent.

In addition, students should possess a current Royal Life Saving Award (Bronze Medallion) or be able to demonstrate equivalent skills proficiency.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|---------------|---------------------------------|------------|------------|
| Term 1 | | | |
| OE4004 | Expedition — Bush Skills | - | 5 |
| OE4011 | Expedition — Reef Ecology | - | 5 |
| OE4020 | Environmental Interpretation | 4 | 10 |
| OE4021 | Bush Skills | 4 | 10 |
| OE4022 | Rockclimbing 1 | 3 | 5 |
| OE4023 | Canoeing 1 | 3 | 5 |
| OE4024 | Group Leadership | 4 | 10 |
| OE4025 | Evaluation in Outdoor Education | 2 | 5 |
| Term 2 | | | |
| OE4007 | Expedition — Final | - | 10 |
| OE4009 | Expedition — Alpine | - | 10 |
| OE4012 | Theoretical Foundations | 3 | 10 |
| OE4026 | People and the Environment | 3 | 10 |
| OE4027 | Rockclimbing 2 | 3 | 5 |
| OE4028 | Canoeing 2 | 3 | 5 |
| OE4029 | Independent Skills Development | - | 5 |
| OE4030 | Independent Research Project | 1 | 5 |
| OE4031 | Practicum | - | 20 |

**GRADUATE DIPLOMA OF EDUCATION
(RESOURCE TEACHING)**

Location: Kelvin Grove campus

Normal duration: One year (full-time only)

Total credit points required: 100

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 of full-time study and may be taken either in one academic year, or over two terms full-time with an intervening period normally available for gaining resource teaching experience.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|---------------|--|------------|------------|
| Term 1 | | | |
| 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 |
| Term 2 | | | |
| ED4096 | Curriculum for Youth with Special Needs | 3 | 10 |
| ED4097 | Social Factors Affecting the School | 3 | 10 |
| EN4014 | Study Skills and 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 OF EDUCATION (SECOND LANGUAGE TEACHING)

Location: Mount Gravatt campus

Normal duration: One year (full-time) or two years (part-time)

Total credit points required: 80

This 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 five prescribed units, to select an area for research, and to undertake two case studies one of which involves their beginning the study of another language, while the other enables them to specialise in a particular area of teaching.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|---|------------|------------|
| Year 1, Term 1 | | | |
| LA4010 | Language In Use | 3 | 10 |
| LA4011 | Language Teaching in Practice | 3 | 10 |
| Year 1, Term 2 | | | |
| LA4012 | The Nature of Language Learning | 3 | 10 |
| LA4013 | Applied Linguistics and Course Design | 3 | 10 |
| Year 2, Term 1 | | | |
| LA4014 | Applied Linguistics and Materials Development | 3 | 10 |
| LA4015 | Special Study | 3 | 10 |
| Year 2, Term 2 | | | |
| LA4016 | Language Learning Case Study | 3 | 10 |
| LA4017 | Language Teaching Case Study | 3 | 10 |

GRADUATE DIPLOMA OF EDUCATION (SPECIAL EDUCATION)

Location: Mount Gravatt campus

Normal duration: One year (full-time only)

Total credit points required: 95

The Graduate Diploma of Education (Special Education) qualifies students for 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 terms 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 term. Students enrolled on a part-time basis will take a minimum of five terms to complete the course and may take up to an additional three enrolled terms.

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.

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.

Units in the Graduate Diploma of Education (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 well developed teaching skills in a teaching area may proceed through the course with more choice of units, provided that timetabling and unit viability permit this to occur.

COURSE STRUCTURE

| TERM 1 | | TERM 2 | | | |
|---|--|----------------------------------|---|----------------------------------|-------------------------------------|
| FOUNDATION STUDIES (25 C.P. required) | Interpersonal Relationships | Credit Points 5 | Management of Exceptional Children | Credit Points 5 | |
| | Communication Development | 5 | Remediation of Communication Disabilities | 5 | |
| | Developments in Educational Psychology | 5 | | | |
| CURRICULUM STUDIES (20 C.P. required) | Curriculum Development and Evaluation 1 | 10 | Curriculum Development and Evaluation 2 | 10 | |
| FIELD STUDIES (20 C.P. required) | Curriculum Implementation and Practice 1 | 10 | Curriculum Implementation and Practice 2 | 10 | |
| SPECIALIST STUDIES (20 C.P. min. to 30 C.P. maximum required) | Psychosocial Bases | 5 | Augmentative Communication Systems | not more than 2 to be selected | |
| | Teaching Independence Skills | } not more than 2 to be selected | | | Management of Learning Disabilities |
| | Learning Problems: adolescence/adulthood | | | | Listening and Speaking Programs |
| Hearing Orientation and Mobility | Writing Individual Educational Programs 1 | | Studies in Vision Impairment | 5 | |
| | | | Writing Individual Educational Programs 2 | | |
| | | | Alternative Specialisation Studies: | | |
| | | | * Approaches to Reading and Writing | } not more than 2 to be selected | |
| | | | * Mildly Handicapping Conditions | | |
| | | | * Management of Severe Behaviour Problems | 5 | |
| ELECTIVES (up to 10 C.P. may be taken) | Mathematics Remediation in Special Education | } maximum of 2 to be selected | | 5 | |
| | Motor Development for Special Education | | | | |
| | Technology in Special Schools 1 | | | | |
| | Technology in Special Schools 2 | | | | |
| | Parent-Teacher-Community Relations | | | | |
| | Advanced Educational Psychology | | | | |
| | Independent Project | | | | |
| | Early Educational Intervention | | | | |
| Evaluation in Special Education | | | | | |
| Education and the Gifted Child | | | | | |

COURSE REQUIREMENTS

| Foundation Studies (all areas of specialisation) | | Hrs/ Wk | Cdt Pts |
|--|--|---------|---------|
| SE4100 | Interpersonal Relationships | 2 | 5 |
| SE4101 | Communication Development | 2 | 5 |
| SE4102 | Developments in Educational Psychology | 2 | 5 |
| SE4103 | Management of Exceptional Children | 2 | 5 |

COURSE DETAILS

| | | | |
|--------|---|---|---|
| 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 Severe/Profound Disability | 2 | 5 |
| SE4161 | Writing Individual Educational Programs 1 | 2 | 5 |
| SE4164 | Augmentative Communication Systems | 2 | 5 |
| SE4167 | Writing Individual Educational 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

If students are taking up to two electives in their course, it is recommended that they take only one per term. 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 | Technology in Special Schools 1 | 2 | 5 |
| SE4113 | Parent-Teacher-Community Relations | 2 | 5 |
| SE4114 | Evaluation in Special Education | 2 | 5 |
| SE4116 | Motor Development in Special Education | 2 | 5 |
| SE4117 | Independent Project | 2 | 5 |
| SE4118 | Education and the Gifted Child | 2 | 5 |
| SE4119 | Technology in Special Schools 2 | 2 | 5 |

GRADUATE DIPLOMA OF EDUCATION (TEACHER-LIBRARIANSHIP)

Location: Kelvin Grove campus

Normal duration: One year (full-time) or one and a half years (full-time/part-time)

Total credit points required: 105

This course prepares experienced teachers for appointment as teacher-librarians in primary, special or secondary schools and other educational institutions.

The course is equivalent to one year of full-time study. Part A is offered on a full-time basis, or part-time during the day in both terms each year, while Part B is offered continuously on a part-time basis by evening and external studies.

The main objectives 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 is recognised by the Library Association of Australia as a specialist professional qualification.

COURSE REQUIREMENTS

Part A: Initial Full-time Term

Arrangements may be made to undertake Part A part-time during the day over two terms.

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 and Use | 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 Service Administration | - | 10 |
| RS4004 | Reference Services and Materials 2 | 3 | 10 |
| RS4013 | Collection Development for Learning | - | 10 |

ELECTIVES (20 credit points required)

| | | | |
|--------|--|---|----|
| 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.

**GRADUATE DIPLOMA OF HEALTH SCIENCE
(HEALTH EDUCATION)**

Location: Carseldine campus

Normal duration: Two years (part-time internal and external)

Total credit points required: 80

This 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.

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 Coordinator 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.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|-----------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| HE4010 | Health and Lifestyle in Australia | 3 | 10 |
| {HE4014 | School Health Education or | 3 | 10 |
| {HE4016 | Community Health Education | 3 | 10 |

Year 1, Term 2

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

Year 2, Term 1

| | | | |
|--------|---|---|----|
| HE4012 | Research and Evaluation | 3 | 10 |
| HE4013 | Health Education and the Change Process | 3 | 10 |

Year 2, Term 2

| | | | |
|----------|-----------------------------------|---|----|
| {HE4015 | School Health Program Planning or | 3 | 10 |
| {HE4017 | Community Health Program Planning | 3 | 10 |
| Elective | Select from List 36 | | 5 |
| Elective | Select from List 36 | | 5 |

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 |
| 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 |
| HE4027 | Independent Studies | - | 10 |

GRADUATE DIPLOMA OF SOCIAL SCIENCE (COUNSELLING)

Location: Carseldine campus

Normal duration: Two years (part-time only)

Total credit points required: 95

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, 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 term in which the practicum is scheduled.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|--|------------|------------|
| Year 1, Term 1 | | | |
| CL4000 | Interpersonal Relationships in Counselling | 3 | 10 |
| CL4001 | Theory and Practice of Counselling 1 | 3 | 10 |
| CL4002 | Practicum 1 | - | 5 |
| Year 1, Term 2 | | | |
| CL4003 | Counselling and Human Development | 3 | 10 |
| CL4004 | Theory and Practice of Counselling 2 | 3 | 10 |
| Year 2, Term 1 | | | |
| CL4005 | Practicum 2 | - | 5 |
| CL4006 | Counselling: A Sociological Perspective | 3 | 10 |
| CL4007 | Theory and Practice of Counselling 3 | 3 | 10 |
| Year 2, Term 2 | | | |
| CL4014 | Practicum 3 | - | 10 |
| Elective | Select from List 26 | | 5 |
| Elective | Select from List 26 | | 5 |
| Elective | Select from List 26 | | 5 |

ELECTIVE LIST

LIST 26

| | | | |
|--------|-------------------------------------|----|---|
| CL4011 | Cognitive-Behavioural Counselling | 1½ | 5 |
| CL4012 | Career Guidance and Counselling | 1½ | 5 |
| 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 OF TEACHING (EARLY CHILDHOOD)

Location: Kelvin Grove campus

Normal duration: One year (full-time only)

Total credit points required: 120

This course enables bachelor degree graduates with various discipline backgrounds (arts, expressive/performing arts, social science, science, social work etc.) to prepare for careers in early childhood education.

The course prepares students to teach children in kindergartens, preschools and junior classes of primary schools. Opportunities exist for graduates to work as advisory teachers in state and community services.

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

Studies in Education (20 credit points required): historical and philosophical knowledge relevant to early childhood education; social, political, economic and cultural issues of contemporary Australian society. Students are expected to formulate a personal philosophical basis for early childhood education.

Studies in Human Development and Learning (20 credit points required): contemporary theories of human development and learning. Students are expected to identify characteristics of development and learning for children 0-9 years.

Studies in Curriculum and Teaching (60 credit points required): early childhood curriculum models, content and strategies with child-centred, process approach. 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 (20 credit points required): 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.

There is provision for 40 days of practice teaching within early childhood educational settings. As well, students will spend 10 days of guided observation in selected early childhood settings before commencing formal course work.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|---------------|--|------------|------------|
| Term 1 | | | |
| EE4021 | Social, Emotional and Physical Development (0-9) | 3 | 10 |
| EE4023 | Creativity and Language 1 | 3 | 10 |
| EE4025 | Thinking and Problem-solving 1 | 3 | 10 |
| EE4027 | Program Planning Strategies and Micro-skills 1 | 3 | 10 |
| EE4307 | Socio-cultural Contexts of Education | 3 | 10 |
| PT4914 | Practice Teaching 1 | - | 10 |
| Term 2 | | | |
| EE4022 | Cognition and Language (0-9) | 3 | 10 |
| EE4024 | Creativity and Language 2 | 3 | 10 |
| EE4026 | Thinking and Problem-solving 2 | 3 | 10 |
| EE4028 | Program Planning Strategies and Micro-skills 2 | 3 | 10 |
| EE4308 | Teaching in Contemporary Society | 3 | 10 |
| PT4915 | Practice Teaching 2 | - | 10 |

GRADUATE DIPLOMA OF TEACHING (PRIMARY)

Location: Carseldine and Mount Gravatt campuses

Normal duration: One year (full-time only)

Total credit points required: 140 (end-on program) 174 (joint program)

END-ON PROGRAM

This course enables bachelor degree graduates with various discipline backgrounds (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 focusing on human development and learning, and contemporary education issues and practices.

Studies in Teaching and Learning (28 credit points required): the nature of the teaching/learning process, the appropriateness of different teaching behaviours to meet the needs of learners, the principles of designing, implementing and evaluating child-orientated program plans.

Studies in Curriculum (56 credit points required): curriculum interpretation, analysis, implementation, and evaluation; the single/multi/inter-disciplinary nature of the curriculum, the teaching of literacy and mathematics, the changing technological world and the planning of total classroom programs.

Field Studies (40 credit points required): Students attend associated schools for the purpose of:

- Practice Teaching in four week blocks to conclude each term;
- School Studies for two days in school during Orientation Week to develop an initial awareness of primary schools. This is followed by one day each week for eight weeks in each term to carry out child, class and school studies which connect 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 an area of study within the educational context to enrich their professional development. As well, students are required to demonstrate competencies in first aid and swimming.

COURSE REQUIREMENTS

| Term 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 | 2 | 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 and Social World 1 | 3 | 8 |
| Term 2 | | | |
| AR4008 | Understanding the World of the Arts 2 | 2 | 4 |
| ED4080 | Class Program Development | 1 | 4 |
| ED4311 | Contemporary Educational Issues and Practices | 2 | 8 |

| | | | |
|--------|---|---|----|
| ED4312 | Introducing Movement Education | 1 | 4 |
| ED4601 | Developing Children's Potential | 4 | 12 |
| ED4602 | Contexts for Teaching and Learning | 2 | 8 |
| EN4012 | Communication: Focus on Language | 2 | 4 |
| MA4023 | Studies in Mathematics and Technology 2 | 2 | 4 |
| PT4901 | Practice Teaching 2 | - | 12 |
| SB4903 | School Studies 2 | 5 | 8 |
| SS4003 | Studies in the Natural and Social World 2 | 1 | 4 |

JOINT PROGRAM WITH GRIFFITH UNIVERSITY

This course enables students in bachelor degree courses at Griffith University to undertake additional studies leading to qualification as a primary teacher. Students are eligible for admission to the course at the conclusion of their second year of degree studies and thereafter proceed as described below, with joint enrolment at both institutions in Year 1, Term 1 and Year 2, Term 2.

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).

Studies in Teaching and Learning (28 credit points required).

Studies in Curriculum (62 credit points required).

Field Studies (58 credit points required).

COURSE REQUIREMENTS

| Year 1, Term 1 | | Hrs/ Wk | Cdt Pts |
|----------------|--------------------------|------------|------------|
| ED4313 | Inquiry in the Classroom | 3 | 10 |
| PT4910 | Practice Teaching 1 | - | 4 |

Year 1, Term 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 and Social World 1 | 3 | 8 |

Year 2, Term 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 |
| MA4025 | Mathematics Curriculum Studies 2 | 2 | 8 |
| PE4004 | Physical Education Studies 2 | 1 | 4 |

COURSE DETAILS

| | | | |
|--------|---|---|----|
| PT4912 | Practice Teaching 3 | - | 12 |
| SB4905 | School Studies 2 | - | 8 |
| SS4005 | Studies in the Natural and Social World 2 | 1 | 4 |

Year 2, Term 2

| | | | |
|--------|---------------------------------|---|----|
| ED4098 | Developing Autonomy in Planning | 3 | 10 |
| PT4913 | Practice Teaching 4 | - | 8 |
| SB4906 | Field Studies Enrichment | - | 4 |

GRADUATE DIPLOMA OF TEACHING (SECONDARY)

Location: Kelvin Grove campus

Normal duration: Programs 1, 2 and 3, 1 year (full-time)
Program 4, 2 years (part-time)

Total credit points required: Programs 1, 2 and 4: 140
Program 2: 170

Studies leading to the Graduate Diploma of Teaching (Secondary) may be undertaken in one of the following ways:

- as a one year full-time course for students who have completed a degree (or equivalent) referred to as Program 1;
- as concurrent studies with the third and fourth years of a degree at Griffith University, referred to as Program 2;
- 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;
- 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 of a recognised degree or, in some cases, diploma, 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 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).

Programs 1, 2 and 3 are undertaken full-time on the Kelvin Grove campus over two terms. However, Program 2 students, after spending their third year of 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 DETAILS

COURSE REQUIREMENTS (PROGRAMS 1 and 2)

Program 1

| | | Hrs/ Wk | Cdt Pts |
|----------------------|------------------------------|------------|------------|
| Term 1 | | | |
| ED4302 | Classrooms in Social Context | 3 | 10 |
| ED4303 | Teaching and Learning | 3 | 10 |
| HE4030 | First Aid Studies | | |
| PT4902 | Practice Teaching | - | 15 |
| TS4600 | Studies in Teaching 1 | 3 | 5 |
| Curriculum Area A | Select from List 22 | | 10 |
| Curriculum Area B | Select from List 22 | | 10 |
| Elective | Select from List 24 | | 5 |

Term 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 | - | 25 |
| PY4300 | Psychology and Teaching | 2 | 5 |
| TS4602 | Studies in Teaching 2 | 3 | 5 |
| Curriculum Area A | Select from List 23 | | 10 |
| Curriculum Area B | Select from List 23 | | 10 |
| Elective | Select from List 24 | | 5 |

Program 2

Year 1, Term 1

| | | | |
|----------------------|------------------------------|---|----|
| ED4302 | Classrooms in Social Context | 3 | 10 |
| ED4303 | Teaching and Learning | 3 | 10 |
| HE4030 | First Aid Studies | | |
| PT4902 | Practice Teaching | - | 15 |
| TS4600 | Studies in Teaching 1 | 3 | 5 |
| Curriculum Area A | Select from List 22 | | 10 |
| Curriculum Area B | Select from List 22 | | 10 |
| Elective | Select from List 24 | | 5 |

Year 1, Term 2

| | | | |
|----------------------|---------------------------|---|----|
| ED4307 | Sociology of Education | 3 | 10 |
| PT4903 | Practice Teaching | - | 25 |
| PY4301 | Psychology and the School | 4 | 10 |
| TS4601 | Studies in Teaching 2 | 3 | 5 |
| Curriculum Area A | Select from List 23 | | 10 |
| Curriculum Area B | Select from List 23 | | 10 |
| Elective | Select from List 24 | | 5 |

Year 2, Term 1

| | | | |
|--------|----------------------------|---|---|
| ED4308 | Philosophy and the Teacher | 3 | 5 |
| PT4904 | Practice Teaching | - | 7 |
| TS4603 | Studies in Teaching 3 | 2 | 5 |

Year 2, Term 2

| | | | |
|--------|---|---|---|
| ED4309 | Personal Philosophy for Education Today | 3 | 5 |
| PT4905 | Practice Teaching | - | 8 |
| TS4604 | Studies in Teaching 4 | 2 | 5 |

Program 3

Term 1

| | | | |
|-------------------|------------------------------|---|----|
| ED4302 | Classrooms in Social Context | 3 | 10 |
| ED4303 | Teaching and Learning | 3 | 10 |
| HE4030 | First Aid Studies | | |
| PT4902 | Practice Teaching | - | 15 |
| TS4600 | Studies in Teaching 1 | 3 | 5 |
| Curriculum Area A | Select from List 22 | | 10 |
| Curriculum Area B | Select from List 22 | | 10 |
| Elective | Select from List 24 | | 5 |

Term 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 | - | 25 |
| PY4300 | Psychology and Teaching | 2 | 5 |
| TS4602 | Studies in Teaching 2 | 3 | 5 |
| Curriculum Area A | Select from List 23 | | 10 |
| Curriculum Area B | Select from List 23 | | 10 |
| Elective | Select from List 24 | | 5 |

Program 4

Stage 1, Term 2 (July)

| | | | |
|--------------------|--|---|----|
| ED4303 | Teaching and Learning | 3 | 10 |
| TS4600 | Studies in Teaching 1 | 3 | 5 |
| *Curriculum Area A | (MA4001 or one unit selected from Senior Science Curriculum 1 units (List 22)) | | 10 |
| *Curriculum Area B | SC4006 | 4 | 10 |

*Continued in following term

COURSE DETAILS

Term 1 (February)

| | | | |
|-------------------|------------------------------|---|----|
| ED4302 | Classrooms in Social Context | 3 | 10 |
| PT4907 | Practice Teaching | - | 10 |
| Curriculum Area A | } from previous term | | |
| Curriculum Area B | | | B |
| Elective | Select from List 24 | | 5 |

Stage 2, Term 2 (July)

| | | | |
|--------------------|--|---|----|
| ED4304 | Philosophy for the Contemporary Teacher | 2 | 5 |
| HE4030 | First Aid Studies | | |
| PY4300 | Psychology and Teaching | 2 | 5 |
| PT4908 | Practice Teaching | - | 15 |
| *Curriculum Area A | (MA4002 or unit from Senior Science Curriculum Area 2 (List 23)) | | 10 |
| *Curriculum Area B | (SC4007) | | |
| Elective | Select from List 24 | 4 | 10 |
| | | | 5 |

*Continued in following term

Term 1 (February)

| | | | |
|-------------------|--------------------------------|---|----|
| ED4305 | Sociology, Schools and Society | 2 | 5 |
| ED4306 | Teachers and School Programs | 2 | 5 |
| PT4909 | Practice Teaching | - | 15 |
| TS4602 | Studies in Teaching 2 | 3 | 5 |
| Curriculum Area A | } from previous term | | |
| Curriculum Area B | | | |
| Elective | Select from List 24 | | 5 |

Special requirements (all programs):

Graduate Diploma of Teaching (Secondary) students are required to undertake HE4030 to be offered in a special six-hour program, a (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 Coordinator. All other full-time students should enrol in HE4030 in Term 1. Part-time students enrol in HE4030 in Year 2, Term 2.

List 22: CURRICULUM 1 UNITS
(Select 2, subject to approval)

| | | | |
|--------|---|---|----|
| AC4003 | Accounting Curriculum 1 | 3 | 10 |
| AR4010 | Art Curriculum 1 | 3 | 10 |
| CO4025 | Computer Studies Curriculum 1 | 3 | 10 |
| DA4000 | Dance Curriculum 1 | 4 | 10 |
| DR4010 | Drama Curriculum 1 | 4 | 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 | 3 | 10 |

| | | | |
|--------|---------------------------------|---|----|
| ML4002 | German Curriculum 1 | 3 | 10 |
| ML4005 | Italian Curriculum 1 | 3 | 10 |
| ML4007 | Japanese Curriculum 1 | 3 | 10 |
| ML4009 | Chinese Curriculum 1 | 3 | 10 |
| ML4011 | Indonesian Curriculum 1 | 3 | 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 | 3 | 10 |

Instrumental Strand

| | | | |
|--------|---|---|----|
| MU4024 | Instrumental Curriculum | 3 | 10 |
| MU4025 | Instrumental Music 1A (String Majors) or | 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 |

* 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 |
| CO4026 | Computer Studies Curriculum 2 | 3 | 10 |
| DA4001 | Dance Curriculum 2 | 4 | 10 |
| DR4011 | Drama Curriculum 2 | 4 | 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 | 3 | 10 |
| ML4003 | German Curriculum 2 | 3 | 10 |
| ML4006 | Italian Curriculum 2 | 3 | 10 |
| ML4008 | Japanese Curriculum 2 | 3 | 10 |
| ML4010 | Chinese Curriculum 2 | 3 | 10 |
| ML4012 | Indonesian Curriculum 2 | 3 | 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* | 4 | 10 |
| MU4028 | School Music Approaches 2 | 4 | 10 |

COURSE DETAILS

Instrumental Strand

| | | | |
|--------|----------------------------|---|----|
| MU4027 | Music Curriculum Studies 2 | 4 | 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

Elective units may be offered in only one term per year. Availability of all units listed depends on the existence of viable class sizes.

| | | | |
|--------|---|---|---|
| BI4002 | Senior Biology Workshop | 2 | 5 |
| CH4002 | Senior Chemistry Workshop | 2 | 5 |
| CO4800 | Computers in Education | 3 | 5 |
| DR4012 | Educational Drama | 3 | 5 |
| ED4802 | Developing Teaching Resources | 2 | 5 |
| ED4804 | Education and Aborigines | 2 | 5 |
| ED4805 | Measurement and Assessment in Education | 2 | 5 |
| ED4806 | Photography for Teachers | 2 | 5 |
| ED4809 | The Teacher and Multiculturalism | 2 | 5 |
| ED4810 | Teachers and the Law | 2 | 5 |
| ED4813 | Independent Study* | - | 5 |
| ER4002 | Senior Earth Science Workshop | 2 | 5 |
| MA4003 | Invitation to Mathematics | 2 | 5 |
| PE4801 | Leisure: Current Trends and Issues | 2 | 5 |
| PE4802 | Sports Organisation | 2 | 5 |
| PH4002 | Senior Physics Workshop | 2 | 5 |
| PY4801 | Behaviour and Discipline Problems | 2 | 5 |
| PY4803 | Helping Students with Learning Problems | 2 | 5 |
| PY4805 | Personal and Group Dynamics in Teaching | 2 | 5 |
| PY4807 | The Teacher as Counsellor | 2 | 5 |
| SC4010 | Senior Agriculture Workshop | 2 | 5 |

* An independent study elective is available on a very limited basis. A suitable course of study must be planned with lecturing staff and supported by the Head of the Department concerned.

GRADUATE DIPLOMA OF TEACHING (SPECIAL NEEDS)

Location: Mount Gravatt campus

Normal duration: One year (full-time only)

Total credit points required: 154

The Graduate Diploma of Teaching (Special Needs) offers degree graduates the opportunity to gain qualifications as teachers able to provide programs and special support services for regular school students with mild to moderate learning disabilities and delays.

The course includes a number of units in common with the Graduate Diploma of Teaching (Primary) with additional studies in special education. The course is conducted over an extended academic year which involves an additional eight weeks of study and practice teaching.

COURSE STRUCTURE

| | | Hrs/ Wk | Cdt Pts |
|-------------------------------------|---|------------|------------|
| Orientation and Course Commencement | | | |
| SE4180 | Introduction to Special Education | 8 | 8 |
| SE4181 | Communication Development and Remediation of Disabilities | 8 | 8 |
| Term 1 | | | |
| 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 |
| EN4019 | Communication: Focus on Literacy | 2 | 8 |
| MA4019 | Studies in Mathematics and Technology 1 | 2 | 8 |
| PT4916 | Practice Teaching 1 | - | 10 |
| SE4182 | Curriculum Development and Evaluation 1 | 4 | 8 |
| SE4183 | Curriculum Implementation and Practice 1 | - | 8 |
| SS4002 | Studies in the Natural and Social World 1 | 3 | 8 |
| Term 2 | | | |
| AR4008 | Understanding the World of the Arts 2 | 2 | 4 |
| ED4311 | Contemporary Educational Issues | 2 | 8 |
| ED4602 | Contexts of Teaching and Learning | 2 | 8 |
| MA4023 | Studies in Mathematics and Technology 2 | 2 | 4 |
| PT4917 | Practice Teaching 2 | - | 10 |
| SE4184 | Curriculum Development and Evaluation 2 | 4 | 8 |
| SE4185 | Curriculum Implementation and Practice 2 | - | 8 |
| SS4003 | Studies in the Natural and Social World 2 | 1 | 4 |
| Term 3 | | | |
| PT4918 | Practice Teaching 3 | - | 10 |

BACHELOR OF APPLIED SCIENCE (HOME ECONOMICS)

Location: Kelvin Grove campus
Normal duration: Three years (full-time only)
Total credit points required: 320

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 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.

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

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|-----------------------------|------------|------------|
| Year 1, Term 1 | | | |
| 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 |
| Year 1, Term 2 | | | |
| BC3025 | Biochemistry | 5 | 10 |
| CS3025 | Consumers and the Law | 4 | 10 |
| DS3025 | Design Studies | 4 | 10 |
| EN3025 | Communication | 4 | 10 |
| TX3025 | Textile Science | 4 | 10 |
| Year 2, Term 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 |
| Interterm Period | | | |
| HS3025 | Practicum 1 | - | 10 |
| Year 2, Term 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, Term 1

| | | | |
|----------|---------------------|---|----|
| HS3027 | Research Methods | 3 | 10 |
| MG3026 | Resource Management | 3 | 10 |
| Elective | Select from List 30 | | 10 |
| Elective | Select from List 30 | | 10 |
| Elective | Select from List 30 | | 10 |

Interterm Period

| | | | |
|--------|-------------|---|----|
| HS3026 | Practicum 2 | - | 10 |
|--------|-------------|---|----|

Year 3, Term 2

| | | | |
|----------|-----------------------|---|----|
| HS3028 | Research Project | 2 | 10 |
| MG3027 | Business Organisation | 3 | 10 |
| Elective | Select from List 31 | | 10 |
| Elective | Select from List 31 | | 10 |
| Elective | Select from List 31 | | 10 |

ELECTIVE LISTS

LIST 30

| | | | |
|--------|----------------------------------|---|----|
| FD3027 | Food Management for Families | 5 | 10 |
| FD3028 | Food Production and Presentation | 6 | 10 |
| HS3029 | The Home Economist as Counsellor | 4 | 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 |
| AD3013 | Personnel Management | 3 | 10 |
| MK3011 | Strategic Marketing | 4 | 10 |
| NU3026 | Social Nutrition | 4 | 10 |
| PY3026 | Interpersonal Relations | 4 | 10 |
| TX3027 | Textile Marketing | 4 | 10 |

BACHELOR OF ARTS (DANCE)
BACHELOR OF ARTS (DRAMA)
BACHELOR OF ARTS (VISUAL ARTS)

Location: Kelvin Grove campus
Normal duration: Three years (full-time only)
Total credit points required: 345

The Bachelor of Arts degree with majors in:

- Dance
- Drama
- Visual Arts

is designed to produce graduates capable of providing artistic leadership and encouraging 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 course includes four related strands of study:

- Common Studies (30 credit points required)
- Discipline and Elective Studies (270 credit points required)
- Practicum (45 credit points required)

COURSE REQUIREMENTS

BACHELOR OF ARTS (DANCE)

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|----------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| 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 |
| Year 1, Term 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, Term 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 |

Year 2, Term 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) | Selected from List 115 | | 20 |

Year 3, Term 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) | Select from List 115 | | 20 |

Year 3, Term 2

| | | | |
|-------------|--------------------------|---|----|
| DA3005 | Contemporary Dance 3 | 7 | 10 |
| DA3011 | Classical Technique 4 | 5 | 5 |
| DA3019 | Anatomy 2 | 2 | 5 |
| DA3036 | Independent Study: Dance | - | 10 |
| DA3042 | Practicum 3B | - | 10 |
| Elective(s) | Select from List 115 | | 20 |

BACHELOR OF ARTS (DRAMA)

OPEN PROGRAM

Year 1, Term 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 |

Year 1, Term 2

| | | | |
|--------|------------------------------|---|----|
| AR3006 | Signs and Meanings | 3 | 10 |
| DR3004 | Acting 1 | 6 | 10 |
| DR3007 | Voice and Movement 2 | 5 | 10 |
| DR3009 | Stagecraft 2 | 6 | 10 |
| DR3015 | Introductory Theatre Studies | 5 | 10 |
| DR3025 | Practicum 1 | - | 15 |

Year 2, Term 1

| | | | |
|--------|--------------------------|---|----|
| DR3005 | Acting 2 | 5 | 10 |
| DR3010 | Analysis 1 | 3 | 10 |
| DR3012 | Development of Theatre 1 | 3 | 10 |
| DR3018 | Directing | 5 | 10 |
| DR3019 | Drama Process | 5 | 10 |

COURSE DETAILS

Year 2, Term 2

| | | | |
|-------------|--------------------------|---|----|
| DR3013 | Development of Theatre 2 | 3 | 10 |
| DR3017 | Playwrighting | 3 | 10 |
| DR3022 | Design | 3 | 10 |
| DR3026 | Practicum 2 | - | 15 |
| Elective(s) | Select from List 115 | | 20 |

Year 3, Term 1

| | | | |
|-------------|--------------------------|---|----|
| DR3011 | Analysis 2 | 3 | 10 |
| DR3020 | Society, Ideas and Forms | 4 | 10 |
| DR3021 | Workshop Production | 6 | 10 |
| Elective(s) | Select from List 115 | | 20 |

Year 3, Term 2

| | | | |
|-------------|------------------------|---|----|
| DR3016 | Group Theatre | 5 | 10 |
| DR3023 | Theatre Studies Option | 4 | 10 |
| DR3024 | Play Study | 3 | 10 |
| DR3027 | Practicum 3 | - | 15 |
| Elective(s) | Select from List 115 | | 20 |

ACTING PROGRAM

Year 1 (as for OPEN PROGRAM)

Year 2, Term 1

| | | | |
|--------|--------------------------|---|----|
| DR3005 | Acting 2 | 5 | 10 |
| DR3012 | Development of Theatre 1 | 3 | 10 |
| DR3045 | Voice 1 | 4 | 10 |
| DR3049 | Movement 1 | 4 | 10 |
| DR3051 | Elements of Dance | 2 | 5 |
| DR3053 | Musicianship 1 | 2 | 5 |

Year 2, Term 2

| | | | |
|--------|--------------------------|---|----|
| DR3013 | Development of Theatre 2 | 3 | 10 |
| DR3026 | Practicum 2 | - | 15 |
| DR3042 | Acting 3 | 9 | 15 |
| DR3046 | Voice 2 | 3 | 5 |
| DR3050 | Movement 2 | 4 | 10 |
| DR3052 | Dance Styles | 2 | 5 |
| DR3054 | Musicianship 2 | 2 | 5 |

