



# CHRISTIAN HERITAGE COLLEGE

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THE DEGREES • THE PEOPLE • THE DIFFERENCE



## EDUCATION & HUMANITIES

### COURSE GUIDE FOR DOMESTIC STUDENTS 2011

UNDERGRADUATE & POSTGRADUATE

**Christian Heritage College  
School of Education and Humanities  
Course Guide for Domestic Students 2011**

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## INTRODUCTION

The courses offered by the School of Education and Humanities focus on the personal and professional development of teachers, either through initial preservice programs or postgraduate studies. Their content is comparable to teacher education courses at other Queensland universities, but the significant difference is the Christian worldview that provides a philosophical framework for the courses and the components of each program. CHC's education programs emphasise the development of practical teaching skills, underpinned by a sound theoretical understanding of education from Christian perspectives.

The principal purpose of the teacher education programs is to prepare professional teachers who are able to integrate a Christian vision of life with the content and practice of their teaching. The preparation of teachers for Christian schools is a major interest of the courses. The School of Education and Humanities also seeks specifically to provide upgrading programs for those already qualified and engaged in teaching.

However, studies in the School of Education and Humanities do not restrict graduates solely to teaching in Christian schools. Graduates of the courses are employed both in state and independent schools throughout Australia, and significant numbers of graduates are teaching in overseas settings.

CHC degrees are university-level awards, accredited by the Queensland Minister for Education and Training through the Queensland Office of Higher Education. This accreditation is renewed every five years following a process of application and assessment by university educators in the field of teacher education. *CHC advises that the preservice courses included in this Course Guide are currently undergoing a renewal of accreditation process in which it is proposed to amend the names of the courses. Consequently, enrolment for 2011 into these courses is subject to approval and course titles may vary.*

As the preservice courses are also approved by the Queensland College of Teachers (QCT), graduates of these awards are eligible for registration as teachers in Queensland.

### Christian foundations

All courses offered by CHC are grounded in Christian perspectives with regard to both the personal and professional dimensions of life. To this end, all CHC courses have core units which deal with issues which are foundational to students' studies. Most of these units are offered by the School of Christian Studies (with the exception of School of Ministries courses, the core units for which are offered by that School). In the postgraduate Education courses, these units are offered by the School of Education and Humanities.

The units offered by the School of Christian Studies provide an integrating thread by encouraging students to integrate the learning from their core Christian Studies units with their professional studies and practice.

The School of Christian Studies also provides a range of units for students across Schools who are undertaking Christian Studies majors or as general electives in undergraduate (and some postgraduate) courses. While the core units are offered each year, elective units are offered on a rotational basis.

All Christian Studies units (subject to availability and prerequisite requirements) can be studied on a cross-institutional basis for students who are enrolled in higher education courses with other institutions. They can also be studied on a miscellaneous basis, either for credit or as audit, for personal interest.

For advice about Christian Studies units please contact Anne Fry (Program Coordinator, School of Christian Studies).

Units in the School of Education and Humanities also have Christian perspectives, and integrate professional and personal learning with faith.

## Preservice courses

The School of Education and Humanities offers a range of preservice courses which prepare people to teach in the Primary and Secondary levels of schooling.

The preservice courses are:

- Bachelor of Education (Primary/Early Years) (ED15)
- Bachelor of Education (Primary/Middle Years) (ED16)
- Bachelor of Education (Secondary/Middle Years) (ED17)
- Bachelor of Arts/Bachelor of Education (Secondary/Middle Years) (CC22)

The preservice courses are available to domestic students, and to overseas students who are studying in Australia on a student visa (please see the *CHC Courses Guide for Overseas Students*).

The courses are available on both a full time and part time basis, and are offered in the Internal mode only.

*CHC advises that the preservice courses included in this Course Guide are currently undergoing a renewal of accreditation process in which it is proposed to amend the names of the courses. Consequently, enrolment for 2011 into these courses is subject to approval and course titles may vary.*

## Postgraduate courses

The postgraduate courses in the School of Education and Humanities are designed for people who have previously completed a preservice teacher education course and who wish to undertake a program of advanced professional development.

The postgraduate courses are:

- Graduate Certificate in Christian Education (ED42)
- Master of Education (ED51)

The postgraduate courses are available to domestic students only.

The courses are available on both a full time and part time basis and are offered by the External mode only.

## Course duration

The table below provides a summary of the full time duration of the School of Education and Humanities.

Course Name	Fee Status	QTAC Course Code	CHC Course Code	Course Duration	
				Years (FTE)	Contact Hours per Week <sup>2</sup>
Bachelor of Education (Primary/Early Years)	CSP	091301	ED15	4	15
Bachelor of Education (Primary/Middle Years)	CSP	091401	ED16	4	15
Bachelor of Education (Secondary/Middle Years)	CSP	091501	ED17	4	15
Bachelor of Arts/Bachelor of Education (Secondary/Middle Years)	CSP	091201	CC22	4	15
Graduate Certificate in Christian Education	Fee	N/A <sup>1</sup>	ED42	0.5	N/A
Master of Education	Fee	N/A <sup>1</sup>	ED51	1	N/A

<sup>1</sup> These courses do not have a QTAC Course Code. Application for these courses is made directly to CHC.

<sup>2</sup> For studies undertaken in the internal mode.

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## Unit descriptions

Unit descriptions are located on the CHC website.

## Unit weightings

All standard units in the courses offered by the School of Education and Humanities carry a weighting of 10 credit points (unless otherwise noted). This indicates an expected involvement of ten hours of study and research per week.

## Assessment

Christian Heritage College courses use a variety of assessment methods, including research and term papers, seminar presentations, group work, examinations, field work, practicums and internships, as indicated in specific courses and unit descriptions.

## Employment opportunities

A teaching career offers excellent employment prospects. In addition, a teacher education program develops skills that are valued outside of the classroom, and teaching graduates also find interesting and rewarding employment in other fields.