Year 3, Term 1

| | | | |
|--------|--------------------------|----|----|
| DR3020 | Society, Ideas and Forms | 4 | 10 |
| DR3021 | Workshop Production | 6 | 10 |
| DR3043 | Acting 4 | 10 | 20 |
| DR3047 | Voice 3 | 3 | 5 |
| DR3055 | Musicianship 3 | 2 | 5 |

Year 3, Term 2

| | | | |
|--------|--------------------|---|----|
| DR3027 | Practicum 3 | - | 15 |
| DR3044 | Theatre Production | - | 40 |
| DR3048 | Voice 4 | 4 | 10 |

MANAGEMENT PROGRAM**Year 1 (as for OPEN PROGRAM)****Year 2, Term 1**

| | | | |
|-----------|--------------------------|---|----|
| DR3012 | Development of Theatre 1 | 3 | 10 |
| DR3057 | Management 1 | 3 | 10 |
| DR3061 | Production 1 | - | 10 |
| {DR3022 | Design | 3 | 10 |
| {DR3064 | Lighting and Sound 1 | 3 | 5 |
| {DR3066 | Wardrobe | 3 | 5 |
| or | | | |
| {DR3069 | Theatre Graphics | 4 | 10 |
| {Elective | | | 10 |

Year 2, Term 2

| | | | |
|-----------|-------------------------------------|---|----|
| DR3013 | Development of Theatre | 3 | 10 |
| DR3026 | Practicum 2 | - | 15 |
| DR3058 | Management 2 | 3 | 10 |
| DR3062 | Production 2 | - | 10 |
| {DR3067 | Properties | 3 | 5 |
| {DR3068 | The Stage Set | 3 | 5 |
| {DR3069 | Theatre Graphics | 4 | 10 |
| or | | | |
| {DR3070 | Theatre Data: Research and Analysis | 4 | 10 |
| {Elective | | | 10 |

Year 3, Term 1

| | | | |
|-----------|--------------------------|---|----|
| DR3020 | Society, Ideas and Forms | 4 | 10 |
| DR3021 | Workshop Production | 6 | 10 |
| DR3059 | Management 3 | 3 | 10 |
| DR3063 | Production 3 | - | 10 |
| {DR3065 | Lighting and Sound 2 or | 5 | 10 |
| {Elective | | | 10 |

Year 3, Term 2

| | | | |
|--------|--------------------|---|----|
| DR3027 | Practicum 3 | - | 15 |
| DR3044 | Theatre Production | - | 40 |
| DR3060 | Management 4 | 3 | 10 |

BACHELOR OF ARTS (VISUAL ARTS)**Year 1, Term 1**

| | | | |
|--------|----------------------------|----|----|
| AE3000 | The Creative Process | 3 | 10 |
| AR3005 | Arts and Society | 3 | 10 |
| AR3011 | The Making of Modernism | 2 | 5 |
| DP3001 | Drawing 1 | 4 | 5 |
| ME3000 | Foundation Media Studies 1 | 12 | 25 |

COURSE DETAILS

Year 1, Term 2

| | | | |
|--------|----------------------------|----|----|
| AR3006 | Signs and Meanings | 3 | 10 |
| AR3007 | History of Australian Art | 2 | 5 |
| AR3013 | Practicum 1 | - | 15 |
| DP3002 | Drawing 2 | 4 | 5 |
| ME3001 | Foundation Media Studies 2 | 10 | 30 |

Year 2, Term 1

| | | | |
|--------|--|----|----|
| AR3008 | Comparative Studies in Art and Culture | 2 | 5 |
| AR3009 | Culture, Convention and Values in Art | 3 | 10 |
| DP3003 | Drawing 3 | 4 | 5 |
| ME3002 | Advanced Media Studies 1 | 10 | 30 |

Year 2, Term 2

| | | | |
|-------------|--|---|----|
| AR3010 | The Western Tradition: Pre-Modern Period | 3 | 5 |
| AR3014 | Practicum 2 | - | 15 |
| DP3004 | Drawing 4 | 4 | 5 |
| ME3003 | Advanced Media Studies 2 | 8 | 20 |
| Elective(s) | Select from List 115 | | 20 |

Year 3, Term 1

| | | | |
|----------|--------------------------|---|----|
| AR3017 | Professional Studies | 3 | 10 |
| DP3005 | Drawing 5 | 4 | 5 |
| ME3004 | Advanced Media Studies 3 | 8 | 20 |
| Elective | Select from List 115 | | 10 |

Year 3, Term 2

| | | | |
|-------------|----------------------------|---|----|
| AR3012 | The Contemporary Art World | 2 | 5 |
| AR3015 | Practicum 3 | - | 15 |
| DP3006 | Drawing 6 | 4 | 5 |
| ME3005 | Advanced Media Studies 4 | 8 | 20 |
| Elective(s) | Select from List 115 | | 20 |

ELECTIVE LIST

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 |
| DA3044 | Elective Choreography 1 | 2 | 10 |
| DA3045 | Elective Choreography 2 | 2 | 10 |
| DA3046 | Elective Choreography 3 | 2 | 10 |

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 | - | 20 |
| DR3039 | Advanced Playwriting 1 | - | 10 |
| DR3040 | Advanced Playwriting 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)

Location: Mount Gravatt campus

Normal duration: Three years (full-time only)

Total credit points required: 280

The aim of the course is to provide vocational and professional preparation for management personnel entering the commercial, community and voluntary sectors of the leisure industry.

In order to meet the growing demand for recreation, recreation managers are being required to plan, manage and market recreation services. Specific skills practised by recreation managers include financial and personnel management, resource and program planning, policy development, marketing, computer literacy and applied research.

The course consists of three developmental stages:

Stage 1: Core Foundation Units — Students acquire skills in understanding leisure behaviour and analysing the delivery of recreation as it is affected by our society's changing needs.

Stage 2: Core Professional Units — Students develop the professional skills required for the planning, management and marketing of recreation programs, facilities and services.

Stage 3: Elective Units — Final year students select an area of concentration which meets their needs. Areas of concentration include:

- The Arts
- Outdoor Recreation
- Health, Fitness and Sport
- Community Recreation
- Tourism

Continuing students should consult with the Course Coordinator to determine their plan of study for 1989.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|--------------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| 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 |
| Year 1, Term 2 | | | |
| RM3001 | Psychology of Leisure | 4 | 10 |
| RM3011 | The Political Economy of Recreation | 4 | 10 |
| RM3013 | Research Methods | 4 | 10 |
| RM3015 | Health and Exercise Science | 4 | 10 |
| RM3021 | Group Communication | 3 | 5 |
| RM3023 | Sports Practicum | 2 | 5 |
| Year 2, Term 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 |

Year 2, Term 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, Term 1

| | | | |
|----------|---|---|-----|
| RM3005 | Recreation Planning and Design | 4 | 10 |
| RM3019 | Recreation Marketing | 3 | 10 |
| RM3027 | Field Study Placement (continued in Term 2, Year 3) | | 10* |
| Elective | Select from Lists 40 and 41 | | 10 |
| Elective | Select from Lists 40 and 41 | | 10 |

Year 3, Term 2

| | | | |
|----------|-----------------------------|---|-----|
| RM3020 | Case Study | 3 | 10 |
| RM3027 | Field Study Placement | | 10* |
| Elective | Select from Lists 40 and 41 | | 10 |
| Elective | Select from Lists 40 and 41 | | 10 |

* a total of 10 credit points.

ELECTIVE LISTS:

LIST 40: 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 |

or other approved units from Schools within the College.

BACHELOR OF BUSINESS (ACCOUNTING)
BACHELOR OF BUSINESS (ADMINISTRATIVE STUDIES)
BACHELOR OF BUSINESS (COMPUTING)
BACHELOR OF BUSINESS (MARKETING)

Location: Kedron Park campus

Normal duration: Three years (full-time) or six years (part-time)

Total credit points required: 240

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 four major areas of study comprising accounting, administrative studies, computing and marketing. Twenty four units must be completed incorporating a major and electives taken from other majors. There are several minor specialisations consisting of up to five units. A student may elect to take a major/minor combination or a major plus a number of electives. In all cases prerequisites have to be met. The prerequisite standard is to be understood as a grade of four or better.

A student who successfully completes a total of 24 units (240 credit points) incorporating a major, shall be eligible to graduate from the course provided that no more than three grades of 3 have been awarded.

Not all majors and minors may 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. Units will generally be offered in the day and evening modes. However, when the unit enrolment is low, in most cases, only the evening offering will be provided.

The structure of the course, identifying the common units, is shown in Table 1.

COURSE REQUIREMENTS

BACHELOR OF BUSINESS (ACCOUNTING)

Full-time Mode

Year 1, Term 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 |

Year 1, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AC3004 | Managerial Accounting 1 | 4 | 10 |
| AD3000 | Organisational Communication 1 | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AC3001 | Financial Accounting 1 | 4 | 10 |
| AC3010 | Computing for Accounting | 4 | 10 |
| AD3009 | Management and Industrial Relations | 4 | 10 |
| EC3016 | Economics 2 | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|------------------------|---|----|
| AC3002 | Business Finance 1 | 4 | 10 |
| AC3003 | Financial Accounting 2 | 4 | 10 |
| AC3005 | Auditing | 4 | 10 |
| LW3001 | Commercial Law | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|---------------------------|---|----|
| AC3006 | Business Finance 2 | 4 | 10 |
| AC3009 | Managerial Accounting 2 | 4 | 10 |
| LW3002 | Company Law | 4 | 10 |
| LW3004 | Taxation Law and Practice | 4 | 10 |

Year 3, Term 2

| | | | |
|----------|------------------------|---|----|
| AC3007 | Financial Accounting 3 | 4 | 10 |
| AC3008 | Business Finance 3 | 4 | 10 |
| Elective | | | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (ACCOUNTING)

Part-time Mode

Year 1, Term 1

| | | | |
|--------|---------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|-------------------------|---|----|
| AC3004 | Managerial Accounting 1 | 4 | 10 |
| LW3001 | Commercial Law | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|------------------------|---|----|
| CO3022 | Business Computing | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|--------------------------|---|----|
| AC3001 | Financial Accounting 1 | 4 | 10 |
| AC3010 | Computing for Accounting | 4 | 10 |

COURSE DETAILS

Year 3, Term 2

| | | | |
|--------|------------------------|---|----|
| AC3003 | Financial Accounting 2 | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |

Year 4, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| EC3016 | Economics 2 | 4 | 10 |

Year 4, Term 2

| | | | |
|--------|--------------------|---|----|
| AC3002 | Business Finance 1 | 4 | 10 |
| AC3005 | Auditing | 4 | 10 |

Year 5, Term 1

| | | | |
|--------|--------------------|---|----|
| AC3006 | Business Finance 2 | 4 | 10 |
| LW3002 | Company Law | 4 | 10 |

Year 5, Term 2

| | | | |
|----------|--------------------|---|----|
| AC3008 | Business Finance 3 | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 1

| | | | |
|--------|---------------------------|---|----|
| AC3009 | Managerial Accounting 2 | 4 | 10 |
| LW3004 | Taxation Law and Practice | 4 | 10 |

Year 6, Term 2

| | | | |
|----------|------------------------|---|----|
| AC3007 | Financial Accounting 3 | 4 | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (ADMINISTRATIVE STUDIES)

Full-time Mode

Year 1, Term 1

| | | | |
|--------|------------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| CO3022 | Business Computing | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| AD3008 | Management and Administration | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 2, Term 1

| | | | |
|----------|-------------------------------------|---|----|
| AD3004 | Written Communication | 4 | 10 |
| AD3009 | Management and Industrial Relations | 4 | 10 |
| LW3006 | Administrative Law | 4 | 10 |
| Elective | | | 10 |

Year 2, Term 2

| | | | |
|----------|----------------------|---|----|
| AD3002 | Spoken Communication | 4 | 10 |
| AD3013 | Personnel Management | 4 | 10 |
| LW3010 | Local Government | 4 | 10 |
| Elective | | | 10 |

Year 3, Term 1

| | | | |
|----------|---|---|----|
| AD3003 | Group Communication | 4 | 10 |
| AD3010 | Australian Government | 4 | 10 |
| AD3011 | Perspectives on Organisation and Management | 4 | 10 |
| Elective | | | 10 |

Year 3, Term 2

| | | | |
|----------|--------------------------------|---|----|
| AD3001 | Organisational Communication 2 | 4 | 10 |
| AD3006 | Media Management | 4 | 10 |
| AD3012 | Management Policy and Strategy | 4 | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (ADMINISTRATIVE STUDIES)

Part-time Mode

Year 1, Term 1

| | | | |
|--------|---------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|------------------------|---|----|
| AD3004 | Written Communication | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-------------------------------|---|----|
| AD3008 | Management and Administration | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| CO3022 | Business Computing | 4 | 10 |

Year 3, Term 2

| | | | |
|----------|----------------------|---|----|
| AD3002 | Spoken Communication | 4 | 10 |
| Elective | | | 10 |

COURSE DETAILS

Year 4, Term 1

| | | | |
|--------|-----------------------|---|----|
| AD3003 | Group Communication | 4 | 10 |
| AD3010 | Australian Government | 4 | 10 |

Year 4, Term 2

| | | | |
|--------|----------------------|---|----|
| AD3013 | Personnel Management | 4 | 10 |
| LW3010 | Local Government | 4 | 10 |

Year 5, Term 1

| | | | |
|----------|--------------------|---|----|
| LW3006 | Administrative Law | 4 | 10 |
| Elective | | | 10 |

Year 5, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3001 | Organisational Communication 2 | 4 | 10 |
| AD3006 | Media Management | 4 | 10 |

Year 6, Term 1

| | | | |
|----------|---|---|----|
| AD3011 | Perspectives on Organisation and Management | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 2

| | | | |
|----------|--------------------------------|---|----|
| AD3012 | Management Policy and Strategy | 4 | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (COMPUTING)

Full-time Mode

Year 1, Term 1

| | | | |
|--------|------------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| CO3022 | Business Computing | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 1, Term 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, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| CO3015 | Commercial Programming 2 | 4 | 10 |
| CO3024 | Computer Systems Management | 4 | 10 |
| CO3025 | Database Design | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-----------------------|---|----|
| CO3012 | Business Systems 2 | 4 | 10 |
| CO3014 | Computer Organisation | 4 | 10 |
| CO3016 | Data Management | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |

Year 3, Term 1

| | | | |
|----------|--------------------------|---|----|
| CO3018 | Online Systems | 4 | 10 |
| CO3026 | Database Technology | 4 | 10 |
| CO3027 | Decision Support Systems | 4 | 10 |
| Elective | | | 10 |

Year 3, Term 2

| | | | |
|----------|--------------------------------|---|----|
| CO3013 | Programming Languages | 4 | 10 |
| CO3021 | Information Systems Management | 4 | 10 |
| Elective | | | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (COMPUTING)

Part-time Mode (for students commencing study in odd years)

Year 1, Term 1

| | | | |
|--------|------------------------|---|----|
| CO3022 | Business Computing | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|--------------------------|---|----|
| CO3023 | Commercial Programming 1 | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|---------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| CO3011 | Business Systems 1 | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| CO3015 | Commercial Programming 2 | 4 | 10 |

Year 3, Term 2

| | | | |
|--------|--------------------|---|----|
| CO3012 | Business Systems 2 | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |

COURSE DETAILS

Year 4, Term 1

| | | | |
|--------|-----------------------------|---|----|
| CO3024 | Computer Systems Management | 4 | 10 |
| CO3025 | Database Design | 4 | 10 |

Year 4, Term 2

| | | | |
|--------|-----------------------|---|----|
| CO3014 | Computer Organisation | 4 | 10 |
| CO3016 | Data Management | 4 | 10 |

Year 5, Term 1

| | | | |
|----------|----------------|---|----|
| CO3018 | Online Systems | 4 | 10 |
| Elective | | | 10 |

Year 5, Term 2

| | | | |
|----------|--------------------------------|---|----|
| CO3021 | Information Systems Management | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 1

| | | | |
|--------|--------------------------|---|----|
| CO3026 | Database Technology | 4 | 10 |
| CO3027 | Decision Support Systems | 4 | 10 |

Year 6, Term 2

| | | | |
|----------|-----------------------|---|----|
| CO3013 | Programming Languages | 4 | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (COMPUTING)

Part-time Mode (for students commencing study in even years)

Year 1, Term 1

| | | | |
|--------|------------------------|---|----|
| CO3022 | Business Computing | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|--------------------------|---|----|
| CO3023 | Commercial Programming 1 | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|---------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| CO3011 | Business Systems 1 | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|-----------------------------|---|----|
| CO3024 | Computer Systems Management | 4 | 10 |
| CO3025 | Database Design | 4 | 10 |

Year 3, Term 2

| | | | |
|--------|-----------------------|---|----|
| CO3014 | Computer Organisation | 4 | 10 |
| CO3016 | Data Management | 4 | 10 |

Year 4, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| CO3015 | Commercial Programming 2 | 4 | 10 |

Year 4, Term 2

| | | | |
|--------|--------------------|---|----|
| CO3012 | Business Systems 2 | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |

Year 5, Term 1

| | | | |
|--------|--------------------------|---|----|
| CO3026 | Database Technology | 4 | 10 |
| CO3027 | Decision Support Systems | 4 | 10 |

Year 5, Term 2

| | | | |
|----------|-----------------------|---|----|
| CO3013 | Programming Languages | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 1

| | | | |
|----------|----------------|---|----|
| CO3018 | Online Systems | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 2

| | | | |
|----------|--------------------------------|---|----|
| CO3021 | Information Systems Management | 4 | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (MARKETING)**Full-time Mode****Year 1, Term 1**

| | | | |
|--------|------------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| CO3022 | Business Computing | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 1, Term 1

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| EC3015 | Economics 1 | 4 | 10 |
| MK3010 | Introductory Marketing | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| EC3016 | Economics 2 | 4 | 10 |
| MK3001 | Consumer Behaviour | 4 | 10 |
| ST3002 | Applied Statistics | 4 | 10 |

COURSE DETAILS

Year 2, Term 2

| | | | |
|----------|----------------------|---|----|
| EC3013 | Business Economics | 4 | 10 |
| MK3003 | Business Forecasting | 4 | 10 |
| MK3011 | Strategic Marketing | 4 | 10 |
| Elective | | | 10 |

Year 3, Term 1

| | | | |
|----------|------------------------------------|---|----|
| MK3004 | Market Research | 4 | 10 |
| MK3006 | Logistics | 4 | 10 |
| MK3007 | Computer Applications in Marketing | 4 | 10 |
| Elective | | | 10 |

Year 3, Term 2

| | | | |
|----------|-------------------------|---|----|
| MK3008 | Applied Market Research | 4 | 10 |
| MK3012 | International Marketing | 4 | 10 |
| Elective | | | 10 |
| Elective | | | 10 |

BACHELOR OF BUSINESS (MARKETING)

Part-time Mode

Year 1, Term 1

| | | | |
|--------|---------------------|---|----|
| AC3000 | Accounting | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|------------------------|---|----|
| EC3015 | Economics 1 | 4 | 10 |
| MK3010 | Introductory Marketing | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|------------------------|---|----|
| EC3016 | Economics 2 | 4 | 10 |
| ST3000 | Quantitative Methods 1 | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|--------------------------------|---|----|
| AD3000 | Organisational Communication 1 | 4 | 10 |
| ST3001 | Quantitative Methods 2 | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|--------------------|---|----|
| CO3022 | Business Computing | 4 | 10 |
| ST3002 | Applied Statistics | 4 | 10 |

Year 3, Term 2

| | | | |
|--------|---------------------|---|----|
| EC3013 | Business Economics | 4 | 10 |
| MK3011 | Strategic Marketing | 4 | 10 |

Year 4, Term 1

| | | | |
|--------|------------------------------------|---|----|
| MK3001 | Consumer Behaviour | 4 | 10 |
| MK3007 | Computer Applications in Marketing | 4 | 10 |

Year 4, Term 2

| | | | |
|----------|----------------------|---|----|
| MK3003 | Business Forecasting | 4 | 10 |
| Elective | | | 10 |

Year 5, Term 1

| | | | |
|--------|-----------------|---|----|
| MK3004 | Market Research | 4 | 10 |
| MK3006 | Logistics | 4 | 10 |

Year 5, Term 2

| | | | |
|----------|-------------------------|---|----|
| MK3012 | International Marketing | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 1

| | | | |
|----------|-------------------------------------|---|----|
| AD3009 | Management and Industrial Relations | 4 | 10 |
| Elective | | | 10 |

Year 6, Term 2

| | | | |
|----------|-------------------------|---|----|
| MK3008 | Applied Market Research | 4 | 10 |
| Elective | | | 10 |

MINOR SPECIALISATIONS

Accounting Minor

| | | | |
|--------|--------------------------|---|----|
| AC3000 | 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

| | | | |
|--------|--------------------------------|---|----|
| 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

| | | | |
|--------|--------------------------|---|----|
| 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 |

COURSE DETAILS

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 |

Information Systems Minor

| | | | |
|--------|--------------------------------|---|----|
| AC3010 | Computing for Accounting | 4 | 10 |
| CO3011 | Business Systems 1 | 4 | 10 |
| CO3012 | Business Systems 2 | 4 | 10 |
| CO3021 | Information Systems Management | 4 | 10 |
| CO3022 | Business Computing | 4 | 10 |
| CO3024 | Computer Systems Management | 4 | 10 |
| CO3025 | Database Design | 4 | 10 |

Law Minor

| | | | |
|--------|----------------------|---|----|
| AD3013 | Personnel Management | 4 | 10 |
| LW3000 | Introduction to Law | 4 | 10 |
| LW3001 | Commercial Law | 4 | 10 |
| LW3002 | Company Law | 4 | 10 |
| LW3006 | Administrative Law | 4 | 10 |
| LW3008 | Corporate Law | 4 | 10 |
| LW3009 | Business Law | 4 | 10 |
| LW3010 | Local Government | 4 | 10 |

Marketing Minor

| | | | |
|--------|------------------------------------|---|----|
| EC3015 | Economics 1 | 4 | 10 |
| EC3016 | Economics 2 | 4 | 10 |
| MK3001 | Consumer Behaviour | 4 | 10 |
| MK3003 | Business Forecasting | 4 | 10 |
| MK3007 | Computer Applications in 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 | MARKETING |
|---------------------------|---|---|---|---|
| Y E A R 1 | 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 MK3010 Introductory Marketing |
| | AC3004 Managerial Accounting 1 | AD3008 Management and Administration | | |
| Y E A R 2 | AD3009 Management and Industrial Relations | | | |
| | AC3001 Financial Accounting 1 AC3010 Computing for Accounting EC3016 Economics 2 | AD3004 Written Communication LW3006 Administrative Law Elective | CO3015 Commercial Programming 2 CO3024 Computer Systems Management CO3025 Database Design | EC3016 Economics 2 MK3001 Consumer Behaviour ST3002 Applied Statistics |
| | AC3002 Business Finance 1 AC3003 Financial Accounting 2 AC3005 Auditing LW3001 Commercial Law | AD3002 Spoken Communication AD3013 Personnel Management LW3010 Local Government Elective | CO3012 Business Systems 2 CO3014 Computer Organisation CO3016 Data Management EC3015 Economics 1 | EC3013 Business Economics MK3003 Business Forecasting MK3011 Strategic Marketing Elective |
| Y E A R 3 | AC3006 Business Finance 2 AC3009 Managerial Accounting 2 LW3002 Company Law LW3004 Taxation Law and Practice | AD3003 Group Communication AD3010 Australian Government AD3011 Perspectives on Organisation and Management Elective | CO3018 Online Systems CO3026 Database Technology CO3027 Decision Support Systems Elective | MK3004 Market Research MK3006 Logistics MK3007 Computer Applications in Marketing Elective |
| | AC3007 Financial Accounting 3 AC3008 Business Finance 3 Elective Elective | AD3001 Organisational Communication 2 AD3006 Media Management AD3012 Management Policy and Strategy Elective | CO3013 Programming Languages CO3021 Information Systems Management Elective Elective | MK3008 Applied Market Research MK3012 International Marketing Elective Elective |

BACHELOR OF EDUCATION

Locations: Carseldine, Kelvin Grove and Mount Gravatt campuses

Normal duration: One year (full-time), two years (part-time internal and external)

Total credit points required: 80 (120 for the Extended Program)

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:** a 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:** a course 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.

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 term 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 term.
- **External students:** students who reside within travelling distance of one of the College's campuses will not usually be accepted for external enrolment. External students normally enrol in no more than two units per term. 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.

BACHELOR OF EDUCATION

This 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 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.

COURSE DETAILS

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 terms full-time and four terms 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 Specialist Studies | | 20 |
| Liberal Studies | not less than 2 of 3 strands (Lists 104, 105, 106 respectively) | | 20 |
| plus | | | |
| 20 credit points selected from any strand (Lists 102, 103, 104, 105, 106) | | | <u>20</u> |
| | | | 80 |

LIST 102: CURRICULUM STUDIES STRAND

| | | | |
|--------|--|---|----|
| AC3030 | Business Education Curriculum Planning | 3 | 10 |
| AR3030 | Art Curriculum, Design and Development | 3 | 10 |
| CO3040 | Computers in the School Curriculum | 3 | 10 |
| CS3030 | Consumer Education | 3 | 10 |
| CU3032 | Evaluation in Curriculum Development | 3 | 10 |
| CU3033 | Curriculum: Making it Happen at School | 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

| | | | |
|--------|---|---|----|
| CO3600 | Teaching, Learning and Microcomputers | 3 | 10 |
| 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

| | | | |
|--------|---------------------------|---|----|
| CE3700 | Advanced Ceramics | 3 | 10 |
| DP3700 | Advanced Painting Studies | 3 | 10 |
| TE3700 | Woven Textiles | 3 | 10 |

Commercial Studies

| | | | |
|--------|-------------------------------|---|----|
| AC3700 | Advanced Financial Accounting | 3 | 10 |
| LW3004 | Taxation Law and Practice | 4 | 10 |
| SK3700 | Advanced Secretarial Studies | 3 | 10 |

Computers in Education

| | | | |
|--------|-------------------------|---|----|
| CO3710 | Computers and Education | 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 |

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 |
|--------|-----------------------------------|---|----|

Home Economics

| | | | |
|--------|------------------------|---|----|
| CT3700 | Clothing Design | 3 | 10 |
| NU3700 | Nutrition Appreciation | 3 | 10 |

COURSE DETAILS

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 |
|--------|-----------------------|---|----|

Mathematics

| | | | |
|--------|---|---|----|
| MA3700 | Corrective Mathematics | 3 | 10 |
| MA3701 | Teaching Problem-solving in Mathematics | 3 | 10 |
| MA3703 | Numerical Analysis | 3 | 10 |

Measurement and Assessment in Education

| | | | |
|--------|--------------------------------|---|----|
| ED3700 | Assessment Issues in Education | 3 | 10 |
|--------|--------------------------------|---|----|

Physical Education

| | | | |
|--------|--------------------------------|---|----|
| PE3700 | Motor Development and Learning | 3 | 10 |
| PE3701 | Adapted 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

| | | | |
|--------|--------------------------|---|----|
| 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 |
| SE3706 | Educating Gifted and Talented Children | 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 |
|--------|----------------|---|----|

Computers in Education

| | | | |
|--------|---------------------------------------|---|----|
| CO3800 | Microprocessors: Computer Electronics | 3 | 10 |
|--------|---------------------------------------|---|----|

Counselling and Personal Development

| | | | |
|--------|--|---|----|
| SY3800 | Career and Life Patterns of Women Teachers | 3 | 10 |
|--------|--|---|----|

Drama

| | | | |
|--------|-------------------|---|----|
| DR3800 | Educational Drama | 3 | 10 |
| DR3801 | Theatre Learning | 3 | 10 |

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 |
| ED3804 | International Education Field Study | 3 | 10 |

Languages and Literature

| | | | |
|--------|---------------------------------|---|----|
| LI3801 | The Appeal of Literature | 3 | 10 |
| LI3802 | Australian Literature and Film | 3 | 10 |
| SY3801 | Mass Media, Society and Culture | 3 | 10 |

Manual Arts

| | | | |
|--------|------------------------|---|----|
| IA3800 | Technology and Culture | 3 | 10 |
|--------|------------------------|---|----|

Mathematics

| | | | |
|--------|------------------------|---|----|
| MA3800 | History of Mathematics | 3 | 10 |
|--------|------------------------|---|----|

Philosophy of Human Nature and the Human Condition

| | | | |
|--------|------------------------------------|---|----|
| PI3800 | Reform and Innovation in Education | 3 | 10 |
| PI3801 | Contemporary Moral Problems | 3 | 10 |

COURSE DETAILS

Physical Education

| | | | |
|--------|--------------------|---|----|
| PE3800 | Sociology of Sport | 3 | 10 |
|--------|--------------------|---|----|

Science and Agriculture

| | | | |
|--------|-------------------|---|----|
| BI3800 | The Human Species | 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 |
|--------|------------------|---|----|

| | | | |
|--------|-----------------------|---|----|
| LW3800 | Educators and the Law | 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 Independent Study, are available from the Bachelor of Education Administrator, (07) 352 8503.

DIPLOMA OF TEACHING (CHILD CARE)

Location: Kelvin Grove campus

Normal duration: Three years (full-time)

Total credit points required: 360

This course prepares students to teach children from birth to 12 years in a wide range of children's services such as centre-based long day child care, occasional child care, work-related child care, 24 hours child care, family day care and out-of-school hours care. The course involves fieldwork in various child care settings as well as attendance at College for lectures.

Credit points are allocated to five strands of study as follows:

Studies in Human Development and Learning (60 credit points required): The process of human development and learning throughout life, focusing on the major aspects of human development and learning, with particular emphasis on the 0-12 age range; the influence of early childhood care and education settings, 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/caregiver.

Studies in Care and Education (120 credit points required): The nature of early childhood curriculum in early childhood care and education settings; the knowledge, understanding and skills necessary for planning, implementing and evaluating developmentally-appropriate programs which respond to multicultural, social and economic needs; teaching strategies which will facilitate the development of exploratory and problem-solving, communicative, self-expressive and creative behaviours in young children in early childhood care and education settings; administration of early childhood care and education services.

Family and Community Studies (60 credit points required): Fundamentals of interpersonal communication and group processes; study of contemporary Australian society, family processes, family and community policies, services and resources, and social networking.

Liberal Studies (60 credit points required): A diversity of areas of knowledge from which to select personal interests and enhance professional development.

Field Studies (60 credit points required): Blocks of supervised practical experiences in a range of child care and education centres and services, linking with observations of, and interactions with young children, family and community members. Further observations and practical experiences are incorporated in units within the other strands of the course.

COURSE REQUIREMENTS

| Year 1, Term 1 | | Hrs/ Wk | Cdt Pts |
|----------------|--|------------|------------|
| EE2080 | Introduction to Curriculum | 4 | 10 |
| EE2081 | Teaching and Caring Strategies 1 | 3 | 5 |
| EE2082 | Interpersonal Relationships | 3 | 10 |
| EE2300 | Development and Learning: Life Span | 3 | 10 |
| PT2947 | Programs for Young Children 0-12 Years | - | 5 |
| Elective | Select from List 145 | | 10 |
| Elective | Select from List 145 | | 5 |

COURSE DETAILS

Year 1, Term 2

| | | | |
|----------|---|---|----|
| EE2083 | Physical, Perceptual and Motor Development and Learning | 3 | 10 |
| EE2084 | Curriculum for Exploration and Problem-solving 1 | 3 | 10 |
| EE2085 | Teaching and Caring Strategies 2 | 3 | 5 |
| EE2086 | Group Processes | 3 | 10 |
| PT2948 | Programs for Infants and Toddlers 0-3 Years | - | 5 |
| Elective | Select from List 145 | | 10 |
| Elective | Select from List 145 | | 5 |

Year 2, Term 1

| | | | |
|----------|--|---|----|
| EE2087 | Language and Cognitive Development and Learning | 3 | 10 |
| EE2088 | Curriculum for Communication 1 | 4 | 10 |
| EE2089 | Curriculum for Exploration and Problem-solving 2 | 3 | 10 |
| EE2090 | Teaching and Caring Strategies 3 | 3 | 5 |
| EE2091 | Contemporary Australia | 3 | 10 |
| PT2949 | Programs for Children 0-3 Years | - | 10 |
| Elective | Select from List 145 | | 5 |

Year 2, Term 2

| | | | |
|----------|---|---|----|
| EE2092 | Social and Emotional Development and Learning | 3 | 10 |
| EE2093 | Curriculum for Communication 2 | 4 | 10 |
| EE2094 | Curriculum for Self Expression and Creativity | 4 | 10 |
| EE2095 | Teaching and Caring Strategies 4 | 3 | 5 |
| EE2608 | Working with Parents | 3 | 10 |
| PT2950 | Programs for Children 3-5 Years | - | 10 |
| Elective | Select from List 145 | | 5 |

Year 3, Term 1

| | | | |
|----------|---|---|----|
| EE2097 | Learning and Teaching | 3 | 10 |
| EE2098 | Administration of Early Childhood Care Services | 4 | 10 |
| EE2099 | Family and Community Process and Policies | 3 | 10 |
| PT2951 | Field Project (Children 0-5 Years) | - | 15 |
| Elective | Select from List 145 | | 10 |
| Elective | Select from List 146 | | 10 |

Year 3, Term 2

| | | | |
|----------|---|---|----|
| EE2067 | Exceptionality and Young Children | 3 | 10 |
| EE2100 | Program Planning | 3 | 10 |
| EE2101 | Social Networking | 3 | 10 |
| PT2952 | Elective Programs (Children 0-12 Years) | - | 15 |
| Elective | Select from List 145 | | 10 |
| Elective | Select from List 146 | | 10 |

UPGRADING PROGRAM (External Mode)

COURSE REQUIREMENTS (170 credit points)

This Program is designed for students who have completed the Associate Diploma in Child Care or equivalent.

Students selected for the Upgrading Program will be required to complete bridging units along with Year 3 units — the equivalent of 2 years of full-time study.

Bridging Units

| | | | |
|--------|--|---|----|
| EE2102 | Child Development and Learning | - | 20 |
| EE2103 | Curriculum, Theory and Design for Child Care | - | 10 |
| EE2104 | Teaching and Caring Strategies | - | 10 |
| EE2105 | Contemporary Australian Family and Community | - | 20 |

Term 1

| | | | |
|----------|---|---|----|
| EE2097 | Learning and Teaching | - | 10 |
| EE2098 | Administration of Early Childhood Care Services | - | 10 |
| EE2099 | Family and Community Process and Policies | - | 10 |
| PT2951 | Field Project (Children 0-5 Years) | - | 15 |
| Elective | Select from List 146 | | 10 |

Term 2

| | | | |
|----------|---|---|----|
| EE2067 | Exceptionality and Young Children | - | 10 |
| EE2100 | Program Planning | - | 10 |
| EE2101 | Social Networking | - | 10 |
| PT2952 | Elective Programs (Children 0-12 Years) | - | 15 |
| Elective | Select from List 146 | | 10 |

ELECTIVE LISTS

LIST 145: LIBERAL STUDIES ELECTIVES

Computing

| | | | |
|--------|-----------------------|---|----|
| CO2802 | Personal Computing | 2 | 5 |
| CO2804 | Writing and Computers | 2 | 5 |
| CO2812 | Computer Programming | 5 | 10 |

Dance

| | | | |
|--------|--------------------------------|---|----|
| DA2804 | Dance Techniques 1 | 2 | 5 |
| DA2805 | Dance Conditioning and Fitness | 2 | 5 |
| 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 Fitness and Health | 4 | 10 |
| PE2825 | Gymnastics | 2 | 5 |

Language and Communication

| | | | |
|--------|------------------------------------|---|----|
| EN2000 | Storytelling in Various Media | 2 | 5 |
| EN2044 | Contrasts in Australian Literature | 4 | 10 |
| EN2058 | The Mass Media in Australia | 2 | 5 |
| EN2803 | Language and Communication | 2 | 5 |

COURSE DETAILS

Mathematics

| | | | |
|--------|----------------------------------|---|---|
| MA2809 | Foundations of Mathematics | 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 |
| MU2816 | Musicianship | 3 | 10 |

Oral Communication and Drama

| | | | |
|--------|-----------------------------|---|----|
| DR2801 | Current Theatre | 2 | 5 |
| DR2803 | Introductory Improvisation | 2 | 5 |
| DR2806 | Theatre Games | 2 | 5 |
| DR2807 | Workshop Theatre | 2 | 5 |
| DR2814 | Communication Through Drama | 3 | 5 |
| DR2817 | Children's Theatre | 5 | 10 |

Personal and Interpersonal Relationships

| | | | |
|--------|----------------------------------|---|----|
| PY2801 | Interpersonal Problem-solving | 2 | 5 |
| PY2802 | Intimacy and Alienation | 2 | 5 |
| PY2812 | Sexuality and Personal Relations | 3 | 10 |

Science and Technology

| | | | |
|--------|---------------------|---|---|
| SC2816 | Discovering Science | 2 | 5 |
|--------|---------------------|---|---|

Social Science

| | | | |
|--------|-------------------------------------|---|----|
| GE2021 | Living in Cities | 3 | 10 |
| GE2800 | Living Better With Less | 2 | 5 |
| GE2801 | The Built Environment | 2 | 5 |
| HI2800 | The Australian Social Character | 2 | 5 |
| HI2801 | Women in History | 2 | 5 |
| PO2800 | Contemporary Political Issues | 2 | 5 |
| SS2038 | Aboriginal Culture Studies | 3 | 10 |
| SS2805 | Introduction to the Social Sciences | 2 | 5 |

Visual Arts

| | | | |
|--------|----------------------------|---|---|
| AR2803 | Understanding Art | 2 | 5 |
| CE2800 | Elementary Ceramics | 2 | 5 |
| DP2800 | Painting and Drawing | 2 | 5 |
| DS2800 | Lettering and Layout | 2 | 5 |
| DS2801 | Printmaking 1 | 2 | 5 |
| PG2800 | Photography as an Art Form | 2 | 5 |
| SU2800 | Sculpture | 3 | 5 |
| TE2800 | Fibre Arts | 2 | 5 |

LIST 146: EARLY CHILDHOOD ELECTIVES

| | | | |
|--------|--|---|----|
| EE2070 | Research in Early Childhood Education | 3 | 10 |
| EE2071 | Programs for Children Under Three | 3 | 10 |
| EE2074 | Special Programs for Young Children | 3 | 10 |
| EE2078 | Special Physical Education | 3 | 10 |
| EE2607 | Media for Early Childhood Teachers* | 3 | 10 |
| EE2609 | Teaching English as a Second Language* | 4 | 10 |

* This unit will not be available in the Upgrading Program.

DIPLOMA OF TEACHING (EARLY CHILDHOOD)

Location: Kelvin Grove campus

Normal duration: Three years (full-time only)

Total credit points required: 360

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 terms of full-time study and accumulate at least 360 credit points. Students in the Aboriginal and Torres Strait Islander Program complete an additional term of full-time study.

Credit points are allocated to units in five strands of study:

Studies in Human Development and Learning (70 credit points required; six compulsory units and one elective unit): the process of human development and learning throughout life, with particular emphasis on the years from 0 to 10; 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.

Studies in Curriculum and Teaching (120 credit points required; 13 compulsory units and one elective unit): the nature of early childhood curriculum in the home and in early childhood settings; 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.

Studies in Education (50 credit points required; four compulsory units and two elective units): the concept of education from the perspectives of philosophy, sociology and history of education in relation to young children, families, schools and their communities; the relationship between education and the nature of contemporary society.

Liberal Studies (60 credit points required; a maximum of ten elective units): a diversity of areas of knowledge and experience from which to select personal interests.

Field Studies (60 credit points required; five sessions of one to three weeks' duration and three to five single days): practice teaching sessions including observation, planning, evaluating and teaching in kindergartens, pre-schools and lower primary schools; observation of and interaction with young children, families and community members as part of the requirements of units in other strands.

General Education: units undertaken only by students in the Aboriginal and Torres Strait Islander Program during the first three terms. They include study skills, and oral and written communication.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|---|------------|------------|
| Year 1, Term 1 | | | |
| ED2345 | Education and the Family | 3 | 10 |
| EE2053 | Introduction to Curriculum | 3 | 10 |
| EE2300 | Development and Learning: Life Span | 3 | 10 |
| EE2600 | Teaching Strategies 1 | 3 | 5 |
| PT2917 | Practice Teaching: Early Childhood | - | 5 |
| Elective | Select from List 120 | | 5 |
| Elective | Select from List 120 | | 5 |
| Elective | Select from List 120 | | 5 |
| Year 1, Term 2 | | | |
| ED2352 | Education and Schooling | 3 | 10 |
| EE2054 | Curriculum for Early Learning: 0-5 Years | 3 | 10 |
| EE2301 | Physical Perceptual & Motor Development and Learning | 3 | 10 |
| EE2601 | Teaching Strategies 2 | 3 | 5 |
| PT2918 | Practice Teaching: Pre-school 1 | - | 5 |
| Elective | Select from List 120 | | 5 |
| Elective | Select from List 120 | | 5 |
| Elective | Select from List 120 | | 5 |
| Year 2, Term 1 | | | |
| ED2357 | Education and Society 1 | 3 | 10 |
| EE2055 | The Child as Investigator | 3 | 10 |
| EE2056 | Children Communicating | 3 | 10 |
| EE2057 | The Child as Creator | 3 | 10 |
| EE2302 | Language and Cognitive Development and Learning | 3 | 10 |
| PT2919 | Practice Teaching: Pre-school 2 | - | 10 |
| Elective | Select from List 121 | | 5 |
| Year 2, Term 2 | | | |
| EE2058 | Environments Fostering the Sciences | 3 | 10 |
| EE2059 | Environments for Communication | 3 | 10 |
| EE2060 | Environment Nurturing Artistry | 4 | 10 |
| EE2303 | Social, Emotional and Creative Development and Learning | 3 | 10 |
| PT2920 | Practice Teaching: School 1 | - | 10 |
| Elective | Select from List 121 | | 5 |
| Year 3, Term 1 | | | |
| ED2358 | Education and Society 2 | 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 | Select from List 118 | | 5 |
| Elective | Select from List 121 | | 5 |
| Year 3, Term 2 | | | |
| EE2067 | Exceptionality and Young Children | 3 | 10 |
| EE2605 | The Early Childhood Teacher 2 | 3 | 10 |
| PT2922 | Practice Teaching: Pre-school 3 | | 15 |
| Elective | Select from List 118 | | 5 |

COURSE DETAILS

| | | |
|----------|-------------------------------|---|
| Elective | Select from List 119, Group 1 | 5 |
| Elective | Select from List 119, Group 2 | 5 |
| Elective | Select from List 121 | 5 |

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 |
| EE2075 | Children's Literature (0-8 years) | 3 | 10 |
| EE2077 | Drama with Special Children | 3 | 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 | 3 | 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 |

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 term) 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 | 2 | 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 a total of 10 credit points of Liberal Studies.

In third year, students are required to take 20 credit points (10 each term) in any area(s) of study.

Within the Liberal Studies strand it is required that students undertake no more than 20 credit points in one area of study.

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.

Computing

| | | | |
|--------|--|---|----|
| CO2039 | Problem-solving with Computer Graphics | 3 | 5 |
| CO2802 | Personal Computing | 2 | 5 |
| CO2804 | Writing and Computers | 2 | 5 |
| CO2812 | Computer Programming | 5 | 10 |

Dance

| | | | |
|--------|--------------------------------|---|----|
| DA2804 | Dance Techniques 1 | 2 | 5 |
| DA2805 | Dance Conditioning and Fitness | 2 | 5 |
| 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 |

Language and Communication

| | | | |
|--------|------------------------------------|---|----|
| EN2000 | Storytelling in Various Media | 2 | 5 |
| EN2044 | Contrasts in Australian Literature | 4 | 10 |
| EN2050 | Fantasy and Science Fiction | 2 | 5 |
| EN2058 | The Mass Media in Australia | 2 | 5 |
| EN2803 | Language and Communication | 2 | 5 |

Mathematics

| | | | |
|--------|----------------------------------|---|---|
| MA2809 | Foundations of Mathematics | 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 |
| MU2816 | Musicianship | 3 | 10 |

COURSE DETAILS

Oral Communication and Drama

| | | | |
|--------|-----------------------------|---|----|
| DR2801 | Current Theatre | 2 | 5 |
| DR2803 | Introductory Improvisation | 2 | 5 |
| DR2806 | Theatre Games | 2 | 5 |
| DR2807 | Workshop Theatre | 2 | 5 |
| DR2814 | Communication Through Drama | 3 | 5 |
| DR2816 | Play Production | 5 | 10 |
| DR2817 | Children's Theatre | 5 | 10 |

Personal and Interpersonal Relationships

| | | | |
|--------|----------------------------------|---|----|
| PY2800 | Becoming an Effective Person | 2 | 5 |
| PY2801 | Interpersonal Problem-solving | 2 | 5 |
| PY2802 | Intimacy and Alienation | 2 | 5 |
| PY2812 | Sexuality and Personal Relations | 3 | 10 |

Science and Technology

| | | | |
|--------|---------------------|---|---|
| SC2816 | Discovering Science | 2 | 5 |
|--------|---------------------|---|---|

Social Science

| | | | |
|--------|--|---|----|
| GE2021 | Living in Cities | 3 | 10 |
| GE2800 | Living Better with Less | 2 | 5 |
| GE2801 | The Built Environment | 2 | 5 |
| HI2800 | The Australian Social Character | 2 | 5 |
| HI2801 | Women in History | 2 | 5 |
| PO2800 | Contemporary Political Issues | 2 | 5 |
| SS2038 | Aboriginal Culture Studies | 3 | 10 |
| SS2046 | Aborigines and Torres Strait Islanders | 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 | 4 | 5 |
| DS2800 | Lettering and Layout | 2 | 5 |
| DS2801 | Printmaking 1 | 2 | 5 |
| DS2805 | Printmaking 2 | 2 | 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: ABORIGINAL AND TORRES STRAIT ISLANDER PROGRAM

Year 1, Term 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 |
| MU2814 | Exploring Music | 3 | 5 |
| SS2046 | Aborigines and Torres Strait Islanders | 2 | 5 |

Year 2, Term 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 |
| MA2809 | Foundations of Mathematics | 3 | 5 |
| PE2819 | Introduction to Human Movement | 3 | 5 |
| PT2917 | Practice Teaching: Early Childhood | - | 5 |

Year 2, Term 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 |
| SC2816 | Discovering Science | 2 | 5 |

In addition to the above, students are required to reach a satisfactory standard in the following units prior to entry Year 2, Term 1 of the regular three year course.

Year 1, Term 2 (July)

| | | |
|----------------------------------|---|---|
| Study Skills and Communication 1 | 4 | - |
|----------------------------------|---|---|

Year 2, Term 1

| | | |
|----------------------------------|---|---|
| Study Skills and Communication 2 | 3 | - |
|----------------------------------|---|---|

Year 2, Term 2

| | | |
|----------------------------------|---|---|
| Study Skills and Communication 3 | 3 | - |
|----------------------------------|---|---|

Details regarding the final two years are as described in the preceding entry.

DIPLOMA OF TEACHING (PRIMARY)

Locations: Carseldine and Mount Gravatt campuses

Normal duration: Three years (full-time only)

Total credit points required: 362 (Carseldine)
352 (Mount Gravatt)

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 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 major studies 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 major in the areas of Early Education, Music Education, Physical Education, or Special Education (only available on the Mount Gravatt campus). Selected students begin these studies in their second year, having applied midway through Term 2 of Year 1 and on graduation may apply for employment as primary school teachers or as teachers in specialist areas. For graduates who have majored 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. Music Education major studies students after initial experience as teachers and further studies, may wish to seek employment as specialist teachers in music. Students who are selected for major studies in Physical Education may wish to become physical education resource teachers attached to a primary school after gaining appropriate experience.

CARSELDINE COURSE

The basic 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 terms — one half of the students complete the six terms in the order set down below while the other half complete them in the order 2, 1, 4, 3, 6, 5.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|--|------------|------------|
| Year 1, Term 1 | | | |
| 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 |

Year 1, Term 2

| | | | |
|--------|------------------------------------|---|----|
| AR2040 | Art and Music Education | 6 | 12 |
| ED2335 | Understanding Children: Learning | 3 | 10 |
| ED2600 | Analysis of Teaching and Learning | 3 | 8 |
| LS2800 | Studies in Australian Culture | 3 | 8 |
| MA2089 | Studies in Mathematics and Science | 6 | 12 |
| PT2912 | Practice Teaching | - | 10 |

Year 2, Term 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 |
| HE2900 | Community Studies: First Aid | 1 | 2 |
| LA2042 | Language Processes and Programs | 3 | 6 |
| PT2913 | Practice Teaching | - | 10 |
| SS2054 | Social Studies Education | 2 | 6 |
| Elective | Select from List 130 | | |

Year 2, Term 2

| | | | |
|----------|---|---|----|
| ED2337 | Cultural, Learning and Future Contexts | 3 | 10 |
| ED2602 | Educational Technology and the Classroom* | 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 | Select from List 130 | | 8 |

Year 3, Term 1

| | | | |
|----------|---|---|----|
| AR2042 | The World of the Arts | 3 | 8 |
| ED2338 | Issues of Knowledge, Power and Quality/Equality | 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 | Select from List 130 | | 8 |

COURSE DETAILS

Year 3, Term 2

| | | | |
|----------|--|---|----|
| ED2094 | Class Program Development | 3 | 8 |
| ED2339 | Issues of Values, Competition and Change | 3 | 10 |
| ED2604 | Developing Children's Potential | 3 | 8 |
| EN2072 | Communication: Focus on Integration | 3 | 8 |
| PT2916 | Practice Teaching | - | 10 |
| SS2055 | The Natural and Social World | 3 | 8 |
| Elective | Select from List 130 | | 8 |

Note: In Year 3 students undertake school/community studies units which involve attendance at schools on one day a week during the term, and for nine weeks in both terms. 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.

* Year 2 students in 1989 will undertake LS2800 Studies in Australian Culture not ED2602.

CARSELDINE COURSE: MAJOR STUDIES IN EARLY EDUCATION

COURSE REQUIREMENTS

Year 1 (Standard Program)

Year 2, Term 1

| | | | |
|--------|---------------------------------------|---|----|
| AR2041 | Art Education | 2 | 6 |
| DA2810 | Movement for Young Children | 3 | 8 |
| ED2336 | Social, School and Political Contexts | 3 | 10 |
| HE2015 | School Health Education | 2 | 6 |
| HE2900 | Community Studies: First Aid | 1 | 2 |
| LA2042 | Language Processes and Programs | 3 | 6 |
| PT2913 | Practice Teaching | - | 10 |
| SS2054 | Social Studies Education | 2 | 6 |

Year 2, Term 2

| | | | |
|--------|---|---|----|
| ED2337 | Cultural, Learning and Future Contexts | 3 | 10 |
| ED2700 | Contexts for Teaching and Learning (E.E.) | 3 | 8 |
| ED2706 | Early Education: Human Development | 1 | 4 |
| 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 |

Year 3, Term 1

| | | | |
|--------|---|---|----|
| AR2042 | The World of the Arts | 3 | 8 |
| AR2805 | Expressive Arts and Early Childhood | 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 |

Year 3, Term 2

| | | | |
|--------|--|---|----|
| ED2339 | Issues of Values, Competition and Change | 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 |
| PT2916 | Practice Teaching | - | 10 |
| SS2055 | The Natural and Social World | 3 | 8 |

Note: In Year 3 students undertake School/Community Studies units which involve attendance at schools on one day a week during the term, for nine weeks in both terms. 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.

CARSELDINE COURSE: MAJOR STUDIES IN MUSIC EDUCATION**COURSE REQUIREMENTS****Year 1 (Standard Program)****Year 2, Term 1**

| | | | |
|--------|---|---|----|
| AR2041 | Art Education | 2 | 6 |
| ED2336 | Social, School and Political Contexts | 3 | 10 |
| HE2015 | School Health Education | 2 | 6 |
| HE2900 | Community Studies: First Aid | 1 | 2 |
| LA2042 | Language Processes and Programs | 3 | 6 |
| MU2700 | Contexts for Teaching and Learning (M.E.) | 3 | 8 |
| MU2703 | Vocal Studies | 3 | 8 |
| PT2913 | Practice Teaching | - | 10 |
| SS2054 | Social Studies Education | 2 | 6 |

Year 2, Term 2

| | | | |
|--------|--|---|----|
| ED2337 | Cultural, Learning and Future Contexts | 3 | 10 |
| LS2800 | Studies in Australian Culture | 3 | 8 |
| MA2090 | Mathematics Education | 3 | 6 |
| MU2102 | Music Education | 2 | 6 |
| MU2704 | Instrumental Studies | 3 | 8 |
| PE2086 | Physical Education | 2 | 6 |
| PT2914 | Practice Teaching | - | 10 |
| SC2081 | Science Education | 2 | 6 |

Year 3, Term 1

| | | | |
|--------|---|---|----|
| AR2042 | The World of the Arts | 3 | 8 |
| ED2338 | Issues of Knowledge, Power and Quality/Equality | 3 | 10 |
| ED2605 | Children with Learning Problems | 3 | 8 |
| EN2071 | Communication: Focus on Literacy | 3 | 8 |
| MU2701 | Approaches to Music Education | 3 | 8 |
| MU2705 | Practical Musicianship | 3 | 8 |
| PT2915 | Practice Teaching | - | 10 |

Year 3, Term 2

| | | | |
|--------|--|---|----|
| ED2339 | Issues of Values, Competition and Change | 3 | 10 |
| ED2604 | Developing Children's Potential | 3 | 8 |
| EN2072 | Communication: Focus on Integration | 3 | 8 |

COURSE DETAILS

| | | | |
|--------|--|---|----|
| MA2091 | Mathematics and Technology | 3 | 8 |
| MU2702 | Class Program Development in Music Education | 3 | 8 |
| PT2916 | Practice Teaching | - | 10 |
| SS2055 | The Natural and Social World | 3 | 8 |

CARSELDINE COURSE: MAJOR STUDIES IN PHYSICAL EDUCATION

COURSE REQUIREMENTS

Year 1 (Standard Program)

Year 2, Term 1

| | | | |
|--------|---|---|----|
| AR2041 | Art Education | 2 | 6 |
| ED2336 | Social, School and Political Contexts | 3 | 10 |
| HE2015 | School Health Education | 2 | 6 |
| HE2900 | Community Studies: First Aid | 1 | 2 |
| LA2042 | Language Processes and Programs | 3 | 6 |
| PE2702 | Contexts for Teaching and Learning (P.E.) | 3 | 8 |
| PE2712 | Teaching Games and Sport | 3 | 8 |
| PT2913 | Practice Teaching | - | 10 |
| SS2054 | Social Studies Education | 2 | 6 |

Year 2, Term 2

| | | | |
|----------|--|---|----|
| ED2337 | Cultural, Learning and Future Contexts | 3 | 10 |
| 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 | Select from List 130 (Level I unit) | | 8 |

Year 3, Term 1

| | | | |
|----------|---|---|----|
| ED2338 | Issues of Knowledge, Power and Quality/Equality | 3 | 10 |
| ED2605 | Children with Learning Problems | 3 | 8 |
| EN2071 | Communication: Focus on Literacy | 3 | 8 |
| MA2091 | Mathematics and Technology | 3 | 8 |
| PE2706 | Physical Education and the Arts | 3 | 8 |
| PT2915 | Practice Teaching | - | 10 |
| Elective | Select from List 130 (Level II unit) | | 8 |

Year 3, Term 2

| | | | |
|--------|--|---|----|
| ED2339 | Issues of Values, Competition and Change | 3 | 10 |
| ED2604 | Developing Children's Potential | 3 | 8 |
| EN2072 | Communication: Focus on Integration | 3 | 8 |
| PE2705 | Total Programming in Physical Education | 3 | 8 |
| PE2713 | Resource Teaching and Consultancy | 3 | 8 |
| PT2916 | Practice Teaching | - | 10 |
| SS2055 | The Natural and Social World | 3 | 8 |

Note: In Terms 1 and 2 of Year 3 students undertake School/Community Studies units which involve attendance at schools on one day a week during the term, for nine weeks in terms 1 and 2. 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.

LIST 130: LIBERAL STUDIES ELECTIVES (CARSELDINE COURSE)

Core Unit (compulsory)

| | | | |
|--------|-------------------------------|---|---|
| LS2800 | Studies in Australian Culture | 3 | 8 |
|--------|-------------------------------|---|---|

Students to select four units, at least one from two of the three categories:

- Creative Arts
- Mathematics and Sciences
- Humanities

with one to a second level, and

no more than three units from any one teaching department.

Creative Arts: Level 1

| | | | |
|--------|-------------------------------------|---|---|
| CE2801 | Clay Studies 1 | 3 | 8 |
| DA2801 | Historical and Ethnic Dance | 3 | 8 |
| DA2810 | Movement for Young Children | 3 | 8 |
| DP2809 | Drawing, Painting and Printmaking 1 | 3 | 8 |
| DR2808 | Drama Process and Theatre | 3 | 8 |
| LI2800 | Creative Writing 1 | 3 | 8 |
| MU2809 | Vocal Studies 1 | 3 | 8 |
| MU2827 | Instrumental Music 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 |
| DP2810 | Drawing, Painting and Printmaking 2 | 3 | 8 |
| DR2809 | Drama Process and Children's Theatre | 3 | 8 |
| LI2801 | Creative Writing 2 | 3 | 8 |
| MU2828 | Instrumental Music 2 | 3 | 8 |
| MU2824 | Vocal Studies 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 | Literature and Drama 1 | 3 | 8 |
| PE2807 | Sociocultural Studies of Sport | 3 | 8 |
| PY2808 | Interpersonal Psychology | 3 | 8 |
| PY2811 | Personal Development in Creativity | 3 | 8 |
| SY2804 | An Introduction to Human Culture | 3 | 8 |

Humanities: Level 2

| | | | |
|--------|-------------------------------------|---|---|
| EN2802 | Communication in Groups | 3 | 8 |
| GE2805 | Themes in Human Geography | 3 | 8 |
| HE2800 | Health Issues in Australian Society | 3 | 8 |

COURSE DETAILS

| | | | |
|--------|------------------------------------|---|---|
| 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 | Literature and Drama 2 | 3 | 8 |
| PE2808 | Sport in Society | 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 |
| MA2815 | Mathematical Foundations | 3 | 8 |
| MA2817 | Thinking Mathematically | 3 | 8 |
| PE2809 | Aquatic Recreation | 3 | 8 |
| PE2810 | Introductory Sports Science | 3 | 8 |
| PE2811 | Measurement of Physical Growth | 3 | 8 |
| SC2807 | Australian Flora and Fauna | 3 | 8 |
| SC2808 | Botany of Australian Plants | 3 | 8 |
| SC2809 | Zoology of Small Domestic Animals in Australia | 3 | 8 |

Mathematics/Computing/Science: Level 2

| | | | |
|--------|------------------------------|---|---|
| CO2808 | Computer Studies 2 | 3 | 8 |
| MA2816 | Building Mathematical Models | 3 | 8 |
| PE2812 | Advanced Sports Science | 3 | 8 |
| SC2810 | The Science of Change | 3 | 8 |
| SC2811 | Earth and Space | 3 | 8 |

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 major studies 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 major in Early Education, Special Education, Music 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 major 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 education system. Students who are selected for major studies in Physical Education or Music Education may wish to become a Physical Education resource teacher or Music resource teacher attached to a primary school after gaining appropriate experience.

COURSE STRUCTURE

The basic 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 (166 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 (38 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 terms. One half of the students enrolled will complete the six terms 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

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|---------------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| 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 |
| Year 1, Term 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, Term 1 | | | |
| { AR2044 | Curriculum Studies in Art or | 3 | 8 |
| { DR2091 | Curriculum Studies in Drama or | 3 | 8 |
| { MU2093 | Curriculum Studies in Music | 3 | 8 |
| CO2813 | Studies in Computing | 3 | 6 |
| ED2343 | The Learner, School and Society | 3 | 8 |
| PT2907 | Practice Teaching — Primary 3 | - | 10 |
| PY2317 | Psychology of Child Development | 3 | 8 |
| SC2085 | Curriculum Studies in Science | 3 | 6 |
| SS2060 | Curriculum Studies in Social Studies | 3 | 6 |
| Elective | Select from List 132 | | 8 |
| Year 2, Term 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 |

COURSE DETAILS

| | | | |
|----------|--|---|----|
| 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 | Select from List 132 | | 8 |

Year 3, Term 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 |
| LA2048 | Literacy Studies: Advanced | 3 | 6 |
| 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 | Select from List 132 | | 8 |

Year 3, Term 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 | Select from List 132 | | 8 |

COURSE REQUIREMENTS: ABORIGINAL AND TORRES STRAIT ISLANDER PROGRAM

Year 1, Term 2 (July)

| | | | |
|--------|---|---|-----|
| ED2607 | Issues in Teaching and Learning | 3 | 8 |
| ED2608 | Communication in Teaching (continued in Year 2, Term 1) | 3 | 8* |
| MC2800 | Aboriginal/Torres Strait Culture | 3 | 8 |
| PY2316 | Psychology of the Learner (continued in Year 2, Term 1) | 3 | 8* |
| SC2082 | Introduction to Science Education (continued in Year 2, Term 1) | 3 | 8* |
| PT2905 | Practice Teaching — Primary 1 (continued in Year 2, Term 1) | - | 10* |

Year 2, Term 1

| | | | |
|--------|---|---|----|
| ED2608 | Communication in Teaching (continued from Year 1, Term 2) | 3 | 8* |
| LA2043 | Perspectives in Literacy | 3 | 8 |
| MU2092 | Primary School Music | 3 | 8 |

| | | | |
|--------|---|---|-----|
| PT2905 | Practice Teaching — Primary 1 (continued from Year 1, Term 2) | - | 10* |
| PY2316 | Psychology of the Learner (continued from Year 1, Term 2) | 3 | 8* |
| SC2082 | Introduction to Science Education (continued from Year 1, Term 2) | 3 | 8* |
| SS2056 | Introduction to Social Studies | 3 | 8 |

Year 2, Term 2

| | | | |
|--------|---------------------------------------|---|----|
| AR2043 | Introductory Studies in Art | 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 |

* a total of 8 or 10 credit points respectively.

In addition to the above, students are required to reach a satisfactory standard in the following units prior to entry to Year 2, Term 1 of the regular three year course.

Year 1, Term 2 (July)

| | | |
|------------------------------------|---|---|
| Preparatory Mathematics Curriculum | 2 | - |
| Preparatory Music Curriculum | 2 | - |
| Study Skills | 2 | - |

Year 2, Term 1

| | | |
|--------------|---|---|
| Study Skills | 3 | - |
|--------------|---|---|

MOUNT GRAVATT COURSE: MAJOR STUDIES IN EARLY EDUCATION

COURSE REQUIREMENTS

Year 1 (Standard Program)

Year 2, Term 1

| | | | | |
|---|--------|---------------------------------------|---|----|
| { | AR2044 | Curriculum Studies in Art or | 3 | 8 |
| | DR2091 | Curriculum Studies in Drama or | 3 | 8 |
| { | MU2093 | Curriculum Studies in Music | 3 | 8 |
| | CO2813 | Studies in Computing | 3 | 6 |
| | ED2343 | The Learner, School and Society | 3 | 8 |
| | EE2700 | Early Education Learning Environments | 3 | 8 |
| | PT2923 | Practice Teaching — Early Education 1 | - | 10 |
| | PY2317 | Psychology of Child Development | 3 | 8 |
| | SC2085 | Curriculum Studies in Science | 3 | 6 |
| | SS2060 | Curriculum Studies in Social Studies | 3 | 6 |

Year 2, Term 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 |
| | EE2710 | Early Education 1 | 3 | 8 |
| | LA2045 | Developing Literacy | 3 | 8 |

COURSE DETAILS

| | | | |
|--------|--|---|----|
| MA2092 | Curriculum Studies in Mathematics | 3 | 8 |
| PE2088 | Curriculum Studies in Physical Education | 3 | 8 |
| PT2924 | Practice Teaching — Early Education 2 | - | 10 |

Year 3, Term 1

| | | | |
|----------|--|---|----|
| ED2344 | Decision-making in Education | 3 | 8 |
| EE2711 | Early Education 2 | 3 | 8 |
| EE2713 | Integrated Learning in Early Education | 3 | 4 |
| LA2048 | Literacy Studies: Advanced | 3 | 6 |
| PT2925 | Practice Teaching — Early Education 3 | - | 10 |
| PY2318 | Psychosocial Aspects of Primary Teaching | 3 | 8 |
| SS2058 | Advanced Curriculum in Social Studies | 3 | 8 |
| Elective | Select from List 132 | | 8 |

Year 3, Term 2

| | | | |
|----------|---|---|----|
| EE2703 | Home, School, Community Interaction | 3 | 8 |
| EE2704 | Movement in Early Childhood | 3 | 8 |
| EE2709 | Exceptional Children in Early Childhood | 3 | 8 |
| EE2712 | The Autonomous Early Childhood Teacher | 3 | 8 |
| MA2093 | Advanced Curriculum in Mathematics | 3 | 8 |
| PT2926 | Practice Teaching — Early Education 4 | - | 10 |
| Elective | Select from List 132 | | 8 |

MOUNT GRAVATT COURSE: MAJOR STUDIES IN MUSIC EDUCATION

COURSE REQUIREMENTS

Year 1 (Standard Program)

Year 2, Term 1

| | | | |
|--------|--|---|----|
| ED2609 | Managing Teaching and Learning | 3 | 8 |
| LA2045 | Developing Literacy | 3 | 8 |
| MA2092 | Curriculum Studies in Mathematics | 3 | 8 |
| MU2093 | Curriculum Studies in Music | 3 | 8 |
| MU2706 | Ensemble Practice 1 | 3 | 8 |
| PE2088 | Curriculum Studies in Physical Education | 3 | 8 |
| PT2939 | Practice Teaching — Music Education 1 | - | 10 |

Year 2, Term 2

| | | | |
|---------|---------------------------------------|---|----|
| {AR2044 | Curriculum Studies in Art or | 3 | 8 |
| {DR2091 | Curriculum Studies in Drama | 3 | 8 |
| CO2813 | Studies in Computing | 3 | 6 |
| ED2343 | The Learner, School and Society | 3 | 8 |
| MU2707 | Musicianship | 3 | 8 |
| PT2940 | Practice Teaching — Music Education 2 | - | 10 |
| PY2317 | Psychology of Child Development | 3 | 8 |
| SC2085 | Curriculum Studies in Science | 3 | 6 |
| SS2060 | Curriculum Studies in Social Studies | 3 | 6 |

Year 3, Term 1

| | | | |
|--------|--|---|---|
| MA2093 | Advanced Curriculum in Mathematics | 3 | 8 |
| MU2709 | Ensemble Practice 2 | 3 | 8 |
| MU2711 | Music in Society | 3 | 8 |
| MU2712 | Approaching Autonomy in Teaching (Music Major) | 3 | 8 |

| | | | |
|----------|---------------------------------------|---|----|
| PT2941 | Practice Teaching — Music Education 3 | - | 10 |
| SE2600 | Atypical Children in Primary Schools | 3 | 8 |
| Elective | Select from List 132 | | 8 |

Year 3, Term 2

| | | | |
|--------|---|---|----|
| ED2344 | Decision-making in Education | 3 | 8 |
| LA2048 | Literacy Studies: Advanced | 3 | 6 |
| MU2708 | Alternative Approaches to Music Education | 3 | 8 |
| MU2710 | Performance Practice | 3 | 8 |
| MU2713 | Music in Multiculturalism | 3 | 8 |
| PT2942 | Practice Teaching — Music Education 4 | - | 10 |
| PY2318 | Psychosocial Aspects of Primary Teaching | 3 | 8 |
| SS2058 | Advanced Curriculum in Social Studies | 3 | 8 |

MOUNT GRAVATT COURSE: MAJOR STUDIES IN PHYSICAL EDUCATION

COURSE REQUIREMENTS

Year 1 (Standard Program)

Year 2, Term 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 |
| | LA2045 | Developing Literacy | 3 | 8 |
| | MA2092 | Curriculum Studies in Mathematics | 3 | 8 |
| | PE2088 | Curriculum Studies in Physical Education | 3 | 8 |
| | PE2707 | Sports Coaching and Officiating | 3 | 8 |
| | PT2927 | Practice Teaching — Physical Education 1 | - | 10 |

Year 2, Term 2

| | | | | |
|---|--------|--|---|----|
| } | AR2044 | Curriculum Studies in Art or | 3 | 8 |
| | DR2091 | Curriculum Studies in Drama or | 3 | 8 |
| | MU2093 | Curriculum Studies in Music | 3 | 8 |
| | CO2813 | Studies in Computing | 3 | 6 |
| | ED2343 | The Learner, School and Society | 3 | 8 |
| | PE2708 | Science of Physical Fitness | 3 | 8 |
| | PT2928 | Practice Teaching — Physical Education 2 | - | 10 |
| | PY2317 | Psychology of Child Development | 3 | 8 |
| | SC2085 | Curriculum Studies in Science | 3 | 6 |
| | SS2060 | Curriculum Studies in Social Studies | 3 | 6 |

Year 3, Term 1

| | | | |
|----------|---|---|----|
| ED2344 | Decision-making in Education | 3 | 8 |
| MA2093 | Advanced Curriculum in Mathematics | 3 | 8 |
| PE2700 | Planning for Physical Education | 3 | 8 |
| PE2710 | Physical Education and the Atypical Child | 3 | 8 |
| PE2714 | Dance: An Integrated Experience | 3 | 8 |
| PT2929 | Practice Teaching — Physical Education 3 | - | 10 |
| Elective | Select from List 132 | | 8 |

Year 3, Term 2

| | | | |
|--------|---|---|---|
| LA2048 | Literacy Studies: Advanced | 3 | 6 |
| PE2701 | Resource Teaching in Physical Education | 3 | 8 |

COURSE DETAILS

| | | | |
|----------|--|---|----|
| PE2709 | Curriculum in Outdoor Education | 3 | 8 |
| PE2711 | Curriculum in Health Education | 2 | 4 |
| PT2930 | Practice Teaching — Physical Education 4 | - | 10 |
| PY2318 | Psychosocial Aspects of Primary Teaching | 3 | 8 |
| SS2058 | Advanced Curriculum in Social Studies | 3 | 8 |
| Elective | Select from List 132 | | 8 |

MOUNT GRAVATT CAMPUS: MAJOR STUDIES IN SPECIAL EDUCATION

COURSE REQUIREMENTS

Year 1 (Standard Program)

Year 2, Term 1

| | | | |
|----------|---|---|----|
| { AR2044 | Curriculum Studies in Art or | 3 | 8 |
| { DR2091 | Curriculum Studies in Drama or | 3 | 8 |
| { MU2093 | Curriculum Studies in Music | 3 | 8 |
| CO2813 | Studies in Computing | 3 | 6 |
| ED2343 | The Learner, School and Society | 3 | 8 |
| PT2931 | Practice Teaching — Special Education 1 | - | 10 |
| PY2317 | Psychology of Child Development | 3 | 8 |
| SC2085 | Curriculum Studies in Science | 3 | 6 |
| SE2700 | Introduction to Special Education 1 | 4 | 8 |
| SS2060 | Curriculum Studies in Social Studies | 3 | 6 |

Year 2, Term 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 Education 2 | - | 10 |
| SE2701 | Introduction to Special Education 2 | 2 | 4 |

Year 3, Term 1

| | | | |
|----------|--|---|----|
| LA2048 | Literacy Studies: Advanced | 3 | 6 |
| PT2933 | Practice Teaching — Special Education 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 |
| { 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 |
| SE2800 | Developmental Psycholinguistics | 2 | 4 |
| SS2058 | Advanced Curriculum in Social Studies | 3 | 8 |
| Elective | Select from List 132 | | 8 |

Year 3, Term 2

| | | | |
|--------|------------------------------------|---|---|
| ED2344 | Decision-making in Education | 3 | 8 |
| MA2093 | Advanced Curriculum in Mathematics | 3 | 8 |

| | | | |
|----------|---|---|----|
| PE2089 | Advanced Curriculum in Physical Education | 3 | 8 |
| PT2934 | Practice Teaching — Special Education 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 |
| SE2702 | Remediation of Communication Disability | 2 | 4 |
| Elective | Select from List 132 | | 8 |

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.