CHC's teacher education programs have a proven track record of leading to employment in teaching. In recent years, nearly 100% of graduates have found employment in teaching, a rate of employment which is double the national average.

## Recognition of awards

CHC's School of Education and Humanities courses are accredited by the Queensland Minister for Education and Training through the Queensland Office of Higher Education, and by the Queensland College of Teachers (QCT). Graduates from preservice teacher education courses are eligible for teacher registration, which allows them to teach in any school in Queensland. Accreditation in Queensland also carries recognition interstate and overseas.

## Professional growth

The expectation that preservice and inservice teachers will participate in ongoing professional development, now being referred to as Continuing Professional Learning (CPL), is an established part of the Australian teacher educational landscape, and is a particular requirement of the Queensland College of Teachers in its processes for the renewal of registration. The School of Education and Humanities has an established track record and proven capacity to equip Christian teachers through the provision of undergraduate and postgraduate study opportunities. These programs are designed to support teachers in their calling – academically, spiritually and professionally. School of Education and Humanities staff believe it is the combination of personal development with Christian commitment, as well as academic and professional preparation, that makes a teacher effective.

## **CHOOSING TO STUDY AT CHRISTIAN HERITAGE COLLEGE**

As the New Testament records, the Gospel of Jesus Christ is offered to humankind in the form of an open invitation. In keeping with the spirit of the Gospel, Christian Heritage College makes an open offer of the opportunity to study at CHC to all qualified applicants, subject to the availability of places.

In assessing eligibility for entry and in offering places to applicants, CHC treats fairly all persons seeking to enrol. Allocation of places is based on merit, although CHC, in making admission decisions, may take into account any educational disadvantage that an applicant may have experienced. CHC also treats fairly and equitably those applicants who are to benefit from various kinds of Commonwealth support and scholarships, or available CHC scholarships. The opportunities and benefits of Commonwealth assistance are equally available to all eligible students.

While CHC makes an open invitation to applicants, the information provided to those enquiring is intended to assist students to make an informed choice about whether CHC and the particular course applied for are appropriate choices in view of the applicant's educational and career goals.

Professional preparation programs in teaching engage with who the person is, not just with what they know. Professional practice necessarily involves particular personal qualities in areas such as ethics, interpersonal relationships, philosophy and values, and the capacity to share the ethos of the institution or organisation in which the practitioner works.

CHC is committed to the achievement of its Christian mission, and of its stated graduate outcomes. A central outcome of CHC's professional preparation courses is the capacity to integrate personal life and Christian faith with professional practice. Of course, CHC does not expect achievement of its graduate outcomes at entry, although it has committed to their achievement prior to graduation.

Consequently, CHC's professional preparation programs may be personally challenging, since they are about personal growth and development within a Christian frame of reference, as well as professional growth and development. The enrolment process will make clear the specific expectations and requirements of courses.

CHC's information will also acquaint the applicant with the distinctive Christian character and mission of the institution, and the emphases of its corporate life. Particularly at advanced levels, courses at CHC assume that students are engaged in an integration of Christian faith, learning and community, in all dimensions of life including the spiritual, academic, personal and professional.

As an institution committed to Christian values, CHC also expects that students will respect Christian standards of personal conduct.

### **Principles of selection**

The principles which guide the selection of applicants at Christian Heritage College involve an assessment of an applicant's academic eligibility, personal suitability (where applicable) and, for applicants from a non-English speaking background, English language proficiency. These principles are explained below in relation to selection for the preservice and postgraduate courses offered by the School of Education and Humanities.

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## Preservice courses

Application for the preservice courses offered by the School of Education and Humanities is made through QTAC, the Queensland Tertiary Admissions Centre ([www.qtac.edu.au](http://www.qtac.edu.au)).

Admission may be on the basis of *Standard entry* or *Alternative entry*.

### *Standard entry*

To qualify for standard entry to the preservice courses offered by the School of Education and Humanities, applicants must have successfully completed Year 12 (or equivalent) and have gained a sufficient tertiary entrance rank.

### *Alternative entry*

Applicants may be admitted to a preservice course under *Alternative entry* provisions if they do not fully comply with academic criteria for entry, but can demonstrate some evidence of likely success in the course. A diversity of formal and non-formal qualifications are recognised by CHC for alternative entry to School of Education and Humanities preservice courses. A wide range of tertiary, bridging, preparatory, professional and trade qualifications, employment experience, Special Tertiary Admissions Test results, and personal competency statements may be presented by applicants who may or may not have completed Year 12 in an earlier year.

### *Additional requirements*

The teaching profession has legal requirements attached to the right to practise in that profession. Consequently, those people who are preparing to become teachers in Queensland are required to hold a blue card issued by the Queensland Commission for Children and Young People and Child Guardian. Other Australian states and territories have similar restrictions on professional practice. Applicants seeking to enter a preservice teacher education course at CHC must be able to successfully apply for a blue card in order to commence the professional experience requirements of their course of study. The requirements for obtaining a blue card can be found on the website of the Queensland Commission for Children and Young People and Child Guardian ([www.ccyprg.qld.gov.au](http://www.ccyprg.qld.gov.au)).

### *English language proficiency*

Applicants for whom English is their second language may be required to demonstrate English language proficiency to satisfy entry requirements. Generally, this may be done in one of the following ways:

- Providing certified documentary evidence that all secondary schooling, or at least one year of tertiary study, was conducted in the English language; or
- Achieving an overall score of 6.5 or better, with no individual band score lower than 6.0, in the International English Language Test (IELTS). This test must have been conducted less than two years prior to your application to CHC.

## Postgraduate courses

Applications for admission to the Graduate Certificate in Christian Education and the Master of Education are to be made directly to Christian Heritage College.

To qualify for *standard entry* into the Graduate Certificate in Christian Education, applicants must hold at least a three-year preservice teacher education qualification (or equivalent) from an accredited higher education institution.

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Four-year trained teachers may enrol in the Graduate Certificate in Christian Education. They may choose to receive that award and then apply for admission to the Master of Education or, prior to completing the Graduate Certificate in Christian Education, articulate into the Master of Education with one-for-one credit for units completed in the Graduate Certificate in Christian Education.

To qualify for *standard entry* into the Master of Education, applicants must hold a four-year preservice teacher education qualification (or equivalent) from an accredited higher education institution. It is preferred that applicants have a minimum of one year of teaching experience (full time equivalent).

Three-year trained teachers who wish to enrol in the Master of Education must first complete the Graduate Certificate in Christian Education. They will be eligible for admission to the Master of Education following their completion of the Graduate Certificate in Christian Education with a minimum Grade Point Average (GPA) of 5.0. No transfer of credit will be offered in this instance.

### *English language proficiency*

Applicants for whom English is their second language may be required to demonstrate English language proficiency to satisfy entry requirements. Generally, this may be done in one of the following ways:

- Providing certified documentary evidence that at the preservice teacher education studies were conducted in the English language; or
- Achieving an overall score of 6.5 or better, with no individual band score lower than 6.0, in the International English Language Test (IELTS). This test must have been conducted less than two years prior to your application to CHC.

## **Types of courses**

There are three types of courses which are open to applicants to Christian Heritage College: *Award courses*, *Cross-institutional courses*, and *Miscellaneous courses*. Application made also be made for single units which are undertaken for personal interest and do not contribute to a course of study.

### *Award courses*

Award courses are those courses towards which credit is gained for the completion of units of study. Upon the completion of course requirements, an award is granted and a testamur is issued.

### *Cross-institutional courses*

Cross-institutional courses are those courses into which students from other higher education providers may apply to enrol and gain credit towards awards at their home institutions. Cross-institutional applicants are subject to the rules of CHC, as host institution, including those relating to academic progress.

### *Miscellaneous courses*

Miscellaneous courses are those courses into which applicants may enrol to undertake studies in individual units. While credit is granted for the completion of units which are undertaken as part of a miscellaneous units, this credit is not granted towards the completion of an award course. Miscellaneous applicants are subject to the rules of CHC, including those relating to academic progress.

### *Personal Interest – Audit*

Applicants may enrol in units at CHC and have access to the instruction of that unit but not be required to complete any assessment. No credit is gained for the completion of units which are undertaken in the audit mode. The fee for these units is half the full fee of the unit, plus GST, when undertaken in any of the courses noted above.

## **PRESERVICE COURSES**

### **Courses available**

The preservice courses offered by the School of Education and Humanities are:

- Bachelor of Education (Primary/Early Years) (ED15)
- Bachelor of Education (Primary/Middle Years) (ED16)
- Bachelor of Education (Secondary/Middle Years) (ED17)
- Bachelor of Arts/Bachelor of Education (Secondary/Middle Years) (CC22)

CHC degrees are accredited by the Queensland Minister for Education and Training through the Queensland Office of Higher Education. This accreditation is renewed every five years following a process of application and assessment by university educators in the field of teacher education. *CHC advises that the preservice courses included in this Course Guide are currently undergoing a renewal of accreditation process in which it is proposed to amend the names of the courses. Consequently, enrolment for 2011 into these courses is subject to approval and course titles may vary.*

### **Modes of study**

The units which comprise the preservice courses offered by the School of Education and Humanities are available in the internal mode only.

If students undertake units which are offered by other CHC Schools as part of their courses – for example, as electives or as majors or minors – opportunity may exist for enrolment in units in the external mode. Further information in this regard is available from the School of Education and Humanities Administration Office.

### **Workload for the courses**

The preservice courses offered by the School of Education and Humanities are four-year full time courses, or part time equivalent, which provide initial teacher education for people who wish to work in classroom settings in the Primary and Secondary levels of schooling.

Students must also fulfil other requirements as relevant to their course, such as Student Teacher Embedded Practice (STEP), Professional and Community Experiences (PACE), and First Aid, CPR and Lifesaving certification.

### **Areas of study**

The preservice courses contain studies in the following areas: *Christian Studies, Education Studies, Curriculum and Pedagogy and Professional Experiences.*

#### *Christian Studies*

Units in Christian Studies develop the biblical and theological foundations necessary to a Christian understanding of education, and address a range of aspects of Christian belief as a basis for the development and application of a Christian worldview.

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## Education Studies

Studies in Education cover issues of developmental psychology, sociology and the philosophy of teaching and learning, as well as approaches to classroom organisation and management and the teaching of children in inclusive classrooms. They provide a basis for the development of a professional understanding of education and emphasise the development of the personal, professional and practical skills of the teacher, including the development of higher education study, research and writing skills.

## Curriculum and Pedagogy

Units which address Curriculum and Pedagogy cover curriculum development and teaching strategies and methods in various curriculum areas.

The units which comprise the strand differ according to the course of enrolment:

- Students in the Bachelor of Education (Primary/Early Years) (ED15) and Bachelor of Education (Primary/Middle Years) (ED16) undertake studies of current Australian and Queensland curriculum contexts and frameworks, teaching approaches and strategies, and the structure, content, processes, strategies, skills and affective components of the Key Learning Areas (KLAs) which comprise the Queensland school curriculum, within the context of the Early Years (ED15) or Middle Years (ED16);
- Students in the Bachelor of Education (Secondary/Middle Years) (ED17) and the Bachelor of Arts/Bachelor of Education (Secondary/Middle Years) (CC22) undertake studies of the content, processes and structures of their nominated curriculum areas, as well as the teaching strategies and methods and curriculum frameworks relevant to those areas.

Students in Bachelor of Education (Secondary/Middle Years) (ED17) and the Bachelor of Arts/Bachelor of Education (Secondary/Middle Years) (CC22) complete a Major of eight units (80 credit points) and a Minor of four units (40 credit points) in their nominated curriculum areas (see below). Students in the Bachelor of Arts/Bachelor of Education (Secondary/Middle Years) (CC22) must choose a Humanities area as their Major. The majority of areas which are available for Majors and minors are offered by the School of Education and Humanities, although some are offered by other CHC schools. Students may also undertake units from other higher education providers on a cross-institutional enrolment basis. Students who plan to enrol in curriculum areas which are offered by other CHC Schools and/or higher education providers should discuss their proposed program with the School of Education and Humanities Preservice Education Coordinator.