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.

LIST 132: LIBERAL STUDIES ELECTIVES (MOUNT GRAVATT COURSE)

Core Unit (compulsory)

| | | | |
|--------|----------------------|---|---|
| CO2813 | Studies in Computing | 3 | 6 |
|--------|----------------------|---|---|

Students to select four units, two of which form a sequence of study in one of the following areas.

Humanities

| | | | |
|--------|---------------------------------------|---|----|
| LA2803 | Creative Writing | 3 | 8 |
| LA2805 | French Language and Culture 1 | 3 | 8 |
| LA2807 | Children's Literature | 3 | 8 |
| LA2808 | Japanese Language and Culture 1 | 3 | 10 |
| LI2807 | Australian Literature and Film | 3 | 10 |
| MC2800 | Aboriginal/Torres Strait Culture | 3 | 8 |
| PE2813 | Individual 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 |
| SS2804 | People and Places: A World View | 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 Number | 3 | 8 |
| MA2813 | Maths Learning Disability in the Community | 3 | 8 |
| MA2814 | Mathematics Activities | 3 | 8 |
| PE2816 | Science of Human Movement Studies | 3 | 8 |

COURSE DETAILS

| | | | |
|--------|-----------------------|---|---|
| SC2812 | Environmental Studies | 3 | 8 |
| SC2813 | Physical Science 1 | 3 | 8 |
| SC2814 | Physical Science 2 | 3 | 8 |

Expressive and Performing Arts

| | | | |
|--------|----------------------------------|---|---|
| CE2803 | 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 | Graphics and Printmaking | 3 | 8 |
| MU2811 | Musical Performance | 3 | 8 |
| PE2818 | Outdoor Pursuits | 3 | 8 |

MOUNT GRAVATT COURSE: FIELD STUDIES UNITS

(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 — Early Education 1 | - | 10 |
| PT2924 | Practice Teaching — Early Education 2 | - | 10 |
| PT2925 | Practice Teaching — Early Education 3 | - | 10 |
| PT2926 | Practice Teaching — Early Education 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 Education 1 | - | 10 |
| PT2932 | Practice Teaching — Special Education 2 | - | 10 |
| PT2933 | Practice Teaching — Special Education 3 | - | 10 |
| PT2934 | Practice Teaching — Special Education 4 | - | 10 |
| PT2935 | Practice Teaching — Special Education (GE) 1 | - | 10 |
| PT2936 | Practice Teaching — Special Education (GE) 2 | - | 10 |
| PT2937 | Practice Teaching — Special Education (GE) 3 | - | 10 |
| PT2938 | Practice Teaching — Special Education (GE) 4 | - | 10 |
| PT2939 | Practice Teaching — Music Education 1 | - | 10 |
| PT2940 | Practice Teaching — Music Education 2 | - | 10 |
| PT2941 | Practice Teaching — Music Education 3 | - | 10 |
| PT2942 | Practice Teaching — Music Education 4 | - | 10 |
| PT2943 | Practice Teaching — P10 1 | - | 10 |
| PT2944 | Practice Teaching — P10 2 | - | 10 |
| PT2945 | Practice Teaching — P10 3 | - | 10 |
| PT2946 | Practice Teaching — P10 4 | - | 10 |

DIPLOMA OF TEACHING (SECONDARY)

Location: Kelvin Grove campus

Normal duration: Three years (full-time only)

Total credit points required: 365

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.

COURSE STRUCTURE

This course 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, Film and Media Studies, French, German, Geography, Graphical Communication, History, Italian, Legal Studies, 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 Coordinator. 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.

COURSE DETAILS

| STRAND | TERM | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| | 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 Term | 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 |
| ED2304 | Analysis of Beginning Teaching | 3 | 10 |
| ED2306 | Critical Analyses of Schooling | 3 | 10 |
| ED2307 | Development of Australian Education | 3 | 10 |
| ED2309 | Education, Social Change and Unemployment | 3 | 10 |
| ED2310 | Education, Technology and Work | 3 | 10 |
| ED2312 | Film and Video in Education | 3 | 10 |
| ED2314 | Growth of Self for Teaching | 3 | 10 |
| ED2317 | Legal Issues for Teachers | 3 | 10 |
| ED2318 | Measurement and Assessment in Education | 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 |
| ED2361 | Multicultural Education and the Teacher | 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 |
| 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 |

**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, Film and Media Studies, 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, Film and Media Studies, French, German, Geography, Graphical Communication, History, Italian, Mathematics, Science, Science Studies (for PTA Science students only), and Social Science. (Refer to Lists 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88 and 89 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

COURSE DETAILS

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*

| | | | |
|--------|--------------------------|----|----|
| AR2060 | Foundation Art Studies 1 | 10 | 20 |
| AR2061 | Foundation Art Studies 2 | 10 | 20 |
| AR2062 | Art Curriculum 1 | 3 | 5 |
| AR2063 | Art Curriculum 2 | 3 | 5 |
| AR2064 | Art Workshop 1 | 9 | 15 |
| AR2065 | Art Workshop 2 | 10 | 20 |
| AR2066 | Studio 1 | 10 | 15 |
| AR2067 | Studio 2 | 10 | 20 |

* Third year students should consult the 1988 Handbook or the Course Coordinator to determine their plan of study for 1989.

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 |
| AC2013 | Small Business Studies | 2 | 5 |
| 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 |
| 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 |
| SK2030 | Independent Study in Commercial Studies | - | 10 |
| SK2031 | Introductory Shorthand | 4 | 10 |
| SK2032 | Office Communication | 4 | 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

| | | | |
|--------|--|---|----|
| EN2044 | Contrasts in Australian Literature | 4 | 10 |
| EN2045 | English Curriculum Development | 4 | 10 |
| EN2046 | English Curriculum: Language and Education | 4 | 10 |
| EN2047 | English Curriculum: Language Study | 2 | 5 |
| EN2048 | English Curriculum: Resources and Strategies | 4 | 10 |
| EN2050 | Fantasy and Science Fiction | 2 | 5 |
| EN2052 | Film: Language and Structure | 4 | 10 |
| EN2055 | Literature in an Age of Transition | 4 | 10 |
| EN2057 | The Mass Media and Society | 4 | 10 |
| EN2060 | Modern American Literature | 4 | 10 |
| EN2061 | Modern English Literature | 4 | 10 |
| EN2062 | Modern Literature in Social Perspective | 4 | 10 |
| EN2066 | Shaping Reality: Australian News Media | 2 | 5 |
| EN2068 | Teaching Literature in the Senior School | 4 | 10 |
| EN2073 | Shakespeare in the Elizabethan World | 3 | 10 |
| EN2074 | Images of Women in Literature and Media | 3 | 10 |
| EN2075 | Australian Film | 4 | 10 |
| EN2076 | Australian Culture and Television | 4 | 10 |
| EN2077 | Film, Society and Culture | 4 | 10 |
| EN2080 | Classical and Medieval Literature | 4 | 10 |
| EN2081 | Sport and Culture | 4 | 10 |

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 |
| 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 |

COURSE DETAILS

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 |
| 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 | 2½ | 5 |
| IA2049 | Small Internal Combustion Engines | 2½ | 5 |
| IA2050 | Basic Electricity and Electronics | 2½ | 5 |
| IA2051 | Design Applications in Art Metalwork | 2½ | 5 |
| IA2052 | Introduction to CAD/CAM | 3 | 5 |

LIST 68: PRINCIPAL TEACHING AREA — MATHEMATICS

| | | | |
|--------|---|---|----|
| CO2012 | Computer Science | 5 | 10 |
| CO2039 | Problem-solving with Computer Graphics | 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 |
| MA2064 | Mathematical Structures | 3 | 5 |
| MA2067 | Financial Mathematics | 3 | 5 |

LIST 69: PRINCIPAL TEACHING AREA — MUSIC

| | | | |
|--------|----------------------------------|---|----|
| 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 | 6 | 10 |
| MU2124 | Aural and Written Musicianship 1 | 4 | 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 |
| MU2134 | Contemporary Approaches | 4 | 5 |
| MU2135 | Music Curriculum 2 | 4 | 10 |

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 |

COURSE DETAILS

| | | | |
|--------|--|---|----|
| 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 |
| 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 |
| 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 |
| 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 74: 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 75: 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 76: 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 77: SECOND TEACHING AREA — ENGLISH

| | | | |
|--------|--|---|----|
| EN2044 | Contrasts in Australian Literature | 4 | 10 |
| EN2047 | English Curriculum: Language Study | 2 | 5 |
| EN2048 | English Curriculum: Resources and Strategies | 4 | 10 |
| EN2049 | English Curriculum Studies | 2 | 5 |
| EN2050 | Fantasy and Science Fiction | 2 | 5 |
| EN2054 | The Language of Film | 3 | 5 |
| EN2055 | Literature in an Age of Transition | 4 | 10 |
| EN2058 | The Mass Media in Australia | 2 | 5 |
| EN2060 | Modern American Literature | 4 | 10 |

COURSE DETAILS

| | | | |
|--------|---|---|----|
| EN2061 | Modern English Literature | 4 | 10 |
| EN2062 | Modern Literature in Social Perspective | 4 | 10 |
| EN2063 | Reading: A Tutorial Approach | 2 | 5 |
| EN2066 | Shaping Reality: Australian News Media | 2 | 5 |
| EN2073 | Shakespeare in the Elizabethan World | 3 | 10 |
| EN2074 | Images of Women in Literature and Media | 3 | 10 |

LIST 78: SECOND TEACHING AREA — FILM AND MEDIA STUDIES

| | | | |
|--------|-------------------------------------|---|----|
| FI2011 | Language and Structure of Film | 4 | 10 |
| FI2012 | Media Praxis 1 | 4 | 10 |
| FI2013 | Film and Media Studies Curriculum 1 | 2 | 5 |
| FI2014 | Media Praxis 2 | 4 | 10 |
| FI2015 | The Media and Society | 3 | 10 |
| FI2016 | Film and Media Studies Curriculum 2 | 2 | 5 |
| FI2017 | Film History | 4 | 10 |
| FI2018 | Film Genres | 3 | 10 |
| FI2019 | Media Praxis 3 | 3 | 10 |
| FI2020 | Documentary Film and Society | 3 | 10 |

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 |
| ML2065 | French Printed Media | 2 | 5 |
| ML2066 | The French Song | 3 | 5 |
| ML2067 | The Language of Literature | 4 | 10 |
| ML2094 | Foreign Language Curriculum Studies 1B | 4 | 10 |
| ML2095 | Foreign Language Curriculum Studies 2B | 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 |
| ML2094 | Foreign Language Curriculum Studies 1B | 4 | 10 |
| ML2095 | Foreign Language Curriculum Studies 2B | 4 | 10 |

LIST 82: SECOND TEACHING AREA — GRAPHICAL COMMUNICATION

| | | | |
|--------|---------------------------------------|---|----|
| IA2038 | Design Fundamentals | 6 | 10 |
| IA2040 | Workshop Graphics | 3 | 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 |
| ML2094 | Foreign Language Curriculum Studies 1B | 4 | 10 |
| ML2095 | Foreign Language Curriculum Studies 2B | 4 | 10 |

LIST 85: SECOND TEACHING AREA — LEGAL STUDIES

| | | | |
|--------|--|---|----|
| LW2002 | Introduction to Law and Social Justice | 3 | 10 |
| LW2003 | The Law and Legal Institutions | 2 | 5 |
| LW2004 | Introduction to Contract Law | 3 | 10 |
| LW2005 | Contract Law and Society | 2 | 5 |
| LW2006 | Criminal Law and Society | 3 | 10 |
| LW2007 | Curriculum Planning in Legal Studies | 3 | 10 |
| LW2008 | Common Consumer Transactions | 3 | 10 |
| LW2009 | Educators, Schools and the Law | 3 | 10 |

LIST 86: SECOND TEACHING AREA — MATHEMATICS

| | | | |
|--------|---|---|----|
| CO2010 | Introduction to Computing | 3 | 5 |
| CO2012 | Computer Science | 5 | 10 |
| CO2039 | Problem-solving with Computer Graphics | 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 |

COURSE DETAILS

| | | | |
|--------|--------------------------------------|---|---|
| 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 87: 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 | 5 | 10 |
| SC2058 | Science Curriculum 1 | 5 | 10 |
| SC2059 | Science Curriculum 2 | 5 | 10 |

LIST 88: 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 units:

| | | | |
|--------|-----------------------------|---|----|
| MA2043 | Mathematical Foundations | 4 | 10 |
| MA2054 | Mathematics Curriculum 1 | 3 | 5 |
| SC2062 | Science Curriculum Workshop | 3 | 5 |

LIST 89: SECOND TEACHING AREA — SOCIAL SCIENCE

| | | | |
|--------|---|---|----|
| GE2021 | Living in Cities | 3 | 10 |
| GE2053 | Resources Development in Australia | 3 | 10 |
| HI2050 | Australian Studies | 3 | 10 |
| 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 |
| SS2061 | The Social Sciences: An Introduction | 2 | 5 |

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 1 | 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 | | | |
| DR2801 | Current Theatre | 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 |
| LS2801 | Independent Study | - | 5 |
| ME2801 | Television and Society | 3 | 5 |
| PG2801 | Photography | 3 | 5 |
| PI2801 | Changing Persons in a Changing World | 2 | 5 |
| PI2802 | 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 | | | |
| EN2804 | Creative Writing | 2 | 5 |
| ME2800 | Understanding Television | 2 | 5 |
| ML2800 | Introductory French | 2 | 5 |
| ML2801 | Introductory German | 2 | 5 |
| ML2802 | Introductory Italian | 2 | 5 |
| ML2803 | Introductory Greek | 2 | 5 |
| WS2800 | Women's Studies | 2 | 5 |
| Mathematics and Computing | | | |
| CO2802 | Personal Computing | 2 | 5 |
| CO2804 | Writing and Computers | 2 | 5 |
| CO2806 | Computers and the Arts | 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 |

COURSE DETAILS

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

| | | | |
|--------|-------------------------------------|---|---|
| SC2802 | Focus on the Stars | 2 | 5 |
| SC2803 | History and Impact of Science | 2 | 5 |
| SC2804 | Science for Non-science Specialists | 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 |
| HI2800 | The Australian Social Character | 2 | 5 |
| HI2801 | Women in History | 2 | 5 |
| PO2800 | Contemporary Political Issues | 2 | 5 |

DIPLOMA OF TEACHING (SECONDARY)

MANUAL ARTS (TRADES ENTRY) PROGRAM

Location: Mount Gravatt campus

Normal duration: Two years (full-time only)

Total credit points required: 255

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 a 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 terms 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 | TERM | | | |
|---|-----------|-----------|-----------|-----------|
| | 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 Term | 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 | 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 | 5 | 10 |
| IA2002 | Metalwork 1 | 6 | 10 |
| IA2003 | Metalwork 2 | 5 | 10 |
| IA2017 | Plastics 1 | 5 | 10 |
| IA2047 | Plastics 2 | 5 | 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 |
| IA2052 | Introduction to CAD/CAM | 3 | 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 | 4 | 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)

Location: Mount Gravatt campus

Normal duration: Two years (full-time only)

Total credit points required: 204

The College and the Department of Employment, Vocational Education and Training (DEVET) 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 at Senior Colleges and at Mount Gravatt campus. Coordination 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 DEVET, along with senior staff from TAFE institutions. Criteria for selection are established by TAFE.

Successful applicants undertake four terms of study over two years, with Terms 1 of Year 1 and Term 1 of Year 2 being conducted at the Professional Development Section and at the TAFE and Senior Colleges, and Terms 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 coordinators, 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, Term 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 | - | 42 |
| Year 1, Term 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* | | | 8 |
| Year 2, Term 1 — (Professional Development Section and Colleges of TAFE) | | | |
| CU2007 | Curriculum Interpretation | 7 | 14 |
| PT2904 | Process and Practice of Teaching 2 | - | 36 |

* A free choice of selected diploma-level units.

Year 2, Term 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 |
| LA2802 | Language and Communication 3 | 5 | 8 |
| PY2315 | Educational Psychology 2 | 4 | 8 |
| PY2600 | Remediation of Learning Difficulties | 3 | 6 |
| Elective* | | | 8 |

* A free choice of selected diploma-level units.

ASSOCIATE DIPLOMA OF APPLIED SCIENCE (TEXTILES)

Location: Kelvin Grove campus

Normal duration: Four years (part-time only).

Total credit points required: 160

The Associate Diploma of Applied Science (Textiles) is designed for those working within industrial and commercial organisations involved with textiles and apparel products.

The course provides opportunities for students to develop and improve their knowledge and understanding of the production and utilisation of textiles and textile products.

This course is organised into four strands:

Foundation Studies: fundamental science concepts for textiles and an overview of the textile and apparel industries in Australia.

Textile Technology: the science and technology of fibres, yarns, fabrics, finishing, dyeing and textile testing.

Applied Textiles: selection and utilisation of textiles for end-use.

Apparel Technology: the design and production processes applied to apparel products.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|-----------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| TX1000 | Foundation Science For Textiles | 3 | 10 |
| TX1001 | Textile and Apparel Industries | 3 | 10 |
| Year 1, Term 2 | | | |
| TX1002 | Fibre Science | 3 | 10 |
| TX1003 | Yarn Technology | 3 | 10 |
| Year 2, Term 1 | | | |
| TX1004 | Fabric Technology | 3 | 10 |
| TX1005 | Finishing Technology | 3 | 10 |
| Year 2, Term 2 | | | |
| TX1006 | Dyeing Technology | 3 | 10 |
| TX1007 | Textile Testing | 3 | 10 |
| Year 3, Term 1 | | | |
| TX1008 | Textile Selection and Utilisation | 3 | 10 |
| TX1009 | Apparel Design | 3 | 10 |
| Year 3, Term 2 | | | |
| TX1010 | Textile Care | 3 | 10 |
| TX1011 | Pattern and Style Generation | 3 | 10 |

Year 4, Term 1

| | | | |
|--------|---------------------------------------|---|----|
| TX1012 | Textile and Apparel Quality Assurance | 3 | 10 |
| TX1013 | Production Techniques | 3 | 10 |

Year 4, Term 2

| | | | |
|--------|-----------------------------------|---|----|
| TX1014 | Textile Products and the Consumer | 3 | 10 |
| TX1015 | Organisation of Production | 3 | 10 |

ASSOCIATE DIPLOMA OF ARTS (DANCE) ASSOCIATE DIPLOMA OF ARTS (STUDIO MUSIC TEACHING)

Location: Kelvin Grove campus

Normal duration: Two years (full-time only)

Total credit points required: 240

ASSOCIATE DIPLOMA OF ARTS (DANCE)

During this course students are involved in no less than four major performance seasons. Performance experience is gained through presenting 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.

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, history of dance and stagecraft.

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 REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|----------------------------|------------|------------|
| Year 1, Term 1 | | | |
| DA1100 | Classical Main Study 1 | 8 | 12 |
| DA1101 | Contemporary Basic Study 1 | 3 | 8 |
| DA1104 | Repertoire 1 | 2 | 5 |
| DA1105 | Dance Composition 1 | 2 | 5 |
| DA1106 | Music 1 | 3 | 5 |
| DA1107 | Applied Anatomy 1 | 2 | 5 |
| DA1108 | Dance Styles 1 | 2 | 5 |
| DA1109 | Body Alignment | 1½ | 5 |
| Year 1, Term 2 | | | |
| DA1114 | Repertoire 2 | 3 | 5 |
| DA1115 | Dance Composition 2 | 2 | 5 |
| DA1116 | Music 2 | 3 | 5 |
| DA1117 | Applied Anatomy 2 | 1½ | 5 |
| DA1119 | Practice Period 1 | - | 20 |
| DA1134 | Dance Styles 2 | 4 | 10 |
| DA1142 | Contemporary Main Study 2 | 6 | 12 |
| DA1143 | Classical Basic Study 2 | 5 | 8 |
| Year 2, Term 1 | | | |
| 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 |

| | | | |
|--------|--------------------|---|----|
| DA1135 | Classical Ballet 1 | 9 | 15 |
| DA1136 | Stagecraft 1 | 2 | 5 |

Year 2, Term 2

| | | | |
|--------|--------------------------------|----|----|
| DA1126 | Classical Ballet 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 |
| DA1133 | Practice Period 2 | - | 20 |
| DA1137 | Contemporary Dance 2 | 8 | 15 |
| DA1138 | Stagecraft 2 | 2 | 5 |

ASSOCIATE DIPLOMA OF ARTS (STUDIO MUSIC TEACHING)

This course 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 are studies in child psychology, philosophies of music teaching, literature for the instrument and the teaching workshop. Practical, aural and theoretical studies are included.

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 three 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).

Practice Period: attendance at a number of studio locations for the purpose of practice teaching and observation.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|---------------------------|------------|------------|
| Year 1, Term 1 | | | |
| MU1001 | Chief Practical Study 1 | 3 | 15 |
| MU1002 | Music Teaching 1 | 2 | 5 |
| MU1003 | Teaching Workshop 1 | 2 | 10 |
| MU1023 | Musicianship 1 | 3 | 5 |
| MU1024 | Music Theory and Analysis | 3 | 10 |
| PY1006 | Child Development 1 | 2 | 5 |
| Year 1, Term 2 | | | |
| MU1005 | Chief Practical Study 2 | 3 | 15 |
| MU1006 | Music Teaching 2 | 2 | 5 |
| MU1007 | Teaching Workshop 2 | 2 | 10 |
| MU1009 | Practice Period 1 | - | 20 |
| MU1025 | Musicianship 2 | 3 | 5 |

COURSE DETAILS

| | | | |
|--------|------------------------------|---|----|
| MU1026 | Music History and Analysis 1 | 3 | 10 |
| PY1007 | Child Development 2 | 2 | 5 |

Year 2, Term 1

| | | | |
|--------|------------------------------|---|----|
| MU1010 | Chief Practical Study 3 | 3 | 15 |
| MU1013 | Teaching Workshop 3 | 3 | 10 |
| MU1021 | Music Teaching 3 | 3 | 10 |
| MU1027 | Musicianship 3 | 3 | 5 |
| MU1028 | Music History and Analysis 2 | 3 | 10 |

Year 2, Term 2

| | | | |
|--------|------------------------------|---|----|
| MU1015 | Chief Practical Study 4 | 3 | 15 |
| MU1018 | Teaching Workshop 4 | 3 | 10 |
| MU1020 | Practice Period 2 | - | 20 |
| MU1022 | Music Teaching 4 | 3 | 10 |
| MU1029 | Musicianship 4 | 3 | 5 |
| MU1030 | Music History and Analysis 3 | 3 | 10 |

ASSOCIATE DIPLOMA OF ARTS (RECREATION STUDIES)

Location: Mount Gravatt campus

Normal duration: Two years (full-time only)

Total credit points required: 206

This course is structured to meet the particular needs of leadership, supervision and coordination in the public, voluntary, private and commercial sectors of the leisure industry. Graduates operate professionally at the following levels:

- (i) leadership level — concerned with the direct 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 coordination of recreation programs and the supervision of staff at a routine planning level.

It consists of five developmental stages:

Stage 1: Foundation Studies — 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 of Arts (Recreation Studies) and the Associate Diploma of Arts (Sport 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 — an examination of the professional skills required for leadership and supervision of recreation services.

Stage 3: Market Sector Specialisation — in second year, students select two of the following streams for detailed examination: Community Arts, Adaptive Recreation, Outdoor Recreation, and Fitness Leader.

Stage 4: Field Work — an integral part of the recreation student's professional program experience to provide practical skills and experiences in their major specialisation interest areas. This will be at leadership and supervisory levels only.

Stage 5: Elective Studies — students must choose at least two elective units to successfully complete course requirements. Selection of elective units should be made in consultation with the Course Coordinator.

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

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|-----------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| CR1016 | Human Growth and Development | 2 | 5 |
| CR1018 | Socio-cultural Aspects of Leisure | 4 | 10 |
| CR1019 | Interpersonal Communication | 3 | 5 |
| CR1020 | Instructional Skills | 3 | 10 |
| SR1002 | Introduction to Exercise Science | 3 | 10 |
| Year 1, Term 2 | | | |
| CR1021 | Studying Community | 4 | 10 |
| CR1022 | Leadership and Group Skills | 3 | 10 |

COURSE DETAILS

| | | | |
|----------|-------------------------------|---|----|
| CR1023 | Recreation Activities 1 | 3 | 5 |
| CR1024 | Recreation Activities 2 | 3 | 5 |
| CR1025 | Recreation Agency Orientation | - | 10 |
| Elective | | | 8 |

Year 2, Term 1

| | | | |
|----------------|---|---|----|
| CR1027 | Recreation Programming | 3 | 10 |
| CR1028 | Fieldwork Practicum 1 | - | 10 |
| CR1029 | Recreation, Sport and Special Populations | 3 | 10 |
| Specialisation | | | |
| Streams | Select 20 credit points from List 94. | | |
| Elective | | | 8 |

Year 2, Term 2

| | | | |
|----------------|---------------------------------------|---|----|
| CR1026 | Recreation and Sport Promotion | 3 | 10 |
| CR1030 | Recreation Supervision | 3 | 10 |
| CR1031 | Issues in Recreation | 3 | 10 |
| CR1032 | Fieldwork Practicum 2 | - | 10 |
| Specialisation | | | |
| Streams | Select 20 credit points from List 95. | | |

Part-time Mode

Students undertaking part-time study (day) will progress through the course by enrolling in units timetabled during the day. 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 |
| SR1019 | Fitness Leader 1 | 3 | 10 |

List 95

| | | | |
|--------|-----------------------|---|----|
| CR1036 | Outdoor Recreation 2 | 3 | 10 |
| CR1037 | Adaptive Recreation 2 | 3 | 10 |
| CR1038 | Community Arts 2 | 3 | 10 |
| SR1020 | Fitness Leader 2 | 3 | 10 |

ASSOCIATE DIPLOMA OF ARTS (SPORT STUDIES)

Location: Mount Gravatt campus

Normal duration: Two years (full-time only)

Total credit points required: 200

The Associate Diploma of Arts (Sport Studies) 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.

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 of Arts (Sport Studies) and Associate Diploma of Arts (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 detailed analysis: Sports Coaching or Sports Administration.

Fieldwork (20 credit points): an integral part of the student's 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. All students take a block field study with either an accredited coach or sports administrator.

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 Coordinator.