The areas available for Major studies are:

- Business Education (ED17 only)
- Drama
- English
- History
- Studies in Society

The areas available for Minor studies are:

- Biblical Studies
- Business Education
- Drama
- English
- History
- Studies in Society

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## *Professional Experiences*

The Professional Experiences strand provides extensive opportunities for students to put their teaching skills into practice in schools and other community settings. Students complete a minimum of 130 days of Professional Experiences.

### **STEP/PACE (Student Teacher Embedded Practices/Professional and Community Experiences)**

The STEP/PACE program consists of 20 days of professional experiences, observations, investigations and activities undertaken in non-contact time, and community-based experiences.

### **School-based Professional Experiences units**

The School-based Professional Experiences program consists of blocks of formal classroom contact, normally at the commencement of Terms 2 and 4 of the school year.

### **School-based Internship**

The School-based Internship consists of at least six weeks (30 days) of formal classroom contact, normally completed as a block placement at the commencement of Term 4 of the school year, in the final semester of the courses.

## **Mid-year intake**

Mid-year entry is available for each of the preservice courses. It should be noted, however, that such programs are an adaptation of the normal program and that, while CHC makes every effort to provide mid-year entry programs that are developmental and progressive in terms of the learning involved, students who enter a mid-year entry program will undertake units in a different sequence.

## POSTGRADUATE COURSES

### Courses available

The postgraduate courses offered by the School of Education and Humanities are:

- Graduate Certificate in Christian Education (ED42)
- Master of Education (ED51)

### Modes of study

The units which comprise the postgraduate courses offered by the School of Education and Humanities are available in the external mode only.

### Graduate Certificate in Christian Education (ED42)

The Graduate Certificate in Management is a one-semester (full time equivalent) course that requires 40 credit points for completion.

The primary purpose of the Graduate Certificate in Christian Education is to meet the professional development needs of teachers in Christian schools. The course emphasises critical reflection upon the role and tasks of the Christian professional teacher and the translation of this reflection into effective practice. It provides teachers who have completed their initial training in secular institutions with an opportunity to re-orient their professional thinking to the mission, philosophy and practices of Christian schooling.

#### Course structure

The Graduate Certificate in Christian Education consists of two Core units (20 credit points) and two Elective units (20 credit points). Students are required to complete the Core units prior to undertaking studies in Elective units.

Core units in the course will be offered each year. Elective units in the course will be offered on a two-yearly cycle, with one-quarter of the units offered in each semester.

Graduates of CHC preservice teacher education courses may be exempt from one or both of the core units depending upon the nature of their previous studies. Students who receive exemption from these units will complete an alternative core unit and a further Elective unit in their place.

Students in the Graduate Certificate in Christian Education are not eligible to enrol in the unit *RM600 Introduction to Research Methods* or in the Independent Studies units.

No transfer of credit is permitted into the Graduate Certificate in Christian Education.

### Master of Education (ED51)

The Master of Education is a one-year (full time equivalent) course that requires 80 credit points for completion.

The Master of Education is a program of advanced professional development for experienced teachers.

## Course structure

The Master of Education consists of three Core units (30 credit points) and five Elective units (50 credit points), of which up to 30 credit points may be undertaken in Independent Studies units. Students are required to complete the Core units prior to undertaking studies in Elective units.

Core units in the course will be offered each year. Elective units in the course will be offered on a two-yearly cycle, with one-quarter of the units offered in each semester.

Graduates of CHC preservice teacher education courses may be exempt from one or both of the core units depending upon the nature of their previous studies. Students who receive exemption from these units will complete an alternative core unit and a further Elective unit in their place.

## Course Strands

The table below indicates the strands around which the Graduate Certificate in Christian Education and Master of Education are structured, and the units that are available in each area.

Students are to plan their courses carefully as, while the Core units are offered each year, other units are offered on a rotational basis. Information regarding the scheduling of units is available from the School of Education and Humanities Administration Officer.

Strand	Code	Title
<b>Perspectives for Christian Education</b>	ED600	Theological Reflections on Education <sup>1</sup>
	ED601	Applying Worldview Studies to Christian Education <sup>2</sup>
	ED602	Philosophical Perspectives on Education <sup>2</sup>
	ED609	Independent Study in Perspectives for Christian Education
<b>Educational Leadership</b>	ED610	Theory and Practice in Educational Leadership
	ED611	Leadership and Change Management
	ED612	Risk Management in Learning Organisations
	ED613	Establishing and Sustaining Distinctively Christian School Cultures
	ED619	Independent Study in Issues of Educational Leadership
<b>Spirituality and Education</b>	ED620	Enhancing the Spiritual Formation of Teachers
	ED621	The Spiritual Development of Learners
	ED622	Critical Engagements for Teaching Christianly
	ED629	Independent Study in Issues of Spirituality and Education
<b>Praxis of Pedagogy</b>	ED630	Innovative Practices that Enhance Teaching for Learning
	ED631	Improving Learning Praxis
	ED632	Personal Pedagogy as a Living Curriculum
	ED633	Investigating the Motivation and Management of Learners
	ED634	Supervising Learner Teachers
	ED639	Independent Study in Pedagogical Issues
<b>Curriculum for Engagement</b>	ED640	Curriculum in Contexts
	ED641	Cross-Curricular Literacies in Schools
	ED642	Language, Literature and Literacies
	ED643	Teaching Mathematics: Engaging Learners through Diagnosis and Remediation
	ED649	Independent Study in Curriculum Issues
<b>Other Studies</b>	RM600	Introduction to Research Methods <sup>3</sup>
	RM659	Extended Independent Study (20cps)

<sup>1</sup> Core to all courses for graduates of CHC preservice teacher education courses only.

<sup>2</sup> Core to all courses for graduates of non-CHC preservice teacher education courses only.

<sup>3</sup> Core to Master of Education only.

## **HOW TO APPLY TO CHRISTIAN HERITAGE COLLEGE**

Application for admission to CHC differs according to the course you would like to study and the purpose for which you are applying – for example, whether you want to enrol in an entire course, if you would like to enrol as a cross-institutional student or if you are looking to undertake a unit of study for personal interest.

The following information applies to domestic students only. You are considered to be a domestic applicant if you are an Australian or New Zealand citizen, a Permanent Resident or hold a Permanent Humanitarian visa. If you are not an Australian or New Zealand citizen, a Permanent Resident or hold a Permanent Humanitarian visa, you are considered to be an Overseas applicant and should obtain a copy of the CHC *Courses Guide for Overseas Students* which more fully outlines the requirements for studying in Australia.

### **Preservice Applicants**

Application for admission to the preservice courses offered by the School of Education and Humanities is via the Queensland Tertiary Admissions Centre (QTAC). Details regarding the QTAC application process, including the information and documentation required, is available from the QTAC office, in QTAC publications, and on the QTAC website ([www.qtac.edu.au](http://www.qtac.edu.au)).

### **Postgraduate Applicants**

Application for admission for the postgraduate courses offered by the School of Education and Humanities is made directly to CHC. Applications are to include a completed *Application for Admission* form, certified copies, in English, of all academic studies, and a complete *Application for Transfer of Credit* form (if applicable) and any documentation in support of that application. All forms are available from the CHC website.

### **Cross-Institutional Applicants**

Students from other universities may apply to enrol in courses at CHC to gain credit towards an award at their home university. Cross-institutional enrolments are subject to the rules of Christian Heritage College, including those relating to academic progress. The relevant forms are available from the CHC website.

### **Miscellaneous Applicants**

Applicants may choose to enrol in a Miscellaneous course in order to undertake studies in individual units. While credit is granted for the completion of units which are undertaken as part of a miscellaneous course, this credit is not granted towards the completion of an award course. Miscellaneous applicants are subject to the rules of CHC, including those relating to academic progress.

### **Personal Interest Applicants (Audit)**

Applicants may choose to enrol in a unit as an Audit student. Audit students are students who study a CHC unit(s) for professional or personal development; however, they do not enrol in the complete course and do not complete assessment or receive credit for the unit(s).

## TRANSFER OF CREDIT

Australian Higher Education Providers have established procedures for transfer of credit. As Christian Heritage College is accredited by the Queensland Minister for Education and Training through the Queensland Office of Higher Education, studies at CHC and at other higher education providers are mutually recognised.

Applicants who have undertaken previous higher education studies or have other relevant prior learning may be granted credit towards undergraduate and postgraduate awards. Credit may be granted where previous studies are comparable with CHC course requirements.

In cases where students have relevant prior learning or have developed relevant competence in relation to the context of a particular unit, but have not engaged or reflected on the content in a way commensurate with university level study, it is sometimes possible for them to be granted an exemption. Unlike transfer of credit, an exemption does not reduce the total number of units to be completed for the relevant qualification, but it opens up the opportunity for students to enrol in an alternative unit more relevant to their current interests and level of personal and academic development.

Applicants who are seeking transfer of credit, recognition of prior learning (RPL) and/or recognition of current competence (RCC) should submit a completed *Application for Transfer of Credit* form, which is available from the CHC Reception and the CHC website. Certified copies of the relevant documentation pertaining to the studies, learning and/or competence for which credit and/or recognition is sought are to be included with this application. All such documentation is to be in English.

Applicants for the preservice courses offered by the School of Education and Humanities are to submit their application for Transfer of Credit following their acceptance of an offer through QTAC (Queensland Tertiary Admissions Centre).

Applicants for the postgraduate courses offered by the School of Education and Humanities are to submit their application for Transfer of Credit with their *Application for Admission* form.

The CHC *Transfer of Credit for Domestic Students* policy is available on the CHC website. The procedure for applying for transfer of credit is detailed within the policy.

## FINANCIAL INFORMATION

### Preservice courses

Students who are enrolled in preservice courses offered by the School of Education and Humanities are in *Commonwealth supported places* and pay a **Student contribution amount**.

A *Commonwealth supported place* is a higher education place for which the Commonwealth Government provides the majority of the cost of a student's education. Commonwealth supported students contribute to the cost of their education through a **Student contribution amount**, which is set by the Commonwealth Government and which differs according to the field of study in which studies are undertaken. It is considered reasonable that students who directly benefit from higher education should pay part of the cost of their studies, while the Australian Government pays the major part of the costs involved.

Students who are in *Commonwealth supported places* may be eligible for HECS-HELP assistance to defer payment of their Student contribution amount. For details regarding HECS-HELP, including eligibility requirements, please refer to the booklet, *Information for Commonwealth supported students 2011*, the CHC website or the *Going to Uni* website ([www.goingtouni.gov.au](http://www.goingtouni.gov.au)), or call the Department of Education, Employment and Workplace Relations (DEEWR) student enquiry line on 1800 020 108.

The Student contribution amounts for 2010 are indicated below. A full schedule of fees and charges for 2011 will appear on the CHC website from 1 October, 2010.

Funding cluster	Student contribution per EFTSL	Student contribution per 0.1 EFTSL unit	
		Deferred (100%)	Upfront (80%)
Law, accounting, administration, economics, commerce	\$7550	\$755	\$604
Humanities, behavioural science	\$5300	\$530	\$424
Education: Pre-2010 Students <sup>1</sup>	\$4200	\$420	\$336
Education: 2010 Students <sup>2</sup>	\$5300	\$530	\$424

<sup>1</sup> Applies to students who commenced their studies in a Commonwealth supported place prior to 2010.