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

Sports Coaching Strand

| Year 1, Term 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 |
| SR1002 | Introduction to Exercise Science | 3 | 10 |

COURSE DETAILS

Year 1, Term 2

| | | | |
|--------|---|---|----|
| SR1003 | Coaching: Roles, Ethics and Techniques | 3 | 10 |
| SR1004 | Basic Physiology and Anatomy | 3 | 10 |
| SR1005 | Motor Development and Skill Acquisition | 3 | 10 |
| SR1014 | Principles of Sport Administration | 3 | 10 |
| SR1015 | Sport and the Law | 2 | 5 |

Year 2, Term 1

| | | | |
|----------|------------------------------------|---|----|
| CR1026 | Recreation and Sport Promotion | 3 | 10 |
| SR1006 | Applied Anatomy and Body Mechanics | 3 | 10 |
| SR1007 | Sport Physiology | 3 | 10 |
| SR1008 | Fieldwork | | 10 |
| Elective | | | |

Year 2, Term 2

| | | | |
|----------|---|---|----|
| CR1029 | Recreation, Sport and Special Populations | 3 | 10 |
| SR1009 | Monitoring Performance | 2 | 5 |
| SR1010 | Psychology of Sports Coaching | 3 | 10 |
| SR1012 | Current Issues in Sport Medicine | 3 | 5 |
| SR1013 | Fieldwork | | 10 |
| Elective | | | |

Sports Administration Strand

Year 1, Term 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 |
| SR1002 | Introduction to Exercise Science | 3 | 10 |

Year 1, Term 2

| | | | |
|----------|--|---|----|
| SR1003 | Coaching: Roles, Ethics and Techniques | 3 | 10 |
| SR1011 | Computer Uses in Sport Administration | 2 | 5 |
| SR1014 | Principles of Sport Administration | 3 | 10 |
| SR1015 | Sport and the Law | 2 | 5 |
| SR1023 | Elementary Accounting | 4 | 10 |
| Elective | | | |

Year 2, Term 1

| | | | |
|----------|-----------------------------------|---|----|
| CR1026 | Recreation and Sport Promotion | 3 | 10 |
| SR1016 | Fieldwork | | 10 |
| SR1017 | Facilities, Activities and Events | 4 | 10 |
| SR1024 | Writing for Specific Purposes | 4 | 10 |
| Elective | | | |

Year 2, Term 2

| | | | |
|----------|---|---|----|
| CR1029 | Recreation, Sport and Special Populations | 3 | 10 |
| SR1018 | Fieldwork | | 10 |
| SR1021 | Professional Leadership in Sport | 3 | 10 |
| SR1022 | Fund Raising and Public Relations | 3 | 10 |
| Elective | | | |

ASSOCIATE DIPLOMA OF BUSINESS (COMPUTING)

Location: Kedron Park campus

Normal duration: Two years (full-time); four years (part-time)

Total credit points required: 160

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 information systems development. 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, Term 1 | | | |
| AD1000 | Introduction to Management | 4 | 10 |
| AD1001 | Communication | 4 | 10 |
| CO1000 | Introduction to Computers | 4 | 10 |
| CO1014 | Software Principles | 4 | 10 |
| Year 1, Term 2 | | | |
| AC1000 | Accounting Principles | 4 | 10 |
| CO1001 | Data Processing | 4 | 10 |
| CO1003 | Systems Analysis and Design | 4 | 10 |
| ST1000 | Quantitative Methods | 4 | 10 |
| Year 2, Term 1 | | | |
| CO1007 | Microcomputers: Hardware and Applications | 4 | 10 |
| CO1008 | Computer Networks | 4 | 10 |
| CO1009 | Applications Software Design | 4 | 10 |
| CO1012 | Database Systems | 4 | 10 |
| Year 2, Term 2 | | | |
| CO1002 | Computer Operation and Management | 4 | 10 |
| CO1004 | Computer Programming | 4 | 10 |
| CO1011 | Information Systems | 4 | 10 |
| {CO1013 | Project or | - | 10 |
| {Elective | | | 10 |

COURSE DETAILS

Part-time Mode (for students commencing study in even years)

Year 1, Term 1

| | | | |
|--------|---------------------------|---|----|
| CO1000 | Introduction to Computers | 4 | 10 |
| CO1014 | Software Principles | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|-----------------------|---|----|
| AC1000 | Accounting Principles | 4 | 10 |
| CO1001 | Data Processing | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|----------------------------|---|----|
| AD1000 | Introduction to Management | 4 | 10 |
| AD1001 | Communication | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-----------------------------|---|----|
| CO1003 | Systems Analysis and Design | 4 | 10 |
| ST1000 | Quantitative Methods | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|------------------------------|---|----|
| CO1008 | Computer Networks | 4 | 10 |
| CO1009 | Applications Software Design | 4 | 10 |

Year 3, Term 2

| | | | |
|--------|-----------------------------------|---|----|
| CO1002 | Computer Operation and Management | 4 | 10 |
| CO1004 | Computer Programming | 4 | 10 |

Year 4, Term 1

| | | | |
|--------|---|---|----|
| CO1007 | Microcomputers: Hardware and Applications | 4 | 10 |
| CO1012 | Database Systems | 4 | 10 |

Year 4, Term 2

| | | | |
|-----------|---------------------|---|----|
| CO1011 | Information Systems | 4 | 10 |
| {CO1013 | Project or | - | 10 |
| {Elective | | | 10 |

Part-time Mode (for students commencing study in odd years)

Year 1, Term 1

| | | | |
|--------|---------------------------|---|----|
| CO1000 | Introduction to Computers | 4 | 10 |
| CO1014 | Software Principles | 4 | 10 |

Year 1, Term 2

| | | | |
|--------|-----------------------|---|----|
| AC1000 | Accounting Principles | 4 | 10 |
| CO1001 | Data Processing | 4 | 10 |

Year 2, Term 1

| | | | |
|--------|----------------------------|---|----|
| AD1000 | Introduction to Management | 4 | 10 |
| AD1001 | Communication | 4 | 10 |

Year 2, Term 2

| | | | |
|--------|-----------------------------|---|----|
| CO1003 | Systems Analysis and Design | 4 | 10 |
| ST1000 | Quantitative Methods | 4 | 10 |

Year 3, Term 1

| | | | |
|--------|---|---|----|
| CO1007 | Microcomputers: Hardware and Applications | 4 | 10 |
| CO1012 | Database Systems | 4 | 10 |

Year 3, Term 2

| | | | |
|-----------|---------------------|---|----|
| CO1011 | Information Systems | 4 | 10 |
| {CO1013 | Project or | - | 10 |
| {Elective | | | 10 |

Year 4, Term 1

| | | | |
|--------|------------------------------|---|----|
| CO1008 | Computer Networks | 4 | 10 |
| CO1009 | Applications Software Design | 4 | 10 |

Year 4, Term 2

| | | | |
|--------|-----------------------------------|---|----|
| CO1002 | Computer Operation and Management | 4 | 10 |
| CO1004 | Computer Programming | 4 | 10 |

**ASSOCIATE DIPLOMA OF BUSINESS
(COURT AND PARLIAMENTARY REPORTING)**

Location: Kedron Park campus

Normal duration: Two years (full-time only)

Total credit points required: 195

The objective of the Court and Parliamentary Reporting course is to enable the graduate to enter the professional ranks of the court and or parliamentary reporter. It ensures a high level of competency in computer-compatible machine shorthand, together with competence in English and other studies in law, management and politics.

Those eligible to apply for the Associate Diploma are school leavers and mature age applicants who have completed Year 12 or its equivalent. 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

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|--------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| AD1002 | Written English | 4 | 10 |
| LW1001 | The Legal Process | 4 | 10 |
| RP1021 | Reporting 1 | 10 | 25 |
| Year 1, Term 2 | | | |
| AD1003 | Written and Spoken English | 4 | 10 |
| RP1022 | Reporting 2 | 14 | 35 |
| Year 2, Term 1 | | | |
| AD1000 | Introduction to Management | 4 | 10 |
| RP1023 | Reporting 3 | 16 | 40 |
| Year 2, Term 2 | | | |
| EC1002 | Political Economy of Australia | 4 | 10 |
| RP1020 | Workplace Experience | 6 | 15 |
| RP1024 | Reporting 4 | 12 | 30 |

ASSOCIATE DIPLOMA OF BUSINESS (INDUSTRIAL RELATIONS)

Location: Kedron Park campus

Normal duration: Four years (part-time internal and external)

Total credit points required: 160

The Associate Diploma of Business (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

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|-------------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| IR1013 | Industrial Relations Skills 1 | 4 | 10 |
| IR1014 | Australian Development | 4 | 10 |
| Year 1, Term 2 | | | |
| IR1003 | Sociology of Work | 4 | 10 |
| LW1001 | The Legal Process | 4 | 10 |
| Year 2, Term 1 | | | |
| IR1000 | Industrial Relations Institutions | 4 | 10 |
| IR1015 | Australian Employment Law | 4 | 10 |
| Year 2, Term 2 | | | |
| IR1006 | Industrial Relations Skills 2 | 4 | 10 |
| ST1010 | Research Methods | 4 | 10 |
| Year 3, Term 1 | | | |
| AD1000 | Introduction to Management | 4 | 10 |
| EC1001 | Elements of Labour Economics | 4 | 10 |
| Year 3, Term 2 | | | |
| EC1000 | Macroeconomic Analysis | 4 | 10 |
| IR1009 | Industrial Relations and Management | 4 | 10 |
| Year 4, Term 1 | | | |
| IR1004 | Workplace Issues | 4 | 10 |
| IR1007 | Industrial Relations Skills 3 | 4 | 10 |
| Year 4, Term 2 | | | |
| IR1008 | Industrial Relations Skills 4 | 4 | 10 |
| IR1016 | Australian Industrial Law | 4 | 10 |

ASSOCIATE DIPLOMA OF SOCIAL SCIENCE (COMMUNITY WELFARE)

Location: Carseldine campus

Normal duration: Two years (full-time)

Total credit points required: 220

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 Term 1 of Year 1 and a six-week block placement at the end of Term 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.

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 term.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|--------------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| CW1000 ¹ | Fieldwork | - | 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 |
| Year 1, Term 2 | | | |
| CL1000 | Financial Counselling | 2 | 5 |
| CW1001 ² | Fieldwork | - | 10 |
| CW1006 | Welfare Resources 1 | 3 | 10 |

| | | | |
|--------|----------------------------|---|----|
| CW1030 | Welfare Interviewing 1 | 4 | 10 |
| CW1031 | Welfare Group Work | 3 | 10 |
| SY1012 | Social Issues in Australia | 4 | 10 |

Year 2, Term 1

| | | | |
|---------------------|-----------------------------|---|----|
| CW1013 | Welfare Resources 2 | 3 | 10 |
| CW1033 | Community Work Strategies 1 | 3 | 10 |
| CW1034 | Welfare Interviewing 2 | 3 | 10 |
| CW1036 | Welfare Need Groups 1 | 2 | 5 |
| CW1037 ³ | Fieldwork | - | 10 |
| HE1001 | Community Health 1 | 3 | 10 |

Year 2, Term 2

| | | | |
|----------|---|---|----|
| CW1011 | Legal Aspects of Community Welfare | 2 | 5 |
| CW1015 | Welfare Resources 3 | 2 | 10 |
| CW1038 | Welfare Need Groups 2 | 2 | 5 |
| CW1039 | Fieldwork | - | 5 |
| CW1041 | Introduction to Welfare Management Skills | 4 | 10 |
| HE1002 | Community Health 2 | 2 | 5 |
| Elective | Select from List 37 | | 10 |

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 Term 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 Term 2 of Year 1 (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 Term 1 of Year 2 (including CW1033 and CW1034), will not be permitted to undertake the supervised practical work component of this unit.

**ASSOCIATE DIPLOMA OF SOCIAL SCIENCE
(RESIDENTIAL CARE)**

Location: Carseldine campus

Normal duration: Two years (full-time only)

Total credit points required: 230

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 terms include periods of supervised practical work in residential day or welfare settings.

Regular attendance in at least 80 per cent of scheduled lectures in *all* units is mandatory.

COURSE REQUIREMENTS

| | | Hrs/ Wk | Cdt Pts |
|-----------------------|---------------------------------------|------------|------------|
| Year 1, Term 1 | | | |
| 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 |
| Year 1, Term 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, Term 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 |
| Year 2, Term 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 |



8 Unit Synopses

UNIT SYNOPSIS

This section provides descriptions of the units listed in Section 7 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
 2. Diploma
 3. Degree
 4. Graduate Diploma
 5. Masters Degree
- (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 SYNOPSES

| | | |
|----|---|-------------------------------------|
| 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 |
| RP | — | COURT AND PARLIAMENTARY REPORTING |
| RS | — | RESOURCE STUDIES |
| SB | — | SCHOOL STUDIES |

| | | |
|----|---|--------------------|
| SC | — | SCIENCE |
| SE | — | SPECIAL EDUCATION |
| SK | — | SECRETARIAL SKILLS |
| SP | — | SOCIAL PSYCHOLOGY |
| SR | — | SPORT STUDIES |
| SS | — | SOCIAL STUDIES |
| ST | — | STATISTICS |
| SU | — | SCULPTURE |
| SY | — | SOCIOLOGY |
| TE | — | TEXTILES |
| TS | — | TEACHING SKILLS |
| TX | — | TEXTILES SCIENCE |
| WS | — | WOMEN'S STUDIES |
| WW | — | WOODWORK |

UNIT SYNOPSES

- 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.
- 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.
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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: AC2002
- 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: AC2002
- AC2013 SMALL BUSINESS STUDIES 2 5**
Teaching small business studies at secondary school and TAFE levels; syllabus requirements; main issues and content areas; case studies and ventures; computerised small business simulation.
Prerequisite: AC2002
- 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.

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, EC3015 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; 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: AC3001, 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.

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: 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.

AC3030 BUSINESS EDUCATION CURRICULUM PLANNING 3 10

The nature and purpose of business education; current practices for business education curriculum development in Queensland; consideration and evaluation of business education projects developed in Australia and overseas; preparation of unit programs in business education; curriculum development in the future; research topic.

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.

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.

AC4005 PROFESSIONAL YEAR — ACCOUNTS 6 20

Analysis of current accounting standards; development of the ability to solve complex practical accounting issues (This unit is a compulsory component of the Chartered Accountants Professional Year).

AC4006 PROFESSIONAL YEAR — AUDIT AND E.D.P. 4 10

An examination of auditing concepts; exposure to recent auditing research; this unit is an extension of undergraduate auditing studies and is a compulsory component of the Chartered Accountants Professional Year.

AC4007 PROFESSIONAL YEAR — TAXATION 6 20

Advanced taxation planning; examination of different tax structures; alienation of income; implications of anti-avoidance legislation; objections and appeals against assessments (This unit is a compulsory component of the Chartered Accountants Professional Year).

- AC4008 COMPUTERS IN TAXATION 4 10**
Further development of such topics as: superannuation, eligible termination payments, Fringe Benefit Tax, provisional tax; the application of financial modelling and database packages; exposure to packaged taxation software, taxation return preparation software; export system concepts and the application of expert systems in taxation.
- AC4009 TAXATION PLANNING 4 10**
Operation of international tax agreements; revenue law other than income tax law; solving complex taxation problems; Sales Tax legislation; Stamp Duty legislation.
- AC4010 BUSINESS REGULATION 4 10**
The effect of government regulation on business; self regulation versus government intervention; costs and benefits of free competition; the economic theory of regulation and empirical research.
- AC4011 COMPUTER APPLICATIONS IN ACCOUNTING 4 10**
Control aspects of systems development and design; analysis of system development methods, documentation, control objectives, types of control; audit concepts, exposure to audit software; hardware and software selection process; exposure to accounts and word processing packages.
- AC4012 ADVANCED MANAGEMENT ACCOUNTING 4 10**
Positive accounting theory applied to current issues including: centralisation versus decentralisation; performance measurement, transfer pricing, investment centres and cost behaviour.
- AC4013 ACCOUNTING PRACTICE 4 10**
Conceptual and technical knowledge of the practice of management accounting including: cost accounting methods and systems; an introduction to micro computer modelling packages and their application to management accounting practice.
- AC4014 MANAGEMENT ACCOUNTING SYSTEMS 4 10**
Use of computers in managerial accounting; the effects of computers on areas such as CVP analysis, variance analysis, budgeting, cost allocation and other contemporary topics.
- AC4015 ADVANCED FINANCIAL MANAGEMENT 4 10**
Utility theory; capital asset pricing model; option pricing theory; Roll's critique of capital asset pricing model; the futures market; money and banking in international markets.
- AC4016 ADVANCED FINANCIAL REPORTING 4 10**
Contemporary financial reporting theory; finance economics paradigm; agency theory.
- AC4017 ADVANCED AUDITING 4 10**
The effect of computer based accounting processing on the audit function; audit concepts, objectives and methodology.
- AC4018 ADMINISTRATIVE ACCOUNTING 4 10**
Basic accounting procedures and fundamental theoretical concepts; maintaining accounting records for a small firm; analysis and interpretation of financial statements and regulation of accounting information; overview of managerial accounting.
- AD1000 INTRODUCTION TO MANAGEMENT 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 4 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.
- 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).
- AD3008 MANAGEMENT AND ADMINISTRATION 4 10**
 Basic management skills; management roles, and organisation structure and design; human resource management; industrial relations and administrative reform.
- AD3009 MANAGEMENT AND INDUSTRIAL RELATIONS 4 10**
 The development of modern management; contemporary managerial processes in the organisation and in society; relations between managers and the state; unions and workers.
- AD3010 AUSTRALIAN GOVERNMENT 4 10**
 An introduction to Government in Australia; an examination of processes and institutions; Commonwealth Parliament, the electoral system, political parties and pressure groups; Australian Constitution and the judiciary; public policy formulation; the Public Service.
- AD3011 PERSPECTIVES ON ORGANISATION AND MANAGEMENT 4 10**
 Classic and contemporary views of organisation work and management; concepts and skills necessary for analysing and understanding organisations and organisational processes; mechanistic stereotypes of organisations; organic views of organisations, organisations as political systems; organisational analysis.
 Prerequisite: AD3009.
- AD3012 MANAGEMENT POLICY AND STRATEGY 4 10**
 Issues of management policy and strategy in both private and public sectors, including organisational context, techniques and processes involved in the formulation of policy and strategy, the problems of moving from advocacy to implementation and evaluation and review.

- AD3013 PERSONNEL MANAGEMENT 4 10**
The role of human resource/personnel management in the strategic management of both private and public sector organisations; theory and practice including human resource planning, recruitment and selection, induction and training, management and organisation development, career planning and development, motivation and job satisfaction, and performance evaluation.
- 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.
- AD4001 ENTREPRENEURIAL MANAGEMENT 4 10**
Introduction to the Business Plan; entrepreneurial management; organisational strategy; legal and contractual aspects; marketing function; marketing research; market strategies; venture financing; cash flow forecasting; writing a Business Plan.
- AD4002 ARTS ADMINISTRATION AND SOCIETY 5 15**
The conceptual, historical and philosophical foundations of the arts and arts administration; the role of arts organisations in meeting the cultural needs of society and the individual; organisational structures and planning processes for arts organisations; facilities for the arts; policy-making in the arts; government and the arts; the arts and education; Aboriginal and ethnic influences; current research and practices in arts administration.
- AD4003 THE ARTS INDUSTRY 5 15**
The framework of the arts as an industry; contracts and artists' rights; personnel and industrial relations; marketing the arts' tickets and subscriptions; government funding and private sponsorship; communications and use of the media; management case studies; operational procedures within arts organisations.
Prerequisite: AD4002
- AE3000 THE 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 and the artist as a special person; investigation of the interdependence of idea and form; independent practical study.
- 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);

UNIT SYNOPSES

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.

AR2060 FOUNDATION ART STUDIES 1 10 20

The nature of visual perception and its interpretation as images; the relationship between the creative idea and the expressive medium; colour and colour perception; the perception of space and volume; the concept of order and pattern; proportions and harmony. Gallery and studio visits.

AR2061 FOUNDATION ART STUDIES 2 10 20

Development of imagery through a variety of two and three-dimensional media; using drawing as a source of visual exploration; visits by and to practising artists and craftpersons.
Prerequisite: AR2060.

AR2062 ART CURRICULUM 1 3 5

The development of visual expression from infancy to adolescence with particular attention to the secondary student; the value of visual art education in schools; the major current theories of art education and their proponents; the components of planning for the effective implementation of art activities in schools.

AR2063 ART CURRICULUM 2 3 5

Basis for syllabus design; the principles of criterion-based assessment (ROSBA) and its application to art education; relationships of the art teacher to colleagues, school administration and state educational bodies; various approaches to the art teaching/learning environment, including physical lay-out, planning for a variety of student art abilities, available and teacher-made resources.
Prerequisite: AR2062.

AR2064 ART WORKSHOP 1 9 15

A series of workshops each lasting approximately three to four weeks in the following areas: ceramics, three-dimensional studies, textiles, art history, design, media, printmaking and photography.
Prerequisites: AR2060 and AR2061.

AR2065 ART WORKSHOP 2 10 20

Continuation of AR2064.
Prerequisites: AR2060 and AR2061.

AR2066 STUDIO 1 10 15

Preparation of a work program reflecting genuine artistic endeavour, realisation of the work program through a combination of theoretical and practical works; safety, health and maintenance relating to the particular studio area; media workshop.
Prerequisites: AR2064 and AR2065.

AR2067 STUDIO 2 10 20

Continuation of AR2066.
Prerequisite: AR2066.

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.

- 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; Jakobson'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

UNIT SYNOPSES

art practice; the art of art criticism; the role of funding bodies; the place of visual arts within contemporary society.
Prerequisite: AR3011.

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.

AR3017 PROFESSIONAL STUDIES 3 10

Studio workshop management; business principles; legal principles; promotion and marketing.

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.

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.
- 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.
- 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.

UNIT SYNOPSES

- 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.
- CE2800 ELEMENTARY CERAMICS 2 5**
The nature of clay; elements and principles of design in clay; simple, traditional and 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.
- 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.

CL3700 COUNSELLING: A HELPING 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.

Students taking CL3700 externally should note that attendance at a four day study school during the Easter break is mandatory.

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 major theoretical approaches to counselling applied to practical issues in the areas of nurture and care, peer support and community relations, assertion training, conflict management and negotiation and stress management; the empowerment of teachers in the skills of human relations and counselling through an analysis of counselling theories.

Prerequisite: CL3700 or equivalent.

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 - 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 - 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 multimodal 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.

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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.

Prerequisite: 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.

Prerequisite: CO1000.

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.

Prerequisite: CO1000.

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: CO1014.

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.

Prerequisites: CO1000 and CO1014.

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, queuing and system timing; local area networks.

Prerequisite: CO1000.

- 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: CO1000 and CO1014.
- 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.
- 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

UNIT SYNOPSES

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.

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.

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.

- CO2804 WRITING AND COMPUTERS 2 5**
Text editing; text formatting; form handling 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.
- 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**
Computer applications; data base; spreadsheet; graphics; word processing; authoring software packages are used in various student initiated projects.
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.
- 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.
- CO2813 STUDIES IN COMPUTING 3 6**
Computers, society and education; conceptual overview of the computer; word processing; programming a microcomputer; information storage and retrieval.
Co/Prerequisite: RS2600.
- 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.
Prerequisite: CO3011.
- CO3013 PROGRAMMING LANGUAGES 4 10**
Further software development; techniques of program development; top-down design and modularity; computer programming using other appropriate languages.
Prerequisite: CO3023.

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- 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.
- 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: CO3012, CO3016 and CO3018.
- 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.
Prerequisite: CO3015.
- 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.
Prerequisites: CO3012 and CO3025.
- 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.
Prerequisite: CO3022.
- 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: CO3025.
- 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.
- CO3600 TEACHING, LEARNING AND MICROCOMPUTERS 3 10**
 Investigation of the effect of the introduction of new equipment and software into the educational environment; the nature of microcomputer systems, communication systems and peripheral devices for use in educational settings; problem-solving software and associated teaching and learning strategies.
- CO3710 COMPUTERS AND EDUCATION 3 10**
 An overview of microcomputer hardware and software with emphasis on the usefulness of various hardware components in schools; development of programming skills through a study of algorithms and their computer implementation in a high level language; critical examination of a variety of uses of computers in education; the impact of computer technology on society in general and education in particular.
 Incompatible with CO3701.
- 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 SYSTEMS 3 10**
 Algorithms; principles of structured programming; programming languages; hardware and operating systems.
- CO4001 COMPUTERS IN EDUCATION 3 10**
 Range of possible uses of computers in education; impact of information technologies on learning, curriculum development and teaching strategies; the computer as an administrative tool in education; social implications of the use of computers.
- CO4002 STRUCTURED PROGRAMMING 3 10**
 Extends the programming concepts introduced in CO4000; advanced topics in programming: functions; data abstraction; recursion, pointers; use of programming tool boxes.
 Prerequisite: CO4000.
- CO4004 COMPUTER EDUCATION PROJECT 3 10**
 Types of educational and administrative problems which are and are not amenable to a computer solution; factors unique to planning computer related activities; evaluation and publishing.
 Prerequisites: CO4000, CO4001 and CO4018.
- CO4005 TEACHING COMPUTER STUDIES: SECONDARY 3 10**
 The nature of computer studies at secondary school level; existing computer studies subjects; frames of reference for teaching computer studies; application to particular subject areas; relating computer studies to the total school curriculum.
 Prerequisites: CO4000 and CO4001.

- CO4030 ADVANCED DATABASE TECHNOLOGY 4 10**
 Integrity constraints in a database; backup and recovery; security issues; transaction handling; data communications and distributed databases; database engines; comparison of contemporary DBMS.
 Prerequisite: CO4032.
- CO4031 COMMERCIAL SYSTEMS 4 10**
 Overview of business systems; tools and techniques of systems analysis; structured approaches to systems analysis; introduction to systems design; selection, acquisition and installation of a computer; implementation and documentation; project management.
 Prerequisites: CO3022 and CO3023 (or equivalent).
- CO4032 DATABASE MANAGEMENT SYSTEMS 4 10**
 Three-level database architecture; storage structures and data models; relational database model; IBM's DB2; network database systems; CODASYL model; hierarchical database systems and IMS; comparison of commercial database systems.
 Prerequisite: CO3025.
- CO4033 KNOWLEDGE ENGINEERING 4 10**
 'Intelligent' information systems; the ISO three-schema model; knowledge representation (KR); knowledge manipulation (KM); languages for KR and KM; expert systems; applications of knowledge engineering techniques.
 Prerequisite: CO3025.
- 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.
- 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 leisure 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 arts based recreation activities including dance, drama, music and visual arts; development of skills to stimulate and supervise others.

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 - 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. Students will undertake a 5-7 day field placement in an agency or College based program.

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 - 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 health and fitness.
 Prerequisite: CR1025.

CR1029 RECREATION, SPORT AND SPECIAL POPULATIONS 3 10
 The nature of special populations and community groups; the life cycle stages; children; youth; young families; the older adults; Aborigines; ethnic groups; women; the disabled; the hobbyist; the growth of organisations providing services for special populations.

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.
 Prerequisite: CR1027.

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.
 Prerequisite: CR1021.

- CR1032 FIELDWORK PRACTICUM 2 - 10**
See CR1028. Field placement linked with second area of specialisation.
Prerequisite: CR1025.
- 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**
The philosophy of community arts and its development as a movement; exposure to a range of community arts organisations; practical project applying the principles of community arts.
- 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 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.
Prerequisite: CR1033.
- 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.
Prerequisite: CR1034.
- CR1038 COMMUNITY ARTS 2 3 10**
An extension of CR1035. Working as individual or in small teams, students plan, prepare, promote and initiate a community arts project in a selected community.
Prerequisite: 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.

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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.

- 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 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**
 Music curricula within contexts of educational curriculum planning; curriculum models and elements; identification of personal emphases.
- 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.
- 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 - 10**
 Supervised practical work in established welfare and health agencies; observational visits.
- CW1001 FIELDWORK - 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.

- 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.
- 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 - 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 - 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.
- CW1041 INTRODUCTION TO WELFARE MANAGEMENT SKILLS 4 10**
Basic welfare management skills and processes particularly as applied to non-government or community-based welfare organisations: funding; submissions; financial management; staff-committee relations; volunteer management; program development.
- DA1100 CLASSICAL MAIN STUDY 1 8 12**
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**
Principles of the contemporary technique; practical work includes floor and centre work, combinations, dance vocabulary, analysis of dance sequences.
- DA1104 REPERTOIRE 1 2 5**
Study of selected repertoire pieces; rehearsal of individual aspects of the repertoire work; performance of all or part of the selected repertoire.
- DA1105 DANCE COMPOSITION 1 2 5**
Discussion and theoretical understanding of dance composition; practical exploration of skills essential for dance composition including: establishment of approach or theme, style of movement, patterning of movement, phrasing of steps, selection and structuring of completed dance segments.
- DA1106 MUSIC 1 3 5**
Introduction through the Kodaly concept of music; reading, writing and signing of simple musical examples.

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- DA1107 APPLIED ANATOMY 1** 2 5
Skeletal structure with emphasis on the vertebral column, pelvic girdles, and upper and lower appendages; types of joints; structure and stabilising factors of joints; principal muscle groups responsible for joint movement.
- DA1108 DANCE STYLES 1** 2 5
Study of both the folk dance and tap dance styles. Practical work includes: folk steps and dances from selected parts of the world; basic tap dance combinations and routines for performance.
- DA1109 BODY ALIGNMENT** 1½ 5
Body and self image; basic working positions; posture as a dynamic concept; body scanning; alignment.
- DA1114 REPERTOIRE 2** 3 5
Study of selected repertoire pieces; rehearsal of individual aspects of the repertoire work; rehearsal of corps aspects of the repertoire; performance of all or part of the selected repertoire.
Prerequisite: DA1104.
- DA1115 DANCE COMPOSITION 2** 2 5
Discussion and understanding of approaches to choreography; practical experimentation with choreographic themes in class; arrangement of steps and gestures to give both form and purpose to dance; graded compositional studies for both children and adults.
Prerequisite: DA1105.
- DA1116 MUSIC 2** 3 5
Continuation of DA1106.
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.
- 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.
- DA1121 CONTEMPORARY DANCE 1** 7½ 10
Consolidation of contemporary dance technique.
Prerequisites: DA1103 and DA1141 or DA1101 and DA1142.
- 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: DA1134.

- 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
Consolidation of classical ballet technique.
Prerequisite: DA1135.
- 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 DA1124.
Prerequisite: DA1124.
- DA1131 PROFESSIONAL AWARENESS STUDIES** 3 5
Studies in the latest developments in all areas of the dance community.
- 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.
- DA1134 DANCE STYLES 2** 4 10
Development of dancing and singing skills; composition of dance routines for chorus; dramatic aspects of music comedy; tap dance combinations and routines.
Prerequisite: DA1108.
- DA1135 CLASSICAL BALLET 1** 9 15
Consolidation of the classical ballet technique.
Prerequisites: DA1100 and DA1143, or DA1102 and DA1140.
- DA1136 STAGECRAFT 1** 2 5
Basic principles of stage production including make-up, stage lighting design and operation; sound recording and operation.
- DA1137 CONTEMPORARY DANCE 2** 8 15
The origins and dramatic impulses which are the source of movement in various types of falls, jumps and travelling steps; interpretation of short choreographic sequence.
Prerequisite: DA1121.
- DA1138 STAGECRAFT 2** 2 5
Basic principles of costuming for dance including properties of fabric design and construction.

UNIT SYNOPSES

- DA1142 CONTEMPORARY MAIN STUDY 2** 6 12
Practical work includes floor work, centre work and basic combinations; combinations to develop flexibility, strength and coordination; wider vocabulary of contemporary dance techniques; 'off balance' technique.
- DA1143 CLASSICAL BASIC STUDY 2** 5 8
Practical work includes barre work, adagio, pirouettes, allegro, batterie, pointe work and pas de deux.
Prerequisite: DA1100.
- 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.
- 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 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.
- 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, Cunningham or Limon Technique with particular reference to development of strength, flexibility and placement of spine and limbs.
- DA3001 CONTEMPORARY TECHNIQUE 2** 7 10
Continuation of DA3000. Basic combinations of movements; analysis of dance sequences.
Prerequisite: DA3000.

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- 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.
- DA3003 CONTEMPORARY DANCE 1 7 10**
Continuation of DA3002 with emphasis on performance of sequence work.
Prerequisite: DA3002.
- DA3004 CONTEMPORARY DANCE 2 7 10**
Theories of contemporary dance with reference to Limon, Cunningham and Graham; continuation of technical work.
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 folk 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 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**
Continuation of DA3010.
Prerequisite: DA3010.
- DA3012 CULTURAL TRADITIONS IN DANCE 3 10**
Contemporary dance: approaches to dance movement demonstrated by leading choreographers, performers and teachers through both the contemporary and classical disciplines; study of the development of contemporary dance in the twentieth century.
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.
- 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 structure and functions of joints; major muscles of the body and their actions; posture and postural problems.
- 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.
- DA3021 STAGECRAFT 3 10**
Principles of stage design; the history of costume design; staging alternatives, the use of scenery in dance; costuming for 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.
- DA3024 PRACTICUM 2A - 5**
See DA3023
Prerequisites: DA3023 and DA3040.
- DA3025 PRACTICUM 3A - 5**
See DA3023
Prerequisites: DA3024 and DA3041.

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- 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 10**
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.
- 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.

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| 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 | 3 | 5 |
| An introduction to the elements of composition and improvisation skills; exploration of individuals' creative potential. | | | |
| DA3044 | ELECTIVE CHOREOGRAPHY 1 | 2 | 10 |
| Exploration of motion and form; study of nature as source for choreographic inspiration; professional mounting of work in all areas. Prerequisites: DA3014 and DA3029. | | | |
| DA3045 | ELECTIVE CHOREOGRAPHY 2 | 2 | 10 |
| Exploration of choreographing in a variety of styles of contemporary dance. | | | |
| DA3046 | ELECTIVE CHOREOGRAPHY 3 | 2 | 10 |
| Choreography for non-dancers; exploration and development of improvisation skills. | | | |
| DA4000 | DANCE CURRICULUM 1 | 4 | 10 |
| Making, performing and appreciating as a framework for the study of dance; developmental characteristics of secondary school children (physical and cognitive) and artistic stages of development and their effect on curriculum design; Queensland Senior Dance Syllabus; dance teaching skills; planning and evaluating approaches to dance education. | | | |
| DA4001 | DANCE CURRICULUM 2 | 4 | 10 |
| Philosophical aspects of art education; continued development of dance teaching skills commenced in DA4000; integration and synthesis of making, performing and appreciation; evaluation and criterion referenced assessment in dance. Prerequisite: DA4000. | | | |
| DP2800 | PAINTING AND DRAWING | 2 | 5 |
| Pictorial exercises based on colour, form, mass and space; drawing from the live model; appreciation; criticism. | | | |
| 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. | | | |

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- DP2808 DRAWING 4 5**
Practical studies in space and form, involving extensive studio work, history of drawing, gallery visits and analytical criticism of drawings, experimental graphic processes.
- DP2809 DRAWING, PAINTING AND PRINTMAKING 1 3 8**
Drawing as a means of exploring and developing images; exploration of printing technique, colour, surface scale and content; relief printmaking (lino cuts); planographic printing (monotype and paperprint); silkscreen printing (drawn and photographic images).
- DP2810 DRAWING, PAINTING AND PRINTMAKING 2 3 8**
Continuation of DP2809 with exploration of at least one process approach or technique to an advanced level.
Prerequisite: DP2809.
- DP3001 DRAWING 1 4 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 4 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 4 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 4 5**
In consultation with lecturing staff students undertake a program of activities related to their progress as artist/advocate.
Prerequisite: DP3003.
- DP3005 DRAWING 5 4 5**
Continuation of DP3004.
Prerequisite: DP3004.
- DP3006 DRAWING 6 4 5**
Continuation of DP3005.
Prerequisite: DP3005.
- DP3700 ADVANCED PAINTING STUDIES 3 10**
Exploratory work in space, form, colour and mass; foundations and implications of contemporary directions in painting; criticism and analysis.
Prerequisite: Artistic ability demonstrated in folio of work.
- 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) level.

- 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.
- 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.
- 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.
- 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.
- 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 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.

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- 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.