<sup>2</sup> Applies to students who commenced their studies in a Commonwealth supported place in or after 2010. This includes current CHC students who transfer to a new course.

Upfront payments of \$500 or more, or the total student contribution amount, attract a discount of 20%.

### Postgraduate courses

Students who are enrolled in postgraduate courses offered by the School of Education and Humanities are in *Full-fee places* and pay **Tuition fees**. The majority of students enrolled at CHC, and at other Australian private higher education providers, are in Full-fee places.

Students who are in *Full-fee places* may be eligible for FEE-HELP assistance to defer payment of their Tuition fees. For details regarding FEE-HELP, including eligibility requirements, please refer to the booklet, *FEE-HELP Information 2011*, the CHC website or the *Going to Uni* website ([www.goingtouni.gov.au](http://www.goingtouni.gov.au)), or call the Department of Education, Employment and Workplace Relations (DEEWR) student enquiry line on 1800 020 108.

In 2010, tuition fees for the postgraduate courses offered by the School of Education and Humanities are calculated according to the level of study, as follows:

- 600-level units: \$160 per credit point (\$1600 per 10 credit point unit)

Tuition fees for students undertaking a standard full time program in a postgraduate course offered by the School of Education and Humanities courses in 2010 are as follows:

Course Name	Code	Cost per Semester (Credit Points)
Graduate Certificate in Christian Education	ED42	\$6400 per semester (40 credit points - 4 units)
Master of Education	ED51	\$6400 per semester (40 credit points - 4 units)

## Other financial information

### Textbooks and other study needs

Approximately \$500 per semester should be allowed for purchasing textbooks and other study needs.

### Other fees and charges

Please refer to the CHC website for the complete schedule of all CHC fees and charges.

### Goods and Services Tax

Tuition fees and course materials are GST free. However, GST is payable on textbooks and other materials sold by CHC.

### Financial Support

#### Government Assistance

The following government assistance is available to eligible Australian citizens:

#### *Youth Allowance*

If you are a full time student and an Australian citizen aged between 16 and 24, you may be eligible to apply for financial assistance while you study. This is known as Youth Allowance.

#### *Austudy*

If you are a full time student and an Australian citizen aged 25 years or more, you may qualify for Austudy benefits while you study.

#### *ABSTUDY*

If you are an indigenous student, ABSTUDY payments may help you go on to further studies.

#### *Pensioner Education Supplement*

If you receive any kind of income support, you may be eligible to apply to receive this supplement to assist with your education-related expenses.

For further information on the assistance available, contact Centrelink on 13 24 90 (telephone) or [www.centrelink.gov.au](http://www.centrelink.gov.au).

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## Scholarships

In 2010, the Australian Government introduced the *Student Start-up Scholarship* and the *Relocation Scholarship*.

The *Student Start-up Scholarship* is paid to full time students who are undertaking an approved scholarship course and are in receipt of Youth Allowance, Austudy or ABSTUDY Living Allowance.

The *Relocation Scholarship* is paid to full time students who are undertaking an approved scholarship course, are in receipt of or ABSTUDY Living Allowance or Youth Allowance and who have to live away from home to study or who are assessed as independent under specific scholarship independence criteria.

An approved scholarship course is an accredited higher education course or preparatory course that is undertaken at a higher education institution.

The *Student Start-up Scholarship* and the *Relocation Scholarship* are paid directly to students who fulfil the relevant eligibility requirements.

For full information regarding these scholarships, including eligibility requirements, restrictions and payment amounts, contact Centrelink on 13 24 90 (telephone) or see the following pages on the Centrelink website: [http://www.centrelink.gov.au/internet/internet.nsf/payments/start\\_up\\_scholarship.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/start_up_scholarship.htm)  
[http://www.centrelink.gov.au/internet/internet.nsf/payments/relocation\\_scholarship.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/relocation_scholarship.htm)

## Other Commonwealth Government scholarships

Other scholarships are available to eligible students under the Commonwealth Scholarships Program. For more information regarding these scholarships, please see the following page on the *Going to Uni* website: <http://www.goingtouni.gov.au/Main/FeesLoansAndScholarships/Undergraduate/Scholarships/Default.htm>

## OS-HELP

OS-HELP is a loan scheme to assist eligible Commonwealth supported students to undertake some of their studies overseas. It can be used for expenses such as airfares, accommodation and other travel or study expenses. It is then added to any other HELP debt accumulated by a student. In 2011, the maximum amount that a student can borrow under OS-HELP is \$5611.

For details regarding OS-HELP, including eligibility requirements, please refer to the *Going to Uni* website ([www.goingtouni.gov.au](http://www.goingtouni.gov.au)), or call the Department of Education, Employment and Workplace Relations (DEEWR) student enquiry line on 1800 020 108.

## Commonwealth Supported Places and HECS-HELP

If you apply for admission to a Bachelor of Education course and are offered a Commonwealth supported place, you may be eligible for HECS-HELP assistance (see the booklet, *Information for Commonwealth supported students 2011*, the CHC website or the *Going to Uni* website for eligibility requirements).

If you are eligible for HECS-HELP assistance, there are three ways in which you can pay your Student contribution amount:

- Pay upfront (and be eligible for a discount);
- Pay some of your Student contribution amount upfront and receive a HECS-HELP loan for the balance (payments of more than \$500 attract a discount); or
- Receive a HECS-HELP loan for your full Student contribution amount\*.

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If you are not eligible for HECS-HELP assistance, or choose not to access the HECS-HELP scheme, you are required to pay your Student contribution amount in full prior to the Census date of the semester of enrolment.

#### Full-fee places and FEE-HELP

If you apply for admission to a CHC course and are offered a Full-fee place, you may be eligible for FEE-HELP assistance (see the booklet, *FEE-HELP Information 2011*, the CHC website or the *Going to Uni* website for eligibility requirements).

If you are eligible for FEE-HELP assistance, there are three ways in which you can pay your tuition fees:

- Pay upfront;
- Pay some of your tuition fees upfront and receive a FEE-HELP loan for the balance; or
- Receive a FEE-HELP loan for your full tuition fees\*.

If you are not eligible for FEE-HELP assistance, or choose not to access the FEE-HELP scheme, you are required to pay your Tuition fees in full prior to the Census date of the semester of enrolment.

\* *If you receive a HECS-HELP or FEE-HELP loan, you begin making compulsory repayments when your HELP repayment income is above the minimum threshold, which is \$43151 in the 2009-2010 income year. HELP repayment arrangements include compulsory repayments made through your income tax, and voluntary repayments, with a 10% bonus on voluntary repayments of \$500 or more. All HELP debts are indexed annually on 1 June to reflect changes in the Consumer Price Index (CPI). You must start repaying your debt when your repayment income is above the minimum repayment threshold, even if you are still studying. Your repayments of HELP debts are not tax deductible.*

## COURSE ASSURANCE ARRANGEMENTS

### Our Obligation

Under the provisions of the *Higher Education Support Act 2003*, CHC is obliged to provide domestic students with a course assurance arrangement. The objective of such an arrangement is to afford protection to students by ensuring that, if CHC ceases to be able to provide a course of study, all students enrolled in a course are able to:

- enrol in a similar course of study with another higher education provider and receive full credit towards the same or a comparable qualification from the second provider for any successfully completed units of study undertaken as part of that course of study; and
- if necessary, receive a payment equivalent to any student contribution amount (applicable to Commonwealth Supported Places) or tuition fee (applicable to full-fee paying students) paid for any undelivered unit of study. (A refund need not be paid to a student where CHC, with the agreement of the student, transfers to another provider the student's contribution amount or tuition fee for any uncompleted units of study in order for the student to complete study with that provider).

### Our Arrangements

In the case that CHC ceases to exist, arrangements have been made with Tabor College Incorporated, South Australia, and Avondale College, for domestic students to transfer with full credit into comparable courses nominated by Tabor College and Avondale College. Please refer to the CHC website for the table of Course Assurance.

If CHC were unable to continue to offer the course of study in which domestic students were currently enrolled, students would be able to choose either to receive a refund of the student contribution or tuition fee for any incomplete units of study or to accept the Course Assurance arrangements through either Tabor College or Avondale College.

Students are not obligated to enrol in the course in which they are offered enrolment under the tuition assurance arrangements, but if they choose to enrol with a third provider there is no obligation on the part of that provider to offer full credit transfer for the units of study completed or on the part of CHC to guarantee admission or credit to any course offered by other providers.

If CHC were unable to offer a course of study in which students were enrolled, students would either receive a refund of the student contribution or tuition fee for any incomplete units of study or the funds would be transferred, with the student's agreement, to the second provider with which they enrol.

If CHC is unable to provide this refund, a guarantee of refund is provided to domestic students by Christian Outreach Centre, which is CHC's parent organisation. Under this guarantee, students have a right to make a claim directly on the guarantor for refund of student contribution or tuition fees for uncompleted units of study. To make such a claim, a student should prepare a statement of claim including the following information: student number, full name, current course of study, list of incomplete units to which the claim pertains, amount of refund of student contribution or tuition fee claimed. This claim should be mailed to:

The Administrator  
Tuition Assurance Guarantee  
Christian Outreach Centre  
PO Box 2577  
Mansfield Q 4122

## STUDENT GRIEVANCE PROCEDURES

In accordance with its foundation on Christian principles, Christian Heritage College is concerned to maintain the highest levels of student confidence in the quality and integrity of CHC's courses and administrative practices.

Because people are important, people's grievances are especially important. Students are entitled to justice in all their interactions with CHC. In addition, unresolved grievances prevent students from gaining the full benefit from the course in their learning and growth.

Three separate grievance procedures exist for students, depending upon the specific nature of the grievance.

- Academic grievances

The procedure for academic grievances concerns issues such as transfer of credit, student assessment, academic grades and other course-related matters.

- Non-academic grievances

The procedure for non-academic grievances provides a mechanism for addressing grievances regarding administrative matters such as institutional practices, financial issues, resources, marketing, physical access for students with disabilities to facilities and services, and other issues covered by CHC's Code of Practice. The non-academic grievance procedures are available to both CHC students and to those seeking admission to CHC.

- Applications for re-crediting of Student Learning Entitlement (SLE) and HELP debts

If a student does not complete the requirements of a unit due to special circumstances, they can apply to have their Student Learning Entitlement re-credited or their HELP balance remitted. The legislation which governs re-crediting and remittance requires that these special circumstances were beyond the student's control, did not make their full impact on the student until after the census date for the unit (the last date for withdrawal without financial penalty), and made it impracticable for the student to complete the requirements of the unit.

The policies which govern these procedures, the *Grievance Policy and Procedures for Domestic Students – Academic Grievances*, *Grievance Policy and Procedures for Domestic Students – Non-Academic Grievances* and *Grievance Policy and Procedures for Domestic Students – Re-crediting and Review of Decisions*, are available on the CHC website.

## OTHER SCHOOLS OF CHC

**Information regarding courses offered by other CHC schools is found in the relevant Course Guides.**

### School of Business

The School of Business offers undergraduate and postgraduate courses from one year to three years of full time study. With an emphasis on the acquisition of practical skills, the undergraduate courses include majors in Accounting, Human Resource Management, Management and Marketing.

The Bachelor of Business (Accounting major) is accredited as meeting the academic entry requirements of the Institute of Chartered Accountants in Australia (ICAA) and CPA Australia. A graduate who successfully completes the Bachelor of Business (Accounting major) is judged to have attained the competency level required to enter the accounting profession, the educational requirements for entry into the ICAA's Chartered Accountants Program, and the educational requirements for associate membership of CPA Australia and entry into the CPA Program. Graduates of the program are also eligible for associate membership of the National Institute of Accountants (NIA).