- DR3050 MOVEMENT 2 4 10**
Theatre genres: Asian forms including Kabuki, Noh, Kathakali; European forms including Greek, Commedia, Restoration. Movement arts: Stage combat, T'ai Ch'i, acrobatics and tumbling.
Prerequisite: DR3049.
- DR3051 ELEMENTS OF DANCE 2 5**
Physical skills including: elongation of the spine; movement from the centre; alignment; articulation; opposition; lift and placement; basic combinations of locomotor movements; elements of dance; style; performance skills.
- DR3052 DANCE STYLES 2 5**
A range of dance styles and their corresponding conceptual and historical bases; performance skills; performance abilities.
Prerequisite: DR3051.
- DR3053 MUSICIANSHIP 1 2 5**
Aural comprehension and notation of rhythm and pitch; vocal technique; principles of style.
- DR3054 MUSICIANSHIP 2 2 5**
Advanced study of the aural perception and notation of rhythm and pitch; introduction to the principles of harmony. Chord structure and chord progression; consolidation of personal vocal technique; style in vocal music performance.
Prerequisite: DR3053.
- DR3055 MUSICIANSHIP 3 2 5**
Preparation and performance of a wide variety of solo and ensemble vocal music; research and develop a repertoire appropriate to beginner practitioners of theatre; autonomous development.
Prerequisite: DR3054.
- DR3057 MANAGEMENT 1 3 10**
Interpersonal communication; preparation of income and expenditure estimates; use of relevant computer software; principles of publicity, advertising and promotion within the development of a marketing plan.
- DR3058 MANAGEMENT 2 3 10**
Major industrial organisation structures, community-based and cooperative models; arts law (copyright, contracts, insurance); taxation with reference to theatre organisations; role of performing arts trusts and arts councils.
Prerequisite: DR3057.
- DR3059 MANAGEMENT 3 3 10**
The Australian Council: history of federal funding for theatre and the current board and committee structure. The Arts Division: history of state government funding for theatre and the current arrangements in Queensland; governance of non-profit theatre organisations; submission preparation.
Prerequisite: DR3058.
- DR3060 MANAGEMENT 4 3 10**
Current issues in Australia relating to the development of cultural policy; history, principles and practice of private sector involvement in theatre activity.
Prerequisite: DR3059.
- DR3061 PRODUCTION 1 - 10**
Practical application of discipline studies; demonstration of competence in management support areas of live theatre.
Prerequisite: DR3009.

- DR3062 PRODUCTION 2** - 10
See DR3061.
Prerequisite: DR3061.
- DR3063 PRODUCTION 3** - 10
See DR3061.
Prerequisite: DR3062.
- DR3064 LIGHTING AND SOUND 1** 3 5
Basic concepts in the theory of lighting and sound design; practical sessions in the plotting and control of both manual and computer operated systems; recording and control of multi-track sound systems; communication in the production team.
Prerequisite: DR3009.
- DR3065 LIGHTING AND SOUND 2** 5 10
Advanced concepts in lighting theory; advanced sound system engineering; planning lighting and sound designs from initial concept to the fully operational system; study of lighting and sound design practice in current live theatre productions.
Prerequisite: DR3064.
- DR3066 WARDROBE** 3 5
Period costume; the psychology of dress; costume as a reflection of both social change and synchronic class structure; introductory design; characteristics and merits of different fabric types.
Prerequisite: DR3009.
- DR3067 PROPERTIES** 3 5
Construction techniques in a variety of materials; instruction in reading working drawings and practice in their preparation; elements of design; selection of materials for period plays.
Prerequisite: DR3009.
- DR3068 THE STAGE SET** 3 5
Introduction to working drawings of scenery items; material and labour costing methods; safety procedures; practical exercises in scenery construction.
Prerequisite: DR3009.
- DR3069 THEATRE GRAPHICS** 4 10
The principles and practices of accurate research, including the design of questionnaires and surveys; use of appropriate software in the analysis of statistical information; report writing.
- DR3070 THEATRE DATA: RESEARCH AND ANALYSIS** 4 10
The principles of layout, illustration, typography and art work preparation; poster and program design; designing the computer; computer applications.
- 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.

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- DR4010 DRAMA CURRICULUM 1 4 10**
Development of basic teaching skills; drama workshop; drama teaching skills; planning approaches in drama.
- DR4011 DRAMA CURRICULUM 2 4 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.

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| 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. Prerequisite: 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. | | | |
| EC2018 | ECONOMIC DEVELOPMENT | 3 | 10 |
| Meaning and measurement of development; population policies; agricultural policies; industrialisation; foreign aid; trade; technology. Prerequisite: EC2000 or 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. | | | |

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.

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.
- 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.
- 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.
- 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.
- 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.
- 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.
- ✧ **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;

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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.

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.

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.

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; exceptionalism; 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, POWER AND QUALITY/
EQUALITY 3 10**

The nature and place of knowledge in education; power as an initiating, organising and maintaining influence in education; equality seen as equality of educational opportunity; poverty and the schools; rural education; groups and sexism and interacting with quality as a primary criterion in education.

Prerequisites: ED2334, ED2335, ED2336 and ED2337.

ED2339 ISSUES OF VALUES, COMPETITION AND CHANGE 3 10

Values: bases of moral and religious values, conflicting moral and cultural values, pluralism of values and professional considerations for teachers, aesthetic values in the school, taboos; moral and affective education, religious education, sex education, political education, pressure groups. Competition: the relative merits of competition, cooperation

and individualisation as teaching/learning strategies; rational bases for synthesising; preferences of values. Change: nature and reality of change; understanding its dynamic: responses to mastery of change in self, others, workplace and community.
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.
- 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.
- 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.

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).
- ED2611 TEACHING IN THE MULTIPLE-YEAR CLASSROOM 3 8**
 Preparation of students for teaching assignments in small, or one-teacher schools; classroom management and organisational procedures; teaching strategies; planning and preparation; administration procedures; the school and the community; resource availability and usability. (Students must undertake their practice teaching commitments for one term in a one or two teacher school. In addition, a practice teaching rating of 'S' (or its equivalent) is required for entry to this unit.)
- 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.
- ED2703 ISSUES IN EDUCATION 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 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.
- ED2706 EARLY EDUCATION: HUMAN DEVELOPMENT 1 4**
 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.
- 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.
- 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.
- 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.

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.

ED4080 CLASS PROGRAM DEVELOPMENT 1 4

Curriculum design and models; curriculum concepts (the primary curriculum, curriculum components); curriculum development; school and classroom curriculum processes.

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 3 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 3 10

Further development of the concepts considered in ED4115; counter disaster measures and emergency procedures; professionalism; bureaucracy; authority influence and power;

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morale; organisational climate; centralisation and decentralisation; change and innovation.

ED4117 HUMAN RESOURCE DEVELOPMENT 3 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 3 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.

ED4122 RESEARCH METHODS - 5

Definitions of research; research design and methodologies; data gathering techniques; data analysis techniques; report writing.

ED4123 IMPLICATIONS OF INDIVIDUALISED EDUCATION 3 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 3 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 term of enrolment in the Independent Study.

ED4126 COMPARATIVE ADMINISTRATION 3 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 3 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 AND 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 INQUIRY IN THE CLASSROOM 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 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 2 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.
- ED4804 EDUCATION AND ABORIGINES 2 5**
Social and economic position of Aborigines in Australian society; theoretical issues which have implications for education of Aborigines (culture, identity, language); educational policies and programs; meeting the educational needs of Aboriginal people.
- 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 2 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 THE CHILD AS INVESTIGATOR 3 10**
Integrated with EE2056 and EE2057; study of curriculum decision making and teaching strategies which are responsive to patterns in development as children investigate their world, acquiring knowledge, skills and dispositions foundational to mathematics, the

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physical sciences and the social sciences.

Prerequisite: EE2054.

EE2056 CHILDREN COMMUNICATING 3 10

Integrated with EE2055 and EE2057; study of curriculum decision making and teaching strategies which are responsive to patterns in development as children acquire the dispositions and competencies necessary for understanding their social world, expressing self and communicating effectively.

Prerequisite: EE2054.

EE2057 THE CHILD AS CREATOR 3 10

Integrated with EE2055 and EE2056; study of curriculum decision making and teaching strategies which are responsive to patterns in development as children respond creatively through visual, aural and bodily-kinesthetic means.

Prerequisite: EE2054.

EE2058 ENVIRONMENTS FOSTERING THE SCIENCES 3 10

Integrated with EE2059 and EE2060; designing and working in learning environments which enable optimum development of dispositions and competencies foundational to mathematics, the physical sciences and the social sciences.

Prerequisites: EE2055 and EE2056.

EE2059 ENVIRONMENTS FOR COMMUNICATION 3 10

Integrated with EE2058 and EE2060; designing and working in learning environments which enable the development of self-esteem, language use and culture understandings, foundational and effective communication in settings familiar to the child under eight years of age.

Prerequisites: EE2055 and EE2056.

EE2060 ENVIRONMENT NUTURING ARTISTRY 3 10

Integrated with EE2058 and EE2059; designing and working in learning environments which enable optimum development of the young child's artistic, creative and expressive abilities.

Prerequisites: EE2055 and EE2056.

EE2064 INTRODUCTION TO CURRICULUM 1 2 5

Basic elements in curriculum design; environmental factors affecting curriculum; processes of curriculum development.

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.
- EE2075 CHILDREN'S LITERATURE (0-8 YEARS) 3 10**
The significance of children's literature as it increasingly influences the content of literacy and language programs; origins and antecedents of stories as they reflect society; critical evaluation of books being produced nationally and internationally and the acquisition of skills of selection; planning quality long-term literature programs.
- EE2077 DRAMA WITH SPECIAL CHILDREN 3 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.
- EE2080 INTRODUCTION TO CURRICULUM 4 10**
Settings and frameworks for curriculum decision-making; establishing curriculum policies and effective evaluation strategies; establishing environments for learning; issues in curriculum decision-making; implications for various home-based and centre-based care settings.
- EE2081 TEACHING AND CARING STRATEGIES 1 3 5**
Exploration of planning, implementing and evaluating developmentally-appropriate programs for children from birth to twelve years of age; health, safety and nutrition aspects of such programs for children; strategies necessary for providing quality education and care for individual children's development.
- EE2082 INTERPERSONAL RELATIONSHIPS 3 10**
Fundamentals of interpersonal communication, the self in interpersonal communication; verbal and non-verbal behaviour; listening and feedback in interpersonal communication; interpersonal relationships with particular reference to children, families and occupational settings.
- EE2083 PHYSICAL, PERCEPTUAL AND MOTOR DEVELOPMENT AND LEARNING 3 10**
Physical and motor development, growth patterns and changes in body systems, effects of maturation, phylogenetic and ontogenetic aspects and individual differences; development and capacities in sensory processing in infancy and childhood; introduction to and application of observational techniques to the study of infants and young children's physical, perceptual and motor development.
Prerequisite: EE2300.

- EE2084 CURRICULUM FOR EXPLORATION AND PROBLEM-SOLVING 1 3 10**
 Theory and practice in designing home-based and centre-based care environments; child-teacher interactions within the environment with emphasis on under-three-year-old children's exploratory and problem-solving behaviours; investigation of the planning-evaluation framework; curriculum decision-making and identification of policies and evaluation strategies for various early childhood settings.
- EE2085 TEACHING AND CARING STRATEGIES 2 3 5**
 Introduction to the practical aspects of designing, implementing and evaluating developmentally-appropriate programs for children under three years of age in a range of child care and education settings; physical care and education; safety and nutrition.
- EE2086 GROUP PROCESSES 3 10**
 Group processes; roles and functions in groups; leadership styles and characteristics; group task achievement, communication skills in groups.
- EE2087 LANGUAGE AND COGNITIVE DEVELOPMENT AND LEARNING 3 10**
 Theories of language and cognitive development; relationship between language and thought; early syntax and the development of speech and morphology; functions of children's language and communication; facilitation of children's language and literacy skills; teachers' and parents' roles.
 Prerequisite: EE2300.
- EE2088 CURRICULUM FOR COMMUNICATION 1 4 10**
 Curriculum for self-expression and communication; exploration of planning implications for a variety of childhood care and education contexts; the contribution of varied interaction opportunities to the development of children's communication skills; learning environments which accept and support children under three years of age.
- EE2089 CURRICULUM FOR EXPLORATION AND PROBLEM-SOLVING 2 3 10**
 The child as an active learner utilising cognitive and motor skills in exploration and problem-solving; the child-centred curriculum and its role in the development of children's social competencies and cognitive skills; design of developmentally appropriate curriculum for investigating, socialising and problem-solving, focussing on children under three years old.
 Prerequisite: EE2084.
- EE2090 TEACHING AND CARING STRATEGIES 3 3 5**
 Effective strategies for teaching/caring for children in small group and larger group contexts; designing, implementing and evaluating programs with particular emphasis on the birth to three year age range; promoting communication creativity and self-expression in child care and education programs.
- EE2091 CONTEMPORARY AUSTRALIA 3 10**
 Utilisation of historical and social perspectives to examine the development of contemporary Australian society, with particular emphasis on attitudes and values, class, race, ethnicity and gender.
- EE2092 SOCIAL AND EMOTIONAL DEVELOPMENT AND LEARNING 3 10**
 Theories of social-emotional development and learning; individuality and self-knowledge; socialisation processes in the family, the centre and the wider cultural contexts; development of pro-social behaviours and social competencies.
 Prerequisite: EE2300.
- EE2093 CURRICULUM FOR COMMUNICATION 2 4 10**
 Theory and practice in designing developmentally-appropriate curriculum for communication for three to six year olds; exploration of the socio-cultural contexts of

communication; children's literature; the child and the media; the role of communication processes in children's learning emphasising the links between oral and written language learning in the home and early childhood group care settings.
Prerequisite: EE2088.

EE2094 CURRICULUM FOR SELF EXPRESSION AND CREATIVITY 4 10
Children's development of self-expression and creativity and the factors which may contribute to this development; curriculum approaches which foster a positive self-concept, creativity and artistic growth in individual children, focussing on three- to six-year-old children.

EE2095 TEACHING AND CARING STRATEGIES 4 3 5
The teacher's caring and educating roles in home-based and centre-based early childhood care settings; designing, implementing and evaluating programs for three- to six-year-olds.

EE2097 LEARNING AND TEACHING 3 10
Models of memory, knowledge and information processing; perspectives on and implications of theoretical explanations of thought; current theories and measurement of intelligence; the teacher's role and environmental management techniques in facilitating learning in children.
Prerequisite: EE2300 (not applicable to students in the Upgrading Program).

EE2098 ADMINISTRATION OF EARLY CHILDHOOD CARE SERVICES 4 10
The range of, and relationships between, child care and education services; management theory and practice; leadership styles and approaches; administration of child care services; examination of historic and current influences on Australian care and education services; exploration of the international perspective.

EE2099 FAMILY AND COMMUNITY PROCESS AND POLICIES 3 10
Trends and patterns in the contemporary family, with particular reference to women's changing role, family diversity; family stress; the ideological context of family and welfare policy in Australia with particular reference to education, health and welfare policies; application and implications of policy decisions for child care and education services, community services and resources.

EE2100 PROGRAM PLANNING 3 10
Decision-making in relation to such factors as interpersonal relationships, building and outdoor design, budgeting, government funding and regulations; planning comprehensive programs in response to developmental and special multicultural, social and economic needs of children, families and community; parent and community education.

EE2101 SOCIAL NETWORKING 3 10
Characteristics and functions of social systems and social networks; analysis of social support systems and implications for children and families; social systems and networks in service delivery; roles and expertise of professionals including child care and education personnel within and across systems.

EE2102 CHILD DEVELOPMENT AND LEARNING - 20
Theoretical perspectives on development and learning of children 0-12 years; investigation of aspects of development, developmental sequences and patterns; factors influencing development and learning; observation measurement and research methods in development and learning.

EE2103 CURRICULUM, THEORY AND DESIGN FOR CHILD CARE - 10
Frameworks for curriculum decision-making; establishing curriculum policies and evaluation strategies; characteristics of learning environments which foster communicative competence, creativity and problem-solving; levels of decision-making, federal and state governments, employing authorities, particular child care and education services.

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- EE2104 TEACHING AND CARING STRATEGIES - 10**
The teaching/caring role in the facilitation of learning; supportive and stimulating environments for learning; strategies for planning, providing and evaluating learning experiences for children 0-12 years.
- EE2105 CONTEMPORARY AUSTRALIAN FAMILY AND COMMUNITY - 20**
Review and analysis of current literature; formulation, implementation and analysis of a community project to examine a selected issue.
- 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 PHYSICAL, PERCEPTUAL AND MOTOR DEVELOPMENT AND LEARNING 3 10**
Physical and motor development, growth patterns and changes in body systems, effects of maturation, phylogenetic and ontogenetic aspects and individual differences; perceptual capacities of infants and young children; implications for programming and instruction; the techniques of observation, recording and analysis of children's physical, perceptual and motor development.
Prerequisite: EE2300.
- EE2302 LANGUAGE AND COGNITIVE DEVELOPMENT AND LEARNING 3 10**
Theories of language and cognitive development; study of relationship between language and thought; emergence and socialisation of the symbolic function; early syntax and the development of speech and morphology; functions of children's language and communication; facilitation of children's self-expression, communication and creative skills; cognitive processing in academic tasks.
Prerequisite: EE2301.
- EE2303 SOCIAL, EMOTIONAL AND CREATIVE DEVELOPMENT AND LEARNING 3 10**
Theoretical perspectives on social, emotional and creative development; temperament and personality dimensions, continuity and change; socialisation within the family, peer and classroom contexts; components of social competence; affective development; creativity and self-expression.
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.
- 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.
- 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 3 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: EE2710.
- 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 EE2710.
- EE2704 MOVEMENT 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.

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.

EE2710 EARLY EDUCATION 1 3 8
Historical perspectives on the foundations of curriculum development in early education; overview of major theories of learning and development in early education; planning and evaluating effective integrated learning experiences in early education.

EE2711 EARLY EDUCATION 2 3 8
Overview of contemporary early education and care curriculum models; goals, policies and practices in early education; relationship between growth areas and curriculum areas; curriculum design from an integrative perspective; integrating the early childhood care and education curriculum.

EE2712 THE AUTONOMOUS EARLY CHILDHOOD TEACHER 3 8
The autonomous teacher in early education contexts; organisation and management of early childhood care and education curriculum; collaboration with professional personnel: selection and evaluation of worthwhile curriculum resources.

EE2713 INTEGRATED LEARNING IN EARLY EDUCATION 3 4
Integrated learning as an internal and external process; techniques for integration; relationship between developmental goals; growth areas and curriculum areas.

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 child rearing; 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.
- 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.
- EE4021 SOCIAL, EMOTIONAL AND PHYSICAL DEVELOPMENT 3 10**
(0-9 Years)
 Introduction to the major theories, processes and features of development and learning of children 0-9 years in the physical, perceptual, motor and social-emotional domains; application of this knowledge to planning for children's needs, interests and abilities.
- EE4022 COGNITION AND LANGUAGE (0-9 Years) 3 10**
 Review and analysis of current knowledge of the processes and features of cognitive and language development and learning of children 0-9 years: analysis of observational data on children's behaviours in terms of current theoretical understanding and using such analyses for planning to meet children's needs, interests and abilities.

EE4023 CREATIVITY AND LANGUAGE 1 3 10
 Developmental processes in the expressive and language arts; principles of learning; the development of personal identity in children; creative and expressive processes; teaching-learning approaches and strategies.

EE4024 CREATIVITY AND LANGUAGE 2 3 10
 Discipline-based processes; the interrelated and unique contribution of each of the arts; the teacher's role as a curriculum decision maker.

EE4025 THINKING AND PROBLEM-SOLVING 1 3 10
 The processes of interest in active learning, inquiry and problem-solving; environments and strategies which promote the development of active learning and inquiry by young children; monitoring individual progress.

EE4026 THINKING AND PROBLEM-SOLVING 2 3 10
 The child as explorer, problem-solver and meaning maker; organising for active learning, inquiry and problem-solving; linking home and school environments.

EE4027 PROGRAM PLANNING STRATEGIES AND MICRO-SKILLS 1 3 10
 Overview of the role of the early childhood teacher; the human communication process in relation to teaching in different early childhood settings; decision making; guidelines for short-term planning to meet individual and group needs; teaching and learning styles and strategies; theories of motivation, management and guidance relating to the physical, intellectual and socio-emotional aspects of the development of young children; effective use of time, space and resources.

EE4028 PROGRAM PLANNING STRATEGIES AND MICRO-SKILLS 2 3 10
 Continuation of EE4027.
 Prerequisite: EE4027.

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.

EE4307 SOCIO-CULTURAL CONTEXTS OF EDUCATION 3 10
 The social context of education; social interrelationships which define this context; the impact of diversity in family structures; child rearing patterns; alterations to family roles; educational practices which respond to socio-cultural contexts.

EE4308 TEACHING IN CONTEMPORARY SOCIETY 3 10
 The implications of social change for early childhood programs; historical, philosophical and sociological perspectives on change in contemporary society; technological developments; demographic changes in urban and rural settings; ethical and legal issues affecting teachers.

EE4900 PRACTICE TEACHING 1 10
 Observation; planning, implementation and evaluation of curriculum for children in the early childhood age range; communication with children, parents and colleagues and the demonstration of organisational and administrative skills in an early childhood setting or equivalent.

- EE4901 PRACTICE TEACHING 2 10**
Observation; design, implementation and evaluation of programs for children in the early childhood age range; communication with children, parents and colleagues; increased responsibility for control and management in the early childhood setting; catering for children in the early childhood age range.
- EN2000 STORYTELLING IN VARIOUS MEDIA 2 5**
The adult short story; writing techniques and criteria for evaluation; novels, short-stories and films for children who can read for themselves, viewed from a literary and entertainment point of view.
- 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; 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 AND 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.

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.

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.

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.

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.

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 emerge from the news and the ways in which meanings and views are constructed for audiences; the management of public opinion.

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.

- 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.
- EN2073 SHAKESPEARE IN THE ELIZABETHAN WORLD 3 10**
 A close textual analysis of a range of Shakespeare's drama, their social, political and cultural context; examination of their ideological significance, Elizabethan theatre conventions and their relevance to the staging of the plays.
- EN2074 IMAGES OF WOMEN IN LITERATURE AND MEDIA 3 10**
 Exploration of images of women in various contexts as featured in a range of literature and film by and about women, including: women in 'serious' and 'popular' fiction; women in film, advertising, the 'soapies'; culturally manufactured images of women; woman as hero and creator in modern literature.
- EN2075 AUSTRALIAN FILM 4 10**
 The social problem film; history and the feature film; images of women; Aborigines on film; low budget features; music in Australian films.
- EN2076 AUSTRALIAN CULTURE AND TELEVISION 4 10**
 Australian culture pre-television; myth and legend in Australia; the ANZACs; the Australian way of life on television; Aboriginal culture; the multicultural dimensions.
- EN2077 FILM, SOCIETY AND CULTURE 4 10**
 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; changing issues of the 1960s, 1970s and 1980s as depicted in representative films; politics and film.
- EN2080 CLASSICAL AND MEDIEVAL LITERATURE 4 10**
 The more important Greek literacy text from Homer to the second century BC; the great classical Latin writers from Ennius to the Silver Age; the Bible and its influence on English literature; early middle ages; Dante, Petrarch, Boccaccio with special attention to medieval England.
- EN2081 SPORT AND CULTURE 4 10**
 Sport and society; spectator versus participant; violence in sport; sport as individual expression; women and sport.
- 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

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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.

EN2804 CREATIVE WRITING 2 5

Writing as a process of shaping personal experience; observation and research into fictional and literary forms: personal writing; imaginative recreation of scenes as settings, objects as symbols, people as characters; autobiographical and anecdotal writing leading to short story and poetry forms; producing work for publication.

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 2 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 2 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 and cognitive demands of school learning contexts; content area reading, writing 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.
- EN4015 CONTENT AREA READING 2 5**
Language, learning and content area reading with a focus on the ERICA model; metacognitive 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; program development for the lower school.
- 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 for the middle/upper school.
- EN4019 COMMUNICATION: FOCUS ON LITERACY 2 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.
- 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

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high grade metamorphic rocks; palaeontology; the development of the geological sciences.

Prerequisites: ER2021 and SC2056.

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.

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.
- 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.
- FI2011 LANGUAGE AND STRUCTURE OF FILM 4 10**
The communication process; codes of the mise en scene; cinematographic and editing codes; sound/image relationships; narrative and non-narrative forms.
- FI2012 MEDIA PRAXIS 1 4 10**
Shooting still photographs; basic darkroom procedures; slide/tape and video production.
- FI2013 FILM AND MEDIA STUDIES CURRICULUM 1 2 5**
Basic lessons in film and media; development of units; survey of available film and media resources; syllabus evaluation.
- FI2014 MEDIA PRAXIS 2 4 10**
Production strategies; operation of basic video cameras and switching equipment; studio lighting and sound; operation of Super 8 mm film cameras; production of animated film sequences.
- FI2015 THE MEDIA AND SOCIETY 3 10**
Theories of the Mass Media; role of advertising; the news media; radio as a form of mass entertainment; social issues in the media.
Prerequisite: FI2011.
- FI2016 FILM AND MEDIA STUDIES CURRICULUM 2 2 5**
Media theory and teaching; construction and evaluation of programs of school based assessment; media studies across the curriculum; current issues in media teaching.
- FI2017 FILM HISTORY 4 10**
Development of the so-called 'Hollywood Continuity Style'; realism in film; the long take/deep focus style; modernism, impressionism; the Russian montage style; expressionism and film noir; cinemascope; the French new-wave; the new technology.
- FI2018 FILM GENRES 3 10**
The concept of genre; the conventions, iconography and structures of specific genre: 'Film Noir', the Gangster/Detective film; the Western, the Musical, the Melodrama, and the Horror film; genre and socio-historical reality; genre and industry; genre and authorship.
- FI2019 MEDIA PRAXIS 3 3 10**
Continuation of FI2012 and FI2014.
- FI2020 DOCUMENTARY FILM AND SOCIETY 3 10**
Origins of documentary film; the Grierson approach to documentaries; documentary and the Great Depression; documentary film and war; the origin of political documentary in Australia and its impact on Australian society.

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.

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 for Social Science PTA only.

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 for Social Science PTA only.

GE2021 /ING 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 for Social Science PTA only.

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 for Social Science PTA only.

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 for Social Science PTA only.

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 for Social Science PTA only.
- 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.
- 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; 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.
- 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.
- GR2802 GRAPHICS AND 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.

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.
- 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.
- 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.
 Prerequisites: HE4010 and HE4011.
- 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 terms of course.
 Prerequisite: HE4016.

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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.

HE4030 FIRST AID STUDIES
An introduction to First Aid for teachers; priorities in dealing with emergencies; the unconscious casualty; control of bleeding; resuscitation; injuries to bones and joints; burns; bites and stings; sudden illnesses.

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.

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.

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

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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.

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.

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.

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.

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- 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 six 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.
Prerequisite: HS3027.
- 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

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- 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.

- 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.
- IA2052 INTRODUCTION TO CAD/CAM 3 5**
Computers and their operating systems; introduction to CAD (Computer Aided Drafting) and CAM (Computer Assisted Machining); articulation between CAD and CAM; role of CAD/CAM in industry; procedures for the introduction of CAD/CAM into the school setting.
- 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.
- IR1003 SOCIOLOGY OF WORK 4 10**
Social processes in contemporary society; individual-society interactions; industrial applications and consequences.
- IR1004 WORKPLACE ISSUES 4 10**
Analysis of policies dealing with current industrial relations issues in the workforce. Australian and overseas initiatives.
- 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

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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.

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.
Prerequisite: IR1006.

IR1009 INDUSTRIAL RELATIONS AND MANAGEMENT 4 10
Professionalism in industrial relations; pre-emptive bargaining; enterprise 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.

IR1014 AUSTRALIAN DEVELOPMENT 4 10
An overview of Australia's industrial development; the development of the arbitration system; the growth of the trade union movement; Australia's changing industrial structure; changing employment trends, new technology, the nature of unemployment, social welfare, and the future of work.

IR1015 AUSTRALIAN EMPLOYMENT LAW 4 10
Australian legal systems; the Constitution and Federal powers; State legal institutions; the contract of employment; hiring practices and the law; law relating to dismissal and discipline; workers compensation and occupational health and safety laws.

IR1016 AUSTRALIAN INDUSTRIAL LAW 4 10
Conciliation and arbitration laws; the Federal laws on dispute resolution, the Labour Court, special tribunals, State systems; functioning and regulation of industrial organisations and trade unions; laws relating to strikes and industrial disputation.

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
Current industrial relations practices and policies; research techniques for industrial relations issues, case research, preparation and presentation; institutional framework of industrial relations practices in Australia.

- 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**
Negotiation practices in industrial relations; negotiation and arbitration processes; analysis of structure and performance of institutions of arbitration; development of relevant skills including documentation, preparation of submissions and exhibits, examining witnesses.
Prerequisite: IR4012.
- IR5000 INDUSTRIAL RELATIONS METHODOLOGY 4 10**
Basic computer skills; data bases and sources of information; a bibliographical exercise; design of a research program; introductory fieldwork.
- IR5001 ADVANCED THEORY AND COMPARATIVISM 4 10**
Theoretical basis of industrial relations; international industrial relations and Australian comparisons; a theoretical and comparative issue or problem e.g. union or employer organisation, strikes, health and safety.
Prerequisites: Comparative and Theory units in GDIR or equivalent.
- IR5002 INDUSTRIAL RELATIONS PLANNING 4 10**
The formal planning and framework of industrial relations policies and strategies; the content of industrial relations planning e.g. technology, training, superannuation; the relationship of planning to the political and economic environment, including industrial restructuring, capital formation and investment, employment and productivity.
- IR5003 ADVANCED INDUSTRIAL LAW 4 10**
Analysis of the legal aspects of a particular industrial relations problem from an Australian perspective; sociological approaches to law; the legislative context of the problem or issue in one or more countries; the international context e.g. ILO conventions, EEC directives, European Court decisions from a legal viewpoint.
Prerequisites: GDIR or BBus Industrial law units or equivalent.
- IR5010 THESIS 100-140**
Synthesis and application of studies undertaken in the course. Topic may be taken from any aspect of industrial relations. Formulation of thesis undertaken in conjunction with supervisor and other academic staff.
- 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.

UNIT SYNOPSES

- 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.
Prerequisite: LA2043.
- 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.
- LA2048 LITERACY STUDIES: ADVANCED 3 6**
Reading studies: evaluating reading, reading assessment instruments, reading diagnosis, helping readers in difficulty, materials evaluation. Writing studies: responding to writing, 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.
- 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.
- LA2807 CHILDREN'S LITERATURE 3 8**
Introduction to the scope and nature of children's literature; selecting literature for children; evaluative criteria for meeting children's needs and interests; the range of genre in children's literature; examining children's response to literature.
- LA2808 JAPANESE LANGUAGE AND CULTURE 1 3 8**
An introduction to Japanese for English-speaking persons; basic communication skills with an emphasis on speaking and listening; Japanese culture.

- 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; inter-relationships 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.
Prerequisite: Studies in language and child development at Diploma of Teaching level.
- LA4010 LANGUAGE IN USE 3 10**
Formal systems of language at the level of the sentence, including phonology, morphology, syntax and semantics; formal systems of language beyond the sentence, including discourse, cohesive, pragmatics and paralinguistic. Language in social-cultural contexts; standard and non-standard varieties of language, including dialects, sociolects and languages in contact.
- LA4011 LANGUAGE TEACHING IN PRACTICE 3 10**
Strategies for observation of second language lessons; analysis of the linguistic content of a variety of lessons; application of these principles.
Corequisite: LA4010.
- LA4012 THE NATURE OF LANGUAGE LEARNING 3 10**
Behaviouristic, cognitive and psychosocial explanations of second language acquisition/learning; the effect of age on second language acquisition/learning; interlanguage and fossilisation; errors and error analysis; personality factors, cultural differences and environmental factors and language acquisition/learning; language proficiency: its nature and assessment.
- LA4013 APPLIED LINGUISTICS AND COURSE DESIGN 3 10**
Trends in second language curriculum development; aspects of the development of a needs-based curriculum; the role of the teacher in the curriculum process; curriculum in specific contexts; field experience.
Prerequisites: LA4010 and LA4011.
- LA4014 APPLIED LINGUISTICS AND MATERIALS DEVELOPMENT 3 10**
Language teaching methodologies; methodological implications of learner needs; skills development within a communicative framework; principles of material evaluation and development.
Prerequisites: LA4010 and LA4012.
- LA4015 SPECIAL STUDY 3 10**
Examination of the idea of research; demands of research; a critique of current articles from second language journals; three orientations to research; issues in second language which could be investigated; design of a research project.
- LA4016 LANGUAGE LEARNING CASE STUDY 3 10**
Introductory study of one of the following languages: French, German, Italian, Modern Greek and Japanese (no more than three of these languages will be offered in any term). Culture of the target language group.
Prerequisites: LA4012 and LA4014.
- LA4017 LANGUAGE TEACHING CASE STUDY 3 10**
Current practice in a specific area of second language teaching; the bases of current practice including: linguistics, psychology and psycholinguistics, sociolinguistics, studies of culture, government policy; principles of program evaluation.
Prerequisites: LA4013 and LA4014.

UNIT SYNOPSES

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 SERVICE 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 3 10

Recent developments in Australian education and their implications for the school library; child development and principles of human relationships; the nature, planning and standards of organised resource services at the school level; the role of the teacher-librarian; resource management.

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

An individually tailored unit which allows participants, under the supervision of a staff member, to increase their knowledge in a particular area of interest.

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; consultation with a course lecturer before enrolment.

LB4007 SPECIAL SEMINAR - 5

Study of a specific aspect of teacher-librarianship, the subject to be determined by the College according to special need and/or the availability of special expertise.

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.
- 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 LITERATURE AND DRAMA 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; 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 LITERATURE AND DRAMA 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.
- 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.
- 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.

- LS2801 INDEPENDENT STUDY — 5**
 This unit is intended for students with the desire and capacity to work independently in such areas as administration, philosophy, sociology, media, comparative studies or inter-disciplinary combinations of these with the help of a designated lecturer(s), to design, conduct and report on the outcomes of study in a selected topic.
- LW1001 THE LEGAL PROCESS 4 10**
 Law making process; judicial process; content of criminal, industrial and commercial law in the Australian Commonwealth and States; the Constitution and Federal laws; operation of courts.
- 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.
- LW2002 INTRODUCTION TO LAW AND SOCIAL JUSTICE 3 10**
 Philosophies of law; the relationship of law to the state and society; law and political philosophy — from Burke to Rousseau, the British heritage; philosophical questions and the law; the community, the individual and human rights; law and individual/collective responsibility.
- LW2003 THE LAW AND LEGAL INSTITUTIONS 2 5**
 The need for law; sources of law — parliaments; courts; the structure and functioning of parliaments; structure of the court system and the function of the courts — civil and criminal; “legal personality”; legal research.
- LW2004 INTRODUCTION TO CONTRACT LAW 3 10**
 The general nature of contract; agreement; consideration; intention to create legal relations; terms of contract/exemption clauses; capacity; misrepresentation; remedies for breach of contract.
 Prerequisite: LW2003.
- LW2005 CONTRACT LAW AND SOCIETY 2 5**
 Basis of contracts; sources of contract law; statutory provisions; impact of the courts; impact of equity: Estoppel, misrepresentation, duress, undue influence, unconscionability.
 Prerequisite: LW2003.
- LW2006 CRIMINAL LAW AND SOCIETY 3 10**
 Society and the development of criminal law; the nature of criminal law in Australian society; societal attitudes towards punishment and differing types of criminal acts; the criminal process.
 Prerequisite: LW2003.
- LW2007 CURRICULUM PLANNING IN LEGAL STUDIES 3 10**
 Concept of the curriculum; content areas of the school legal studies curriculum; application of curriculum concepts to the analysis and modification of existing programs of legal studies.
- LW2008 COMMON CONSUMER TRANSACTIONS 3 10**
 Credit arrangements — legal and social implications of credit/cheques, personal loans, hire purchase, guarantees, bills of sale, and lease; insurance — types of risks which are insurable, the extent of cover, and compulsory insurance; consumer protection.
 Prerequisite: LW2004.

- LW2009 EDUCATORS, SCHOOLS AND THE LAW 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.
- 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.
- 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; LW3001 recommended.
- LW3006 ADMINISTRATIVE LAW 4 10**
Institutions and methodology involved in government decision making; constitutional issues affecting the structure of government in Australia; doctrine of separation of powers; Westminster style of government; mechanisms for judicial and non-judicial review of government decisions; Federal initiatives such as Administrative Appeals Tribunal and Freedom of Information Act.
Prerequisite: LW3000.
- LW3008 CORPORATE LAW 4 10**
Legal and mandatory requirements relating to company officers; duties and responsibilities of company secretaries.
Prerequisite: LW3002.
- LW3009 BUSINESS LAW 4 10**
Aspects of the law relating to meetings; trade practices; insurance; finance and other related commercial transactions.
Prerequisite: LW3000.
- LW3010 LOCAL GOVERNMENT 4 10**
Local government 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.
- LW3800 EDUCATORS AND THE LAW 3 10**
Law and its place in contemporary Australian society; sources of 'education law'; rights and educators; student law and schools; parents, law and education; educators' rights and obligations; educators and accidents; educational administration and law.

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, interval 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** 5 10
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 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.

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 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

Development of number concepts; teaching numeration and place value for whole numbers; teaching concepts, number facts and algorithms for the four operations on whole numbers; appropriate use of materials, language and recording for numeration and whole number operations; introduction to estimation and problem solving.

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 fraction concept; teaching numeration and number operations for common and decimal fractions; fundamental concepts of geometry; teaching geometry and spatial relationships in the primary school.

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.

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 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.

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.

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.

MA2815 MATHEMATICAL FOUNDATIONS 3 8
The structures and processes of mathematics used by people of all ages; patterns; relationships; systems.

MA2816 BUILDING MATHEMATICAL MODELS 3 8
Applications of mathematics to solving real world problems using modelling; graphs including Euler and Hamiltonian paths; probability; statistics.

MA2817 THINKING MATHEMATICALLY 3 8
The nature of child and adult thinking and learning in the mathematical domain; developing thinking and learning programs through mathematics; applications in the classroom; self evaluation of thinking and learning in mathematics.

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: CU3030 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.

- 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.
- 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 2 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 PSYCHOLOGICAL PERSPECTIVES IN MATHEMATICS EDUCATION 3 15

The implications of psychological theory and research for teaching mathematics; modern theories of cognitive development, information processing and cognitive neurophysiology. Prerequisite: MA5017.

MA5017 CURRICULUM STUDIES IN MATHEMATICS EDUCATION 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; psychological applications to curriculum. Prerequisite: MA5035.

MA5018 RESEARCH AND EVALUATION TECHNIQUES 3 15

Techniques of research and evaluation (e.g. observation, protocol methods, tests and surveys), theoretical and epistemological frameworks for research and evaluation; types of research: qualitative and quantitative (case studies, clinical interviews, action research, correlation studies, historical studies, experimental designs); literature surveys.

MA5019 RESEARCH IN MATHEMATICS EDUCATION 3 15

Research techniques appropriate to mathematics education; key areas of research investigations in mathematics; interpreting, planning and critically assessing mathematics education research. Prerequisite: MA5020.

MA5020 RESEARCH AND EVALUATION DESIGN 3 15

Designing research and evaluation studies (applying theoretical aspects of research and evaluation to practical situations); basic experimental design and statistical analysis; scholarly writing of proposals and reports. Prerequisite: MA5018.

MA5021 PROJECT 50

Application of theory derived from coursework to solution of a selected problem. Prerequisite: MA5019.

MA5035 PERSPECTIVES IN MATHEMATICS EDUCATION 3 15

Philosophical, sociological and historical influences on mathematics education; theories of instruction; psychological underpinnings of the history of mathematics instruction (connectionism, gestalt psychology).

MA5036 MATHEMATICS IN EARLY CHILDHOOD 2 10

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.

MA5037 INDEPENDENT STUDIES 2 10

Students select and study an aspect of mathematics education of particular interest. Each student works in conjunction with a lecturer.

MA5038 CLINICAL METHODS IN MATHEMATICS 2 10

Techniques of clinical research (interviewing, observing, recording, triangulating); relation of qualitative research to experimental and theoretical research; investigation techniques for diagnosis and prescription in primary school mathematics; practical activities with children.

MA5039 MATHEMATICS IN THE MIDDLE SCHOOL 2 10

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.

- MA5040 MICROCOMPUTERS IN MATHEMATICS 2 10**
The role of the microcomputer in teaching mathematics in the primary and secondary schools; programming and curriculum planning.
- MA5041 MATHEMATICS IN THE SENIOR SCHOOL 2 10**
Planning, constructing, implementing and evaluating mathematics curricula for the senior school.
- MA5042 ASSESSMENT IN MATHEMATICS 2 10**
Assessment models in mathematics; the place of assessment in mathematics; the inter-relationship of assessment and instruction; diagnostic testing; designing assessment instruments.
- MA5043 LEADERSHIP IN MATHEMATICS EDUCATION 2 10**
Elements of supervision, including policy formulation, decision making, implementation, organisation, and evaluation as they relate to curriculum development, inservice education, and liaison with professional and community bodies; 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.
- MA5044 SOCIAL CONTEXT IN MATHEMATICS EDUCATION 2 10**
The social context of the mathematics classroom, social class, gender and cultural background; power and politics in mathematics teaching and schooling; hegemony and elites.
- MA5045 NUMBER THEORY 3 10**
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.
- MA5046 MATHEMATICAL MODELS AND APPLICATIONS 3 10**
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-games; growth models for epidemics, rumours and queues.
- MA5047 HISTORY AND PHILOSOPHY OF MATHEMATICS 1 3 10**
The background of the natural origins of aspects of mathematics relevant for teaching in schools; philosophical aspects.
- MA5048 HISTORY AND PHILOSOPHY OF MATHEMATICS 2 3 10**
Analysis of the history of mathematics with special focus on issues in the calculus, algebra, and geometry; relationship of these to the teaching of mathematics in secondary schools.
- MA5049 NUMERICAL ANALYSIS 3 10**
Numerical methods for the solution of non-linear equations and systems of linear equations; interpolation and extrapolation; curve fitting; numerical differentiation and integration; iterative methods and solutions of differential equations.
- MA5050 COMPUTING 3 10**
Fundamental principles of the architecture and operation of digital computer systems; techniques of procedure writing involving programming in LISP and PROLOG; data structuring and abstraction, logic programming, knowledge representation and programming as problem solving.

MA5051 FUNDAMENTAL STRUCTURES IN MATHEMATICS 3 10
Basic structures of mathematics (e.g. groups, field ideals, equivalence classes); fundamental theorems and their application as recurring themes in school mathematics.

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.
Prerequisites: BI3025 and CH3025.

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.

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.

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

UNIT SYNOPSES

- 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.
Prerequisite: MK3001.
- 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: CO3022, MK3011 and ST3002.
- 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.
Prerequisite: MK3004 and MK3011.
- MK3010 INTRODUCTORY 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.
- MK5000 ADVANCED QUANTITATIVE RESEARCH METHODS 4 10**
Conceptual foundations of research design; research methodologies; data sources; methods of observation and data collection; data analysis; evaluation.
Prerequisite: A high level of performance in units in statistics and applied statistics at undergraduate level is assumed. Knowledge of computing and use of computer packages is highly desirable.
- MK5001 BUSINESS FORECASTING TECHNIQUES 4 10**
Exponential and moving average techniques; decomposition models; seasonal regression models; stochastic models; stationary and non-stationary models; model identification and estimation; diagnostic checking; transfer functions.
Prerequisite: MK3003 or equivalent.
- MK5002 BUSINESS LOGISTICS 4 10**
The integrated physical distribution management concept; customer service; inventory policy, analysis and decision making; selection of distribution channels, channel design and strategy; transport systems and model choice; modelling the facility location, optimising size, siting and network; logistics and pricing; organisational implementation of the marketing logistics concepts.
Prerequisite: MK3003, ST3002 or equivalent.
- MK5003 MARKETING SIMULATION 4 10**
The economics of risk and uncertainty; quantitative estimation of demand and costs; market structures and pricing practices; multi-product pricing; transfer pricing; capital budgeting.
Prerequisite: Economics to Bachelor's degree level.
- MK5010 THESIS 100-140**
Synthesis and application of studies undertaken in the course. Topic may be taken from any aspect of marketing science. Formulation of thesis undertaken in conjunction with supervisor and other academic staff.
- 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.

- 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.

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.

ML2094 FOREIGN LANGUAGE CURRICULUM STUDIES 1B 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. (For students undertaking two foreign language studies.)
Co/Prerequisite: ML2061, ML2072 or ML2088.

ML2095 FOREIGN LANGUAGE CURRICULUM STUDIES 2B 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. (For students undertaking two foreign language studies.)
Co/Prerequisite: ML2094.

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.

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| 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. | | | |
| ML2803 | INTRODUCTORY GREEK | 2 | 5 |
| Oral use of basic structures in Greek; comprehension of simple spoken Greek; knowledge of the alphabet and the reading of simple Greek passages; writing at an elementary level; recognition of various cultural elements revealed through language; community involvement. | | | |
| ML4000 | FRENCH CURRICULUM 1 | 3 | 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 | 3 | 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 | 3 | 10 |
| See ML4000. | | | |
| ML4003 | GERMAN CURRICULUM 2 | 3 | 10 |
| See ML4001. Prerequisite: ML4002. | | | |
| ML4005 | ITALIAN CURRICULUM 1 | 3 | 10 |
| See ML4000. | | | |
| ML4006 | ITALIAN CURRICULUM 2 | 3 | 10 |
| See ML4001. Prerequisite: ML4005. | | | |
| ML4007 | JAPANESE CURRICULUM 1 | 3 | 10 |
| See ML4000. | | | |
| ML4008 | JAPANESE CURRICULUM 2 | 3 | 10 |
| See ML4001. Prerequisite: ML4007. | | | |
| ML4009 | CHINESE CURRICULUM 1 | 3 | 10 |
| See ML4000. | | | |
| ML4010 | CHINESE CURRICULUM 2 | 3 | 10 |
| See ML4001. Prerequisite: ML4009. | | | |
| ML4011 | INDONESIAN CURRICULUM 1 | 3 | 10 |
| See ML4000 | | | |
| ML4012 | INDONESIAN CURRICULUM 2 | 3 | 10 |
| See ML4001 Prerequisite: ML4011. | | | |

UNIT SYNOPSES

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| MU1001 | CHIEF PRACTICAL STUDY 1 | 3 | 15 |
| Practical studies in the early repertoire; principles of technique and musicianship; sightreading. | | | |
| MU1002 | MUSIC TEACHING 1 | 2 | 5 |
| Overview of the philosophies of four great music educators: Dalcroze, Orff, Kodaly and Suzuki and applications for the private studio. | | | |
| MU1003 | TEACHING WORKSHOP 1 | 2 | 10 |
| The process of communication as fundamental to teaching and learning with associated skills of explaining and gathering and use of feedback. | | | |
| MU1005 | CHIEF PRACTICAL STUDY 2 | 3 | 15 |
| A continuation of MU1001. Prerequisite: MU1001. | | | |
| MU1006 | MUSIC TEACHING 2 | 2 | 5 |
| Introduction to the educational ideas of Dalcroze and Kodaly through practical work. Prerequisite: MU1002. | | | |
| MU1007 | TEACHING WORKSHOP 2 | 2 | 10 |
| Planning, presentation and evaluation of lessons. Prerequisite: MU1003. | | | |
| MU1009 | PRACTICE PERIOD 1 | | 20 |
| Observation of selected studio music practices; teaching of different methods and styles adopted; observation handbook; participation in studio teaching. | | | |
| MU1010 | CHIEF PRACTICAL STUDY 3 | 3 | 15 |
| Continuation of MU1001 and MU1005, including more advanced repertoire and the further development of personal practical skills. Prerequisite: MU1005. | | | |
| MU1013 | TEACHING WORKSHOP 3 | 3 | 10 |
| Planning music lesson segments and whole lessons with the aid of microteaching. | | | |
| MU1015 | CHIEF PRACTICAL STUDY 4 | 3 | 15 |
| Continuation of MU1010. Prerequisite: MU1010. | | | |
| MU1018 | TEACHING WORKSHOP 4 | 3 | 10 |
| Making yearly lesson plans; demonstration lessons. Prerequisite: MU1013. | | | |
| MU1020 | PRACTICE PERIOD 2 | | 20 |
| Continuation of MU1009. Prerequisite: MU1009. | | | |
| MU1021 | MUSIC TEACHING 3 | 3 | 10 |
| Introduction to the educational ideas of Orff and Suzuki through practical work. Prerequisite: MU1002. | | | |
| MU1022 | MUSIC TEACHING 4 | 3 | 10 |
| Historical overview of one development of the chief practical instrument. Prerequisite: MU1002. | | | |
| MU1023 | MUSICIANSHIP 1 | 3 | 5 |
| Aural development through one- and two-part singing exercises and dictation. | | | |

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| MU1024 | MUSIC THEORY AND ANALYSIS | 3 | 10 |
| Rudiments of music; function of melody and harmony. | | | |
| MU1025 | MUSICIANSHIP 2 | 3 | 5 |
| Aural development through singing of intervals, scales and unison melodies. Prerequisite: MU1023. | | | |
| MU1026 | MUSIC HISTORY AND ANALYSIS 1 | 3 | 10 |
| Basic elements of music style and analysis in the Baroque and early Classical periods. | | | |
| MU1027 | MUSICIANSHIP 3 | 3 | 5 |
| Aural development to include analysis of folk melody, part singing and memorisation. Prerequisite: MU1025. | | | |
| MU1028 | MUSIC HISTORY AND ANALYSIS 2 | 3 | 10 |
| Analysis, style and musical characteristics of Classical and Romantic music. Prerequisite: MU1026. | | | |
| MU1029 | MUSICIANSHIP 4 | 3 | 5 |
| Aural development through singing emphasis on chord recognition, sight reading and dictation. Prerequisite: MU1027. | | | |
| MU1030 | MUSIC HISTORY AND ANALYSIS 3 | 3 | 10 |
| Impressionism and Twentieth Century music. Prerequisite: MU1028. | | | |
| 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. | | | |
| MU2114 | MUSICAL THEATRE PRACTICE | 4 | 5 |
| The place of musical theatre in the secondary school; rationale for the selection of works appropriate to a variety of school situations; production and rehearsal techniques, evaluation, field work. Prerequisite: 60 credit points in appropriate music studies. | | | |
| MU2115 | PRACTICAL STUDIES A-1 | 1 | 5 |
| Consolidation and extension of existing performance technique; development of interpretative skills in a wide range of musical styles selected to meet the needs and abilities of individual students; performance seminar. | | | |

UNIT SYNOPSES

- MU2116 PRACTICAL STUDIES A-2** 1 5
Extension of performance, technique, style study and interpretative skills begun in MU2115; performance seminar; recital.
Prerequisite: MU2115.
- MU2117 PRACTICAL STUDIES A-3** 1 5
Advanced performance techniques, extension of repertoire, analysis, accompanying; performance seminar.
Prerequisite: MU2116.
- MU2118 PRACTICAL STUDIES A-4** 1 5
Continuation of MU2117; performance seminar; accompanying; final recital.
Prerequisite: MU2117.
- MU2119 PRACTICAL STUDIES A-5** 1 5
Further development of performance skills; extended compositions; accompanying.
Prerequisite: MU2118.
- MU2120 PRACTICAL STUDIES A-6** 1 5
Preparation for final public recital, including verbal introduction/analysis of music presented; pianists may offer accompaniment as part of this recital.
Prerequisite: MU2119.
- MU2121 CLASSROOM MUSICIANSHIP** 6 10
Aural perception and sightreading related to a range of vocal and instrumental materials appropriate to the school situation; keyboard musicianship.
- MU2122 CURRICULUM STUDIES 1** 6 10
Twentieth Century music: overview of music and musical styles in the twentieth century; the place of music in the secondary school; approaches to content and methodology appropriate to various levels in the secondary school; lesson planning; advanced aural perception and sightreading skills; applications in the secondary school classroom; keyboard musicianship: harmonisation, transposition, improvisation, ensemble playing.
Prerequisites: MU2121 and TS2901.
- MU2124 AURAL AND WRITTEN MUSICIANSHIP 1** 4 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.
- 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.

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| MU2128 | PRACTICAL STUDIES B (WORKSHOP 1) | 4 | 5 |
| Basic technique of a stringed instrument (violin, viola, cello or double bass); basic skills of singing technique. | | | |
| MU2129 | PRACTICAL STUDIES B (WORKSHOP 2) | 4 | 5 |
| The basic techniques of wind instrument performance; continuation of singing technique from MU2128. (Studies will be undertaken in a group ensemble.) 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 |
| Participation in class instrumental and vocal ensemble; arrangement of set music for a student ensemble; ensemble performance; development of conducting and rehearsal skills. Co/Prerequisites: MU2125 and MU2131. | | | |
| MU2134 | CONTEMPORARY APPROACHES | 4 | 5 |
| Music of the twentieth century, with particular emphasis on current practices in popular music; practical workshops using electronic and computer music techniques; composition and arranging skills for popular music; live recording techniques; sound mixing and attenuation; avant-garde music. Prerequisite: 60 credit points in appropriate music studies. | | | |
| MU2135 | MUSIC CURRICULUM 2 | 4 | 10 |
| Current developments in music education in Australia and overseas; curricula and methods of teaching appropriate to the secondary school situation; development of complete units of work; the role of the music director; non-western music discipline studies and approaches to teaching in the classroom. Prerequisites: MU2122 and TS2902. | | | |
| MU2700 | CONTEXTS FOR TEACHING AND LEARNING | 3 | 8 |
| Music curriculum models; the needs of learners from varied cultural backgrounds; stages of musical development; program development and teaching strategies. | | | |
| MU2701 | APPROACHES TO MUSIC EDUCATION | 3 | 8 |
| Philosophy objectives and content of four music programs; implementation of some aspect of these programs; improvement of teaching techniques. | | | |
| MU2702 | CLASS PROGRAM DEVELOPMENT IN MUSIC EDUCATION | 3 | 8 |
| The music curriculum; the nature of curricula in the arts; current research in children's musical development; linkages between musical development and overall growth; interpersonal relationships in the context of class, school, bands/choir, theatre and the community. | | | |
| MU2703 | VOCAL STUDIES | 3 | 8 |
| Breathing for singing; voice production; sight singing; repertoire selection; ensemble singing; conducting; conducting and analysis. | | | |

MU2704 INSTRUMENTAL STUDIES 3 8
 Performance skills in solo performance with ensemble backing; score reading and analysing arrangements; tuning and conducting techniques; practical work styles of contemporary composers.

MU2705 PRACTICAL MUSICIANSHIP 3 8
 Literature suitable for school use and its performance score reading and interpretation; conducting; music writing.

MU2706 ENSEMBLE PRACTICE 1 3 8
 Instrumental and vocal instruction; an introduction to conducting and rehearsal techniques; analysis and notation; rehearsal and performance.

MU2707 MUSICIANSHIP 3 8
 Theoretical foundations of pentatonic music; practical studies in pentatony; theoretical foundations and practical studies in diatony; part music; sight singing; dictation.
 Prerequisite: A grade of 5 in MU2092 or MU2093.

MU2708 ALTERNATIVE APPROACHES TO MUSIC EDUCATION 3 8
 Introduction to philosophy and techniques of the different approaches of Orff, Dalcroze, Suzuki; comparison between these approaches and the Queensland programs.

MU2709 ENSEMBLE PRACTICE 2 3 8
 Continuation of MU2706.
 Prerequisite: MU2706.

MU2710 PERFORMANCE PRACTICE 3 8
 Continuation of conducting and rehearsal techniques; instrumental and vocal instruction; rehearsals of small ensembles as both leaders and performers; researching the repertoire of suitable ensemble music; solo or ensemble performance at a public recital.
 Prerequisite: Advanced skills in playing chosen instrument.

MU2711 MUSIC IN SOCIETY 3 8
 The major styles and social influences on Western art music; popular music; detailed investigation of one period or genre.

MU2712 APPROACHING AUTONOMY IN TEACHING MUSIC 3 8
 Issues relating directly to the role of the music teacher including strategies for interacting with colleagues, parents and the community; design, implementation and evaluation of music programs; assessing and evaluating student programs; evaluating the music curriculum; further development of personal music skills and resources; the music teacher and the law.

MU2713 MUSIC IN MULTICULTURALISM 3 8
 Scope and purpose of ethnomusicology; the role of music in culture; the multicultural nature of Australian society; the role of music in a multicultural society; the use of ethnic music in the classroom; songs and dances of various ethnic communities; seminars on fieldwork.

MU2800 GUITAR WORKSHOP 2 5
 Development of skill in playing basic guitar chords, strumming suitable rhythmic patterns and leading of group singing with guitar.
 Prerequisite: Available only to beginners or those with little recent experience on 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.
 Prerequisite: Available only to those with no previous experience on piano.

- MU2803 PIANO WORKSHOP 1** 3 5
Development of keyboard skills relevant to both recreational and classroom situations; sight reading; accompaniment; performance of pieces.
Co/Prerequisite: MU2802 or equivalent.
- 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.
- 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.
- 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.
- 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.
- MU2824 VOCAL STUDIES 2** 3 8
Development of vocal range and tone colour; stylistic singing; improvisation; repertoire selection; conducting and analysis.
Prerequisite: MU2809.
- MU2827 INSTRUMENTAL MUSIC 1** 3 8
Performance skills on selected instruments; development of musicianship; simple composition for ensemble with group performance of student compositions.
- MU2828 INSTRUMENTAL MUSIC 2** 3 8
Performance and accompaniment skills; more advanced musicianship, composition and arrangements and performance for ensembles in four or five parts.
Prerequisite: MU2827.
- 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 significant manners of Baroque; emphasis on listening, writing, practices of contemporary performers; primary sources.
- 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 1 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** 3 10
Examination of a range of strategies for the development of effective vocal and instrumental programs in the classroom.
- MU4024 INSTRUMENTAL CURRICULUM** 3 10
Content, methodology, construction of syllabi appropriate for the wide range of abilities and levels in the group instrumental learning situation; 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** 4 10
Current developments in music education, aims and methods of assessment and evaluation; design of school-based and transition programs; music technology: computers, midi keyboard, sampling. Musical theatre: rehearsal techniques, selection of material, field work.
- MU4028 SCHOOL MUSIC APPROACHES 2** 4 10
Implementation of choral programs in schools; review of choral techniques and examination of available resources; music and movement; non western music and its place in the secondary curriculum.
- MU4029 INSTRUMENTAL MUSIC 2** 4 10
Continuation of MU4026; French horn and double reeds; basic skills of percussion; understanding of teaching methods.
- 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.

- OE4024 GROUP LEADERSHIP 4 10**
Study of roles taken by group members, member needs and models of personal development, interpersonal communication skills; models of group development; development of group skills (goal setting, decision-making resolving conflict, team building); leadership; helping skills.
- OE4025 EVALUATION OF OUTDOOR EDUCATION 2 5**
Introduction to evaluation of outdoor education; evaluation design, data collection techniques, data analysis, report writing, computer applications, and interpretation of research.
- OE4026 PEOPLE AND THE ENVIRONMENT 3 10**
Processes of human interaction with the urban and natural environment from an ecological perspective; effective communication of concerns for environmental problems and means of developing a sympathetic relationship between people and the natural world.
Prerequisite: OE4020.
- OE4027 ROCKCLIMBING 2 3 5**
Continuation of OE4022 with an emphasis on group management and instructional skills.
Prerequisite: OE4022.
- OE4028 CANOEING 2 3 5**
Continuation of OE4023 with an emphasis on group management and instructional skills.
Prerequisite: OE4023.
- OE4029 INDEPENDENT SKILLS DEVELOPMENT - 5**
The development of expertise in an area of personal choice in outdoor education which could include outdoor pursuits, environmental interpretation or other appropriate area.
Prerequisite: OE4021.
- OE4030 INDEPENDENT RESEARCH PROJECT 1 5**
Personal research or evaluation project focusing on a specific aspect of outdoor education to be decided in consultation between the student and supervising lecturer.
Prerequisites: OE4025 and OE4031.
- OE4031 PRACTICUM - 20**
A five week period of practical experience at an appropriate outdoor centre or other approved organisation involved in outdoor education activities.
Prerequisites: OE4020, OE4021, OE4022 and OE4023.
- 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; 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.

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.
- 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

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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; professional development and accountability.
Prerequisite: PE2088 (at a grade of 5 or higher).

PE2701 RESOURCE TEACHING IN PHYSICAL EDUCATION 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 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.

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.

PE2707 SPORTS COACHING AND OFFICIATING 3 8
Role of the coach; styles of coaching; biomechanics of sport; skill acquisition and teaching; fitness; programming; general and specific principles of officiating.

PE2708 SCIENCE OF PHYSICAL FITNESS 3 8
Anatomical structure and function; the components of fitness; health benefits and hazards of physical activity; testing fitness factors; principles of planning fitness programs; performance modification factors; basic sports medicine principles.

PE2709 CURRICULUM IN OUTDOOR EDUCATION 3 8
Concept of outdoor education; planning and carrying out effective programs; content and resources; safety and survival.

PE2710 PHYSICAL EDUCATION AND THE ATYPICAL CHILD 3 8
Examination of practical applications of knowledge of atypical development in the motor area; case study techniques; specialised teaching; motor testing; mainstreaming.

PE2711 CURRICULUM IN HEALTH EDUCATION 2 4
Health curriculum design; drugs; personal fitness and nutrition; mental health; consumer health; social and environmental health.

PE2712 TEACHING GAMES AND SPORTS 3 8
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.

- PE2713 RESOURCE TEACHING AND CONSULTANCY 3 8**
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.
- PE2714 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.
- 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.
- 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.

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.

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.

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 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.

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.

UNIT SYNOPSES

- 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.
- 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.
- 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,

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, war, terrorism, civil disobedience, pacifism, racism, sexism, abortion, euthanasia, suicide, sexuality.
Prerequisite: Relevant studies at Diploma of Teaching level.

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 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 - 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 - 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.
Prerequisite: 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

UNIT SYNOPSES

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 of children 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.

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 — EARLY EDUCATION 1 - 10

Early Education major studies; orientation to preschool (15 days); practical experience designed to give students the opportunity to participate in the supervising teacher's program and work with individuals and small groups of children; introduction to and practice in the basic teaching techniques of observing, interpreting, planning and evaluating in collaboration with the supervising teacher.

Prerequisite: PT2906.

PT2924 PRACTICE TEACHING — EARLY EDUCATION 2 - 10

Early Education major studies; primary practice preferably in upper primary grades (15 days); further development and refinement of practical experiences; observation (the physical environment, classroom organisation, classroom teaching, school administration, children in varied settings); team teaching with individual students; small group and whole class; planning, teaching and evaluating units of work.

Prerequisite: PT2923.

PT2925 PRACTICE TEACHING — EARLY EDUCATION 3 - 10

Early Education major studies; integrated Preschool and Primary practice (20 days); opportunities for students to plan, implement and evaluate integrated experiences relevant to the needs, interests and developmental levels of children in an integrated early education setting; continuity of learning and teaching in the P-3 band; development and refinement of personal styles of teaching appropriate for young children in the P-3 band in a variety of classrooms (including preschool/primary, early education classes and multi-age lower primary); organisation and management of integrated early education settings.

Prerequisite: PT2924.

PT2926 PRACTICE TEACHING — EARLY EDUCATION 4 - 10

Early Education major studies; preschool practice (20 days); consolidation and refinement of personal and professional qualities and teaching and classroom management skills; experimentation with the leadership and collaborative roles of the autonomous early childhood teacher; demonstration of responsible and professional attitudes towards children, teachers, parents and para-professionals; organisation and administration of preschool centres.

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 EDUCATION 1 - 10

Integrated placement (15 days); consolidation of practical knowledge, understanding and skills associated with special education and regular schools through integrated practice placement. Students are introduced to a range of learners and teaching situations.

Prerequisite: PT2906.

PT2932 PRACTICE TEACHING — SPECIAL EDUCATION 2 10

Special education major studies; consolidation of practical knowledge, understanding and skills associated with Special Education through a special education practice teaching placement. Students are introduced to a range of learners and teaching situations through selection of an exceptionality from intellectual handicap, visual handicap, hearing impairment and multiple handicap.

Prerequisite: PT2931.

PT2933 PRACTICE TEACHING — SPECIAL EDUCATION 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 EDUCATION 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 and C.C.P.s; designing and implementing life skills modules; alternative methods of communication; school-based curriculum design; parental involvement.

Prerequisite: PT2933.

PT2935 PRACTICE TEACHING — SPECIAL EDUCATION (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.

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- PT2936 PRACTICE TEACHING — SPECIAL EDUCATION (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 EDUCATION (GE) 3 - 10**
Primary practice (10 days) and special education (10 days). See PT2933.
Prerequisite: PT2936.
- PT2938 PRACTICE TEACHING — SPECIAL EDUCATION (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 term 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.
- PT2939 PRACTICE TEACHING — MUSIC EDUCATION 1 - 10**
See PT2907; including experiences in music teaching.
- PT2940 PRACTICE TEACHING — MUSIC EDUCATION 2 - 10**
See PT2908; including experiences in music teaching.
- PT2941 PRACTICE TEACHING — MUSIC EDUCATION 3 - 10**
See PT2909; including experiences in music teaching.
- PT2942 PRACTICE TEACHING — MUSIC EDUCATION 4 - 10**
See PT2910; including experiences in music teaching.
- PT2943 PRACTICE TEACHING — P-10 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.
Pre-requisite: PT2906.
- PT2944 PRACTICE TEACHING — P-10 2 - 10**
Further development and refinement of practical experiences, including the junior secondary years; observation, particularly across the P-10 range, the physical environment, classroom organisation, classroom teaching, school administration, and teacher cultures; 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: PT2943.
- PT2945 PRACTICE TEACHING — P-10 3 - 10**
Emphasis on development as an autonomous teacher; observation (the physical environment, classroom organisation, classroom teaching, school administration, children within the P-10 range); 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: PT2944.
- PT2946 PRACTICE TEACHING — P-10 4 - 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 within the P-10 range); 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: PT2945.

PT2947 PROGRAMS FOR YOUNG CHILDREN 0-12 YEARS - 5

The equivalent of five continuous days in each of two services, centre-based day care, family day care, out-of-school-hours care, hospital or work-related care; guided observations of individual children's behaviour and learning, and of the service-providers role; interacting and communicating with children, staff and where possible, parents; assisting with the preparation, organisation and implementation of selected learning opportunities; evaluation of processes and practices.

PT2948 PROGRAMS FOR INFANTS AND TODDLERS 0-3 YEARS - 5

Ten continuous days participating in a group care setting for infants and toddlers; observing and recording individual children's behaviour and learning; planning, implementing and evaluating learning opportunities for individuals which foster communication and exploration; responding to family contexts and child rearing practices; practising and adopting rigorous health and safety standards appropriate for infants and toddlers in group care settings.

Prerequisite: PT2947.

PT2949 PROGRAMS FOR CHILDREN 0-3 YEARS - 10

Twenty continuous days in a group care setting for infants and toddlers; observing, recording and analysing the behaviour and learning of individual children and selected aspects of the teaching/caring learning environment; planning, implementing and evaluating learning opportunities for individuals and where appropriate, small groups, which foster communication, exploration and problem-solving and which take into account social and cultural contexts; adopting and promoting sound health and safety practice.

Prerequisite: PT2948.

PT2950 PROGRAMS FOR CHILDREN 3-5 YEARS - 10

Twenty continuous days in a group care setting for children 3-5 years observing, recording and analysing the behaviour and learning of individuals and groups of children; recording and evaluating selected aspects of the teaching/caring/learning environment; planning, implementing and evaluating, learning opportunities for individuals and groups which foster communication, exploration and problem-solving, creativity and self-expression and which take into account social and cultural backgrounds, and health and safety practices appropriate for 3-5 year old children in group care; assuming limited leadership responsibilities for the total program.

Prerequisite: PT2949.

PT2951 FIELD PROJECT (CHILDREN 0-5 YEARS) - 15

Twenty continuous days (Internal mode) and fifteen continuous days (External Mode) in a group care setting for children birth to five years observing, recording and analysing the behaviour and learning of individuals and groups of children; recording and evaluating selected aspects of the teaching/caring/learning environment; planning implementing and evaluating learning opportunities for individuals and groups; developing a specific management program for an individual or small group of children based on a series of observations taken prior to the placement; implementing and evaluating the management of the program in the context of the whole group plan; assuming specific leadership responsibilities for the total program for a selected period.

PT2952 ELECTIVE PROGRAMS (CHILDREN 0-12 YEARS) - 15

Twenty continuous days (Internal Mode) and fifteen continuous days (External Mode) in a selected service, centre-based long day care, family day care, out-of-school-hours care, occasional care, work-related child care, observing, recording and analysing aspects of children's behaviour and learning and the teaching/caring/learning environment; planning, implementing and evaluating a comprehensive curriculum which takes into account a selected social, political and/or curriculum issue which was previously researched and relevant to the selected service; communicating with children, parents, colleagues and the wider community; utilising organisational and administrative skills in the assumption of responsibility for the total program for an extended period; recording and analysing operational details of the service, the interaction and interrelatedness of components of the service, its management and structure.

UNIT SYNOPSES

- PT4909 PRACTICE TEACHING - 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.
- PT4914 PRACTICE TEACHING 1 - 10**
Participation in an early childhood setting for 20 days (10 single and 10 consecutive days). Emphasis on observation, planning, implementing, evaluating and record-keeping.
- PT4915 PRACTICE TEACHING 2 - 10**
Participation in an early childhood setting for 20 days (10 single and 10 consecutive days). Emphasis on observation, planning, implementing, evaluating, administration, parent programs and record-keeping.
Prerequisite: PT4914.
- PT4916 PRACTICE TEACHING 1 -10**
Orientation to the primary school; supervised completion of learning tasks with individuals and small groups; planning implementation and evaluation of single-faceted learning activities; class lesson and module planning in conjunction with the class teacher; compilation of a series of written observations of class and school procedures.
- PT4917 PRACTICE TEACHING 2 - 10**
Orientation to the special education unit or support program; supervised completion of learning tasks with individuals and small groups; planning, implementation and evaluation of single-faceted learning activities; class lesson and module planning in conjunction with the class teacher; compilation of a series of written observations of class and school procedures.
- PT4918 PRACTICE TEACHING 3 - 10**
See PT4917.
- PY1006 CHILD DEVELOPMENT 1 2 5**
The development of artistry in a child from birth to adolescence; specific focus the primary aged child.
- PY1007 CHILD DEVELOPMENT 2 2 5**
Continuation of PY1006 with emphasis on the adolescent.
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-requisites: 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.
- 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

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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.

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.

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.
- 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.
- 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.
- PY2812 SEXUALITY AND PERSONAL RELATIONS 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.
- 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.
 Prerequisite: SS3025.
- 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**
 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.

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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; 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.

Prerequisite: Must be currently teaching.

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.

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 term; 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 term, 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.

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.
- 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 - 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 - 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.
Prerequisites: RC1000, RC1001, RC1002, RC1003 and RC1004.
- 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.
Prerequisites: RC1005, RC1006, RC1007, RC1008 and RC1009.
- 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.
Prerequisites: RC1005, RC1006, RC1007, RC1008 and RC1009.
- 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.
Prerequisites: RC1005, RC1006, RC1007, RC1008 and RC1009.
- 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 - 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.
Prerequisites: RC1005, RC1006, RC1007, RC1008 and RC1009.
- 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.

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.
Prerequisites: RC1005, RC1006, RC1007, RC1008 and RC1009.

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.
Prerequisites: RC1005, RC1006, RC1007, RC1008 and RC1009.

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
Language as a system, features of language, particularly those commonly used in literacy; major aspects of language in use needed to support the study of written texts, and of the reading/writing process; examination of the recent literature to identify relationships between language and situations in which language is used; features of language emerging as learners become more experienced language users; implications of a systemic, functional view of language for teaching e.g. of writing, reading, grammar, spelling, phonics.
Incompatible with LA3700.

RE4033 THE READING PROCESS 3 10
Introduction to the nature of the human reading process and to insights reading provides into the nature of language structure, purpose and functions; readers' 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; reviews of studies of the reading process indicating the complex range of perceptual, cognitive, and language activities through which the reading process is facilitated; applications of knowledge about the reading process.
Incompatible with LA3031 and LA3700.

RE4034 THE READER, THE WRITER AND THE TEXT 3 10
Exploration of current views of the relationships between reading and writing, and how meaning is conveyed through text; investigation of the nature of reader interactions with text and reader response to text; investigation of varied approaches to evaluation of

various aspects of learners' performance as readers and writers.
Prerequisites: RE4032 and RE4033.

RE4035 LEARNING LITERACY 3 10

Through the consideration of relationships between literacy learning and teaching literacy in real-life and life-like situations, identify relevant experiences, approaches, and resources through which strategies for literacy learning and literacy teaching can be developed; developing, presenting, and evaluating literacy programs and learner performance, in terms of appropriateness to different situations and learner needs.
Prerequisites: RE4032, RE4033 and RE4034.

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 or RE4037.

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.
Prerequisite: RE4032 or RE4033.

RE4039 INDEPENDENT PROJECT 3 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 unit coordinator to a supervising committee. Following approval, the project is undertaken and reported in a form approved by the committee.
Prerequisites: RE4032 and RE4033.

RE4044 CHILDREN'S LITERATURE 3 10

Introduction to the scope and nature of children's literature in relation to the literacy program; evaluative criteria for meeting children's literacy needs and interests; the range of genre in children's literature; teaching strategies in using children's literature in the literacy program.
Incompatible with LI3700, RS4007 and RS4008.

RE4045 WRITING PROCESS 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.

RE4047 READING/WRITING 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

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about how a child processes text; design of teaching plan based on diagnosis; application of the teaching plan.

Prerequisite: RE4003.

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 THE 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.
- 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.
- 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.
- 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 structural change in recreation organisations; concepts and issues of quality of life, lifestyle, standard of living, technocratisation, computerisation 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; research design; the nature of variables and relationship; mainstream and alternative research models; techniques for collecting quantitative and qualitative data; evaluation of data collection techniques.
- 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 management process and the development of appropriate management skills including planning, organising, decision making, communicating, budgeting, motivating, leading, evaluating and marketing.
- RM3018 RECREATION MANAGEMENT 2 4 10**
Analysis of the relationship between recreation organisations, the management process and environmental influences — both internal and external to the organisation; management strategies relevant to social change, conflict, the law, technology, the media and industrial relations.

- RM3019 RECREATION MARKETING 3 10**
Application of marketing concepts and methods to community and commercial leisure service organisations; principles of marketing, market segmentation, target marketing, the product life cycle concept and market research methodologies.
- 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 recreation, fitness, health and sport, tourism, leading to generation of feasibility studies into small business enterprises.
- 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**
Practical aspects of utilising and interpreting the natural environment for outdoor recreation activities; skills development in the organisation and implementation of low impact outdoor camping experiences in primitive settings, and in environmental interpretation approaches.
- 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 Term 1, Year 3 and the second stage in Term 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

Exploration of the contribution of the arts to a sense of personal, communal, and national identity; forces in Western culture which have lead to specialisation in the arts; reactions in favour of a broader based involvement by non-specialists in the arts; the role of institutions in the expression of arts practice.

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.

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.

RP1020 WORKPLACE EXPERIENCE 6 15

Use of skills obtained in the first three terms in the on-the-job context of the Industrial Commission, court and parliament; non-defensive communication; conflict resolution; relationship contracting and role negotiation.
Prerequisite: RP1023.

RP1021 REPORTING 1 10 25

Introduction to the theory and application of stenograph computer compatible theory (machine shorthand).

RP1022 REPORTING 2 14 35

Consolidation and reinforcement of theor acquired in RP1021 with emphasis on speed development; introduction to court procedures and basic legal, medical and technical terminology.
Prerequisite: RP1021.

RP1023 REPORTING 3 16 40

Further emphasis on speed development and familiarity with specialist vocabularies; introduction to court etiquette and court reporting practices.
Prerequisite: RP1022.

RP1024 REPORTING 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: RP1023.

- 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.
- RS4003 REFERENCE SERVICES AND MATERIALS 1 3 10**
Familiarisation with a wide range of reference materials and the development of the ability to evaluate them critically; principles involved in the development, maintenance and use of an effective reference collection; preparation for undertaking a comprehensive range of user services in a school library.
- RS4004 REFERENCE SERVICES AND MATERIALS 2 3 10**
Provision of reference and information services to students, teachers and administrators; development of students and teachers as autonomous finders of information; current trends in information storage and retrieval, such as online database searching; services beyond the school.
Prerequisite: All Part A units.
- RS4005 AUSTRALIAN LITERATURE FOR YOUNG PEOPLE - 10**
History to 1959; critical assessment of trends 1960-1980; visual representation and interpretation of Australian children's literature in books, film and display; criticism and review; the needs of K-12.
Prerequisite: All Part A units.
- RS4007 ISSUES IN LITERATURE FOR ADOLESCENTS - 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 LITERATURE FOR CHILDREN - 10**
Issues, genres and materials relevant to both contemporary children's literature and the historical background from which it evolved; the place of children's literature as a core component of children's reading programs; exploration of current trends and controversies.
Prerequisite: 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.

UNIT SYNOPSES

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; exceptionality; teaching in the multiple year classroom.

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.

*** 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.

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.

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.

SC2085 CURRICULUM STUDIES IN SCIENCE 3 6

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.

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 SPECIALISTS 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 ZOOLOGY OF SMALL DOMESTIC ANIMALS IN AUSTRALIA 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 THE SCIENCE OF CHANGE 3 8**
 Scientific study of changes in systems of varying sizes and of different time scales e.g. micro-organism populations in a small pond over a period of days; changes in Australian ecosystems over millions of years; changes in scientific methodology related to technological development during this century.
- 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.

- 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.
- SC3030 PRIMARY SCIENCE CURRICULUM DEVELOPMENT 3 10**
 The nature of science; the purpose of teaching science in primary school; consideration of those areas of science and teaching strategies particularly suitable to the primary school; the structure and rationale of the Queensland Primary Science syllabus; the philosophy and structure of selected commercial science curriculum materials; the development of primary science units.
 Prerequisite: CU3030.
- 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.
- 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.
- 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 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 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.

SE2704 TEACHING INDEPENDENCE SKILLS 2 4

Life skills and school-based curriculum (defining life skills, criterion of ultimate functioning concepts underlying school-based curriculum, curriculum outlines); 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.
- 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-prerequisite: Studies in special education or equivalent experience.
- SE3708 PSYCHOSOCIAL 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.

SE4090 SPEECH AND LANGUAGE SCIENCE 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 COMMUNICATION 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 communication development; introductory description of language delay/deviance from the viewpoint of form, content and function.

SE4094 INTRODUCTION TO COMMUNICATION DISORDERS 4 10

The distinctions of delay, deviance, and environmental speech difficulties; etiologies of communication difficulties; program planning and implementation.

SE4095 COMMUNICATION APPRAISAL AND PROGRAMMING 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.
- 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 MATHEMATICS 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 TECHNOLOGY IN SPECIAL SCHOOLS 1 2 5**
 Criteria for the selection of resources; computers in teaching and learning in special schools; computer terminology, hardware, software and peripherals; word processing; assessing a variety of software; microcomputer graphics.
- 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; psychomotor, 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.
- 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.
- SE4119 TECHNOLOGY IN SPECIAL SCHOOLS 2 5**
 Introduction to programming in a common computer language; assessing and developing appropriate teaching strategies; computer-based prostheses; matching technology with specific needs of students.
- 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.
- 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 AND 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.
- 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.
- SE4165 CURRICULUM DEVELOPMENT & EVALUATION 2 4 10**
 General case programming; construction and delivery of individual education program; instructional domains; treatment of aberrant behaviour; administration and organisation; program consultation protocol.
 Prerequisite: SE4162.
- 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.
 Prerequisite: SE4161.

UNIT SYNOPSES

- SE4170 CHILD DEVELOPMENT 2 5**
Review of understandings about human behaviour; implications of developmental theory for teaching and learning; cognitive and social influences on individual development.
- SE4171 ORIENTATION TO SPECIAL EDUCATION 2 5**
Overview of psychological and educational aspects of disabilities; referral agencies and their roles; diagnostic assessment and observational techniques; techniques for preparation of a case study; coordination of support services.
- SE4172 MOTOR DEVELOPING AND PROGRAMMING 4 10**
The role of movement activities in the development of verbal and non-verbal communications; integration of process characteristics and school subjects; e.g. handwriting.
- SE4180 INTRODUCTION TO SPECIAL EDUCATION 8 8**
Philosophy of special education; definitions and terms; etiology, prevalence and characteristics of special needs children; resources, teaching strategies and management techniques; the family context of special needs children; age-appropriate services and settings.
- SE4181 COMMUNICATION DEVELOPMENT AND REMEDIATION 8 8**
Communication: language as a system; theories of communication development; processing limitations and meaning; language as form, content and function; relationship between language development and the development of literacy skills; disabilities related to form, content and function; memory; factors putting early language acquisition at risk; language programs and facilitating environments.
- SE4182 CURRICULUM DEVELOPMENT AND EVALUATION 1 4 8**
The learning needs and characteristics of pupils with mildly handicapping conditions; the changing nature of the curriculum to adapt to children's social, cognitive and physical development; goals and planning in curriculum; teaching strategies to assist children with mild handicapping conditions; the diagnostic process and models of assessment; instructional procedures and the task analysis model; review of the major psychological assessment instruments used with young children; introduction to parent interview and data collection strategies.
Corequisite: SE4183.
Prerequisite: SE4180.
- SE4183 CURRICULUM IMPLEMENTATION AND PRACTICE 1 - 8**
Visits to schools and centres for the mildly handicapped; conduct of a diagnostic assessment; development of a program that identifies the curriculum needs of the exceptional child; communication skills; organisation of services, administration and record keeping; classroom observation.
Corequisite: SE4182.
Prerequisite: SE4180.
- SE4184 CURRICULUM DEVELOPMENT AND EVALUATION 2 4 8**
Identification, assessment and screening techniques; the services offered for students with mildly handicapping conditions; curriculum procedures and adaptation suitable for students with mildly handicapping conditions at individual, group and school levels; context reading and comprehension; post-secondary and adults with special needs; alternatives to conventional secondary education.
Corequisite: SE4185.
Prerequisite: SE4182.
- SE4185 CURRICULUM IMPLEMENTATION AND PRACTICE 2 - 8**
Visits to schools, centres and facilities for students with mildly handicapping conditions; diagnostic assessment; programming and evaluation; helping and consultation skills; application of computers, calculators and related software to the learning needs of

students; data and resource collection; administration and report writing.

Corequisite: SE4184.

Prerequisite: SE4183.

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.

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.

UNIT SYNOPSES

- 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.
- SK2030 INDEPENDENT STUDY IN COMMERCIAL STUDIES 10**
The application of knowledge and skills gained through earlier studies to issues relevant to the teaching of commercial subjects. The content and nature of the project is predetermined by discussion between student and staff. A proposal and detailed outline must be submitted to the Head of Department for approval.
Prerequisite: Level 1 PTA studies in the major area of research.
- SK2031 INTRODUCTORY SHORTHAND 4 10**
A study of the principles of the system; basic phrasing; reading writing and dictative practice.
Incompatible with: SK2024 and SK2025.
- SK2032 OFFICE COMMUNICATION 4 10**
Experimental learning; role play; conflict resolution; communication; written; verbal; non-verbal; upward; downward and horizontal communication; listening skills.
- 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.
- SK4006 EXECUTIVE KEYBOARDING 4 10**
Development of keyboard skills using microcomputer and electronic typewriter; efficient production techniques covering a range of typewritten business communications (correspondence, reports, tabulations, display).
- SK4009 OFFICE AUTOMATION AND ADMINISTRATION 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; implications for administrators of the introduction of computer based technology into the office and implementation of appropriate procedures.
Prerequisite: SK4006 or demonstrated keyboard competence.
- SK4010 EXECUTIVE SHORTHAND 6 10**
Consolidation of shorthand theory; vocabulary extension; transcription techniques; development to a minimum speed of 90 wpm.
Prerequisite: SK4011.

- SK4011 EXECUTIVE SECRETARIAL STUDIES 1 8 15**
 Development of a sound knowledge of shorthand theory; introduction to principles of phrasing/word groupings; acquisition of note-taking techniques to a minimum speed of 50 wpm; introduction to integrated keyboard tasks; attainment of a keyboarding speed of 35 wpm.
- SK4012 EXECUTIVE SECRETARIAL STUDIES 2 6 15**
 Development of advanced typewriting production techniques; office style integrated projects with emphasis on a problem-solving approach covering a variety of business communications utilising the most appropriate technology (electronic typewriter, word processor, audio equipment); development of a minimum speed of 55 wpm.
 Prerequisites: SK4006 and SK4011.
- 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.
- SR1002 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 status; exercise physiology, biomechanics and motor skill development.
- SR1003 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.
- SR1004 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.
- SR1005 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.
- SR1006 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.
- SR1007 SPORT PHYSIOLOGY 3 10**
 Physiology of exercise; laboratory work on identification of fitness components, weight training and other methods of conditioning; planning conditioning programs.
- SR1008 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.
- SR1009 MONITORING PERFORMANCE 2 5**
 Principles of measurement; measurement in the coaching situation; test administration and performance; processing and interpretation of data.
- SR1010 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

- SR1024 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.
- 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, or Social Science PTA only.
- 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.
- 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.
- 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.
- SS2060 CURRICULUM STUDIES IN SOCIAL STUDIES 3 6**
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.
- SS2061 THE SOCIAL SCIENCES: AN INTRODUCTION 2 5**
Introduction to 'doing' social science; class case study of a social issue; student led case studies; the social sciences and social science teaching.
- SS2801 ASIAN WORLDS 3 8**
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).

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.

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 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.

SS3802 PATTERNS AND PROCESSES OF DEVELOPMENT 3 10

Global patterns and inequalities in development; the cause of global development inequalities; their consequences and alternative approaches to solutions.

SS4002 STUDIES IN THE NATURAL AND SOCIAL WORLD 1 3 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 1 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.

UNIT SYNOPSES

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.

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.

ST1010 RESEARCH METHODS 4 10

Logic and argument; descriptive statistics — collection, presentation and analysis of data; price index numbers; introduction to computers.

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.

ST4000 BUSINESS STATISTICS 4 10

Descriptive statistics; statistical inference; time series; forecasting; survey methods; computer packages.

SU2800 SCULPTURE 3 5

Development of conceptual expression through three dimensional materials: clay, metal, leather and wood.

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.

- 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.
- 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.
Prerequisite: SS3025.
- 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.

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.

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.

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 3 5**
The constraints and rewards of teaching; the challenge of the first year of teaching; the transition from College; enjoyment of the first year of teaching; competency in emergency care. 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.

- TX1005 FINISHING TECHNOLOGY 3 10**
Purposes and types of finishing processes; technology of finishing processes; specific performance finishing processes.
Prerequisite: TX1004.
- TX1006 DYEING TECHNOLOGY 3 10**
The nature of colour; colour measurement; the nature of dyes; dye classification; textile colour performance; colour application technology.
Prerequisite: TX1005.
- TX1007 TEXTILE TESTING 3 10**
Sampling procedures; standard test methods; chemical testing of textiles; physical testing of textiles; colour fastness testing of textiles; dimensional stability testing; textile product specification.
Prerequisite: TX1005.
- TX1008 TEXTILE SELECTION AND UTILISATION 3 10**
Textile selection principles; textile selection criteria; textile performance specifications; textile evaluation principles and procedures.
Prerequisite: TX1007.
- TX1009 APPAREL DESIGN 3 10**
Functional and aesthetic components of design; historical aspects of apparel design; advent of mass production; factors affecting contemporary apparel design; future considerations.
- TX1010 TEXTILE CARE 3 10**
Textile and care treatments; textile care principles; wet cleaning of textiles; dry cleaning of textiles; evaluation of textile care systems; textile care performance evaluation; textile labelling systems.
Prerequisite: TX1008.
- TX1011 PATTERN AND STYLE GENERATION 3 10**
Pattern blocks; choice of block; style creation; component production; garment sampling; evaluation of sample product; pattern graduable; lay-out planning; production sequence plans.
Prerequisite: TX1009.
- TX1012 TEXTILE AND APPAREL QUALITY ASSURANCE 3 10**
Quality assurance concepts; comparative study of quality assurance systems; statistical methods in quality assurance; development and implementation of systems appropriate for selected typical manufacturing organisations.
Prerequisite: TX1010.
- TX1013 PRODUCTION TECHNIQUES 3 10**
Equipment used for apparel construction; apparel construction techniques; sequencing of techniques; production processes; quality control.
Prerequisite: TX1011.
- TX1014 TEXTILE PRODUCTS AND THE CONSUMER 3 10**
Consumer protection in Australia; requirements and obligations associated with the provision of textile products to consumers; textile consumer behaviour; textile consumer relations; classification and analysis of typical consumer textile product problems.
Prerequisite: TX1012.
- TX1015 ORGANISATION OF PRODUCTION 3 10**
Modes of manufacture; types of manufacture; organisation of apparel production.
Prerequisite: TX1013.

UNIT SYNOPSES

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

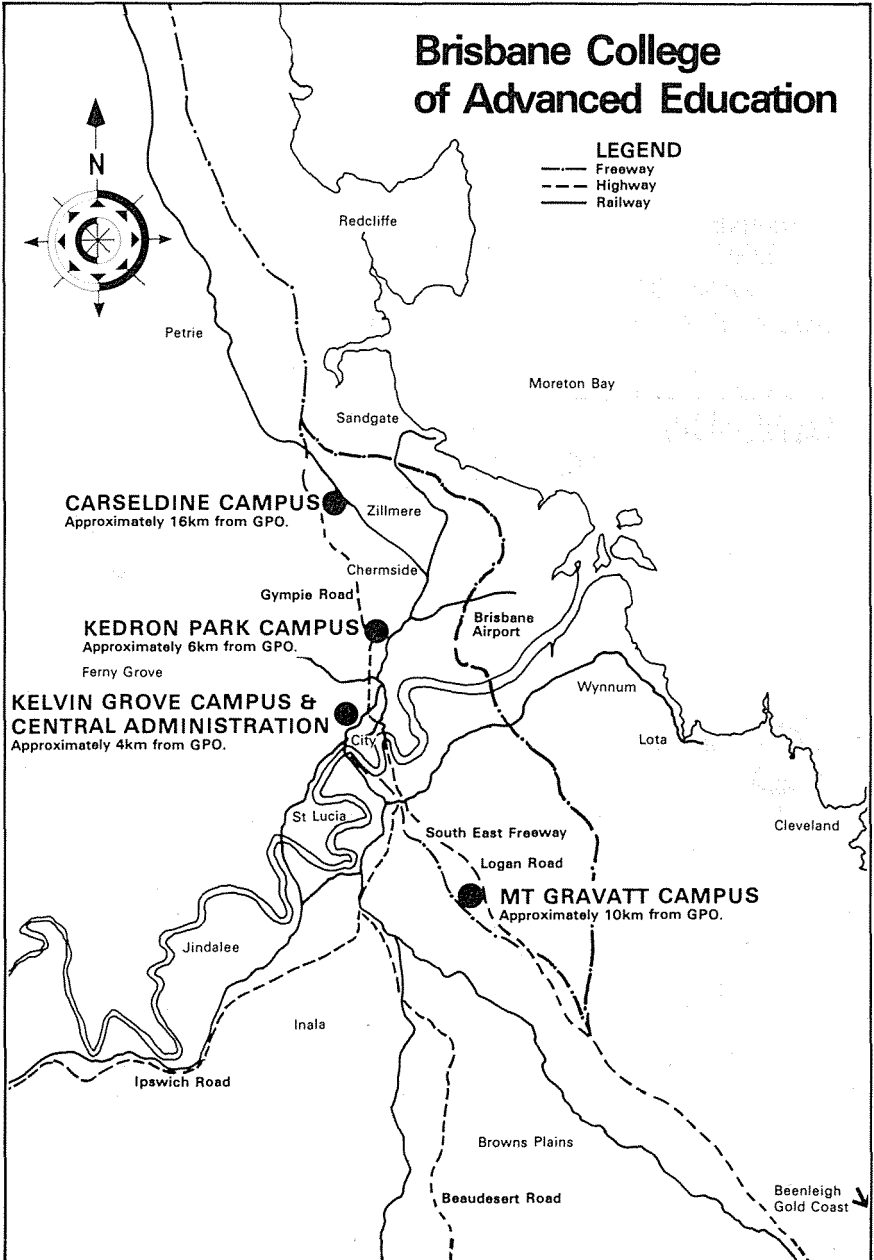
The areas in which women work and the reasons why women are clustered in these areas; the office situation and the relationship between work roles and broader social roles; women and teaching and the professions; current and proposed State and Federal legislation.

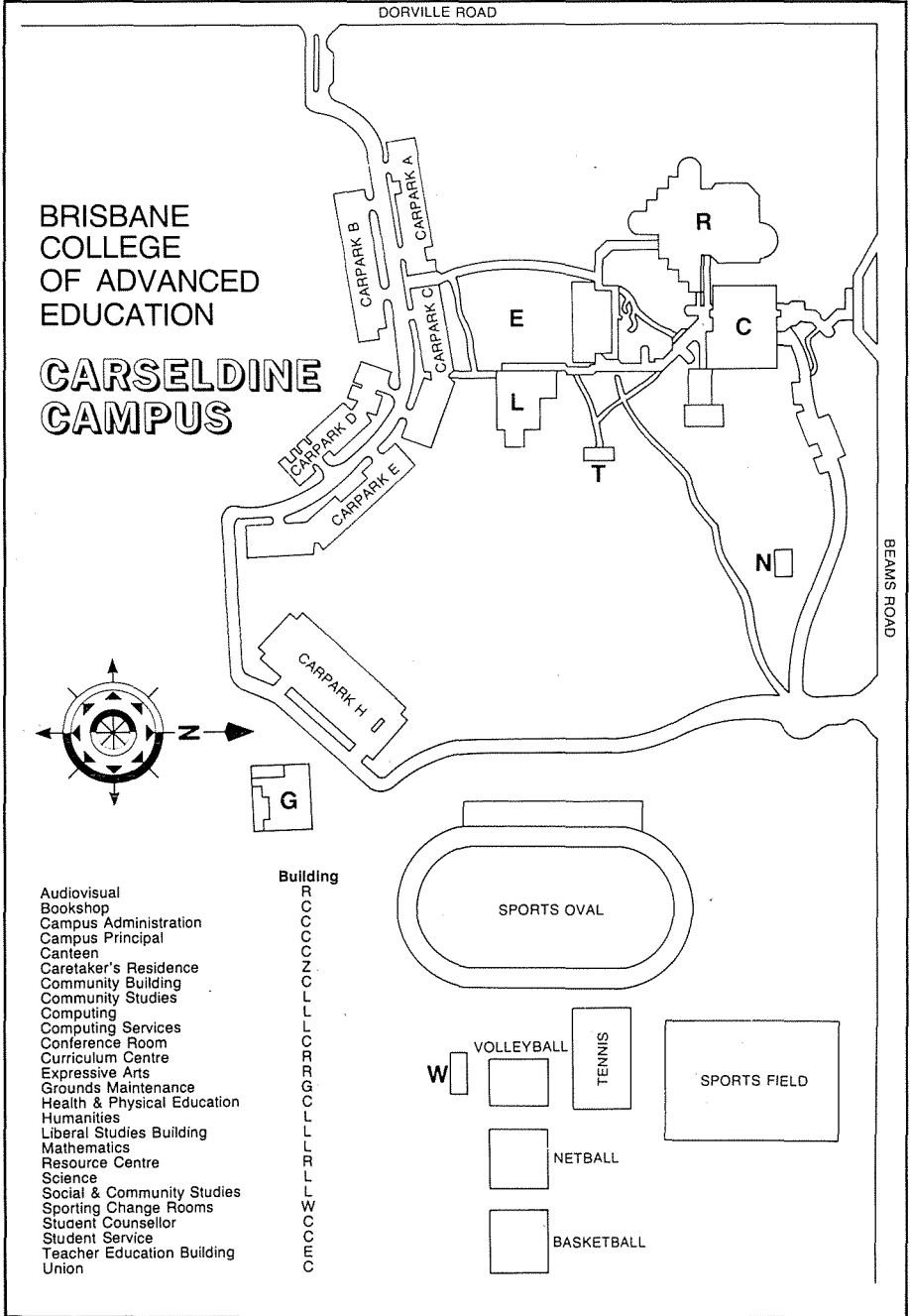
WS2800 WOMEN'S STUDIES 2 5

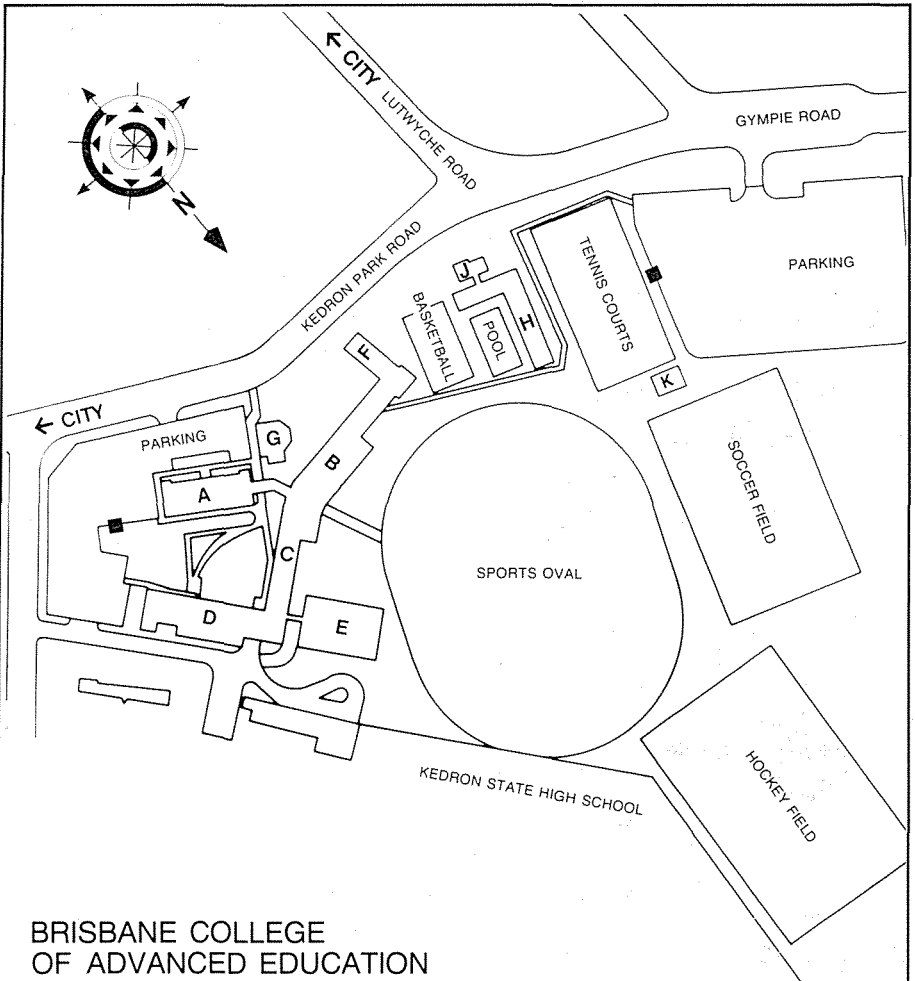
Sex-role socialisation; oppression and the women's movement; images of women in the media; women in popular culture and romantic fiction; women and work; literature and the media as propaganda; the politics of liberation.



9 Campus Maps







**BRISBANE COLLEGE
OF ADVANCED EDUCATION
KEDRON PARK CAMPUS**

| | | | |
|--------------------------|-------------|-------------------------------|-----|
| Audiovisual Services | 2 D | Industrial Relations | 3 C |
| Bar Practice Centre | 3 D | Lecture Theatre | 1 G |
| Campus Administration | 2 A | M.A.S. Course | 2 B |
| Campus Principal | 2 A | Micro Computer Laboratory | 3 F |
| Canteen | 1 E | Pottery | 1 D |
| Caretaker | 1 J | Resource Centre | 2 D |
| College Bookshop | 1 D | Secretarial Studies | 2 E |
| Computing Services | 1 & 2 F & I | School of Business Office | 3 B |
| Counselling Services | 1 D | Staff Amenities | 3 E |
| Court Room | 3 D | Student Lounge | 1 C |
| Department of Accounting | 3 B | Student Services | 2 A |
| Department of Computing | 3 B | Swimming Pool | 1 H |
| Department of Marketing | 3 B | Toilets & Change Rooms Ladies | 1 C |
| Groundsmen's Compound | 1 K | Toilets & Change Rooms Men | 1 B |
| Gymnasium | 1 E | Union | 1 C |

BRISBANE COLLEGE OF ADVANCED EDUCATION KELVIN GROVE CAMPUS

☉ Staff Parking
 ○ Student/Visitor Parking after 4.30 pm

- A Campus Administration/Commercial Studies/Psychology/Social Science
- B Social Studies/AFAS/Drama/Continuing Education and Extension Services
- C Community Building/Office for International Students
- D Art
- E Education Studies
- F Art (3D 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 Physical Education/Caretakers' Flat
- O Swimming Pool Complex
- P Physical Education Buildings and Grounds
- Q Educational Resource Centre
- R Science/Mathematics
- S Temporary Blocks
- T Sculpture Court
- U Early Childhood Centre
- V Property Office
- W
- X Dance Studio