CHC has established formal articulation arrangements with Griffith University and The University of Southern Queensland. Students who complete the Graduate Diploma in Management at CHC will be granted credit into nominated Masters Programs at these institutions.

### School of Christian Studies

The School of Christian Studies is at the hub of courses at CHC. Core units from this school are included in CHC courses (except School of Ministries courses) as we foster the integration of faith and learning within a Christian worldview framework. You will learn about your faith, encounter God in fresh ways and grow in your personal understanding. Not only are core units available to students through the School of Christian Studies, but many exciting Christian Studies electives can enrich your degree at CHC.

### School of Ministries

CHC's School of Ministries courses are delivered by Citipointe Ministry College, which is a ministry of Citipointe Church. The School of Ministries offers courses which prepare you for professional or non-professional ministry positions in a variety of contexts.

The School of Ministries offers six courses from Diploma level to postgraduate level, which provide expert training in theological studies and ministry contexts from both biblical scholars and practising pastors.

### School of Social Sciences

The School of Social Sciences seeks to foster a caring environment of growth and learning. Undergraduate courses are offered at the Diploma and Bachelor levels, with studies available in Chaplaincy, Community Development, Counselling, Human Behaviour, Human Services and Youth Studies.

Postgraduate courses are available at the Graduate Certificate, Graduate Diploma and Masters levels. The practically designed courses will help you prepare for a career in any of the associated professions.

Graduates of the Bachelor of Social Science (Counselling) and the Master of Counselling are eligible for membership with the Psychotherapy and Counselling Federation of Australia (PACFA).

## IMPORTANT DATES

Orientation Week for Semester 1, 2011 commencing students	21 February 2011
Semester 1, 2011 classes commence	28 February
Semester 1, 2011 Census date	21 March
Semester 1, 2011 Mid-semester Break – Ministries and Social Sciences	18-29 April
Semester 1, 2011 Mid-semester Break – All other Schools	25-29 April
Classes resume (Term 2) – All Schools	2 May
Due date for <i>Application to Graduate</i> forms – mid-year conferral	2 May
Semester 2, 2011 Unit Selection forms due (Continuing students) <i>Normally released at the start of Term 2</i>	30 May (approx.)
Semester 1, 2011 Exam Week	20-24 June
End of Semester 1, 2011	27 June
Winter Break	27 June - 22 July
Applications for 2012 open	1 July
Semester 1, 2011 results released	11 July (approx.)
Semester 1, 2011 Deferred and Supplementary Exam Period	18-22 July
Semester 2, 2011a classes commence	25 July
Semester 2, 2011 Census date	15 August
School of Ministries Retreat	15-19 August
CHC Open Day 2011	27 August
Due date for <i>Application to Graduate</i> forms – end-of-year conferral	5 September
Semester 2, 2011 Mid-semester Break – Ministries and Social Sciences	19 September - 30 September
Semester 2, 2011 Mid-semester Break – All other Schools	26 September - 30 September
Close of on-time applications for 2011 – Direct applicants and QTAC applicants	30 September
Classes resume (Term 4) – All Schools	3 October
Year 4 Education School-based Internship commences (Term 4)	According to school dates
Semester 2, 2011 Unit Selection forms due (Continuing students) <i>Normally released at the start of Term 4</i>	7 November (approx.)
Semester 2, 2011 Exam Week	14-18 November
End of Semester 2, 2011	18 November
Summer Semester 2011 commences	1 December
Semester 2, 2011 results released	5 December (approx.)
2011 Graduation Ceremony	8 December
Semester 2, 2011 Deferred Examination period	12-16 December

**Please ensure that you check the CHC website on a regular basis, as dates may change during the year.**

## STAFF CONTACTS

While all staff may be consulted about general issues and questions, certain issues are the responsibility of the staff members listed below. If in doubt about which staff member to approach about a particular issue, please ask at the CHC Reception.

Staff contact information is available on the CHC website.

Topic/Issue	Staff Member
Accommodation	George Konstantinos (CHC Business Office)
Course administration	<ul style="list-style-type: none"><li>• Undergraduate courses: Colette Alexander</li><li>• Postgraduate courses: Sadie Praeger</li></ul>
Course planning	<ul style="list-style-type: none"><li>• Undergraduate courses: Peter Price</li><li>• Postgraduate courses: Sadie Praeger</li></ul>
Enrolment issues and student enquiries	Rialet Le Roux (CHC Registrar's Office)
Tuition fees, Student contribution amounts and financial matters	George Konstantinos (CHC Business Office)
Overseas students	Rialet Le Roux (CHC Registrar's Office)
Non-academic grievances	Eija Bunch (CHC Business Office)

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**This information is provided by Christian Heritage College as a service to enquirers. While the content of this Course Guide is as accurate as possible at the time of publication, CHC reserves the right to make amendments as necessary.**

## GLOSSARY

**These are terms which you will find as you read information from CHC and other higher education providers.**

**Award** – is a recognised certification of achievement that is granted to a student after completing the requirements of a higher education course (eg Bachelor of Education).

**Academic Record** – is an official statement which details a student's complete academic record at CHC (produced in the form of a *transcript*).

**Advanced level unit** – are usually undertaken by students in the second or third years of their studies at CHC. Entry to these units normally requires the completion of introductory units. These units are usually coded as 200- or 300-level units (eg CS253 or BS397).

**Audit students** – are students who study a CHC unit(s) for professional or personal development – they do not enrol in the complete course, do not complete assessment and do not receive credit for the unit(s). Students who enrol in audit units are charged a fee less than the total fee for the unit(s). CHC students who are enrolled in courses of study may audit a unit(s) for the purposes of refreshment if they have had a period of deferral from study, or for personal interest.

**Associate Degree** – is the title for an undergraduate course (eg Associate Degree in Counselling). Associate degrees at CHC normally require the completion of 160 credit points (16 units). At a standard full time enrolment (four units per semester) an associate degree normally takes two years of study to complete. At a standard part time enrolment (two units per semester), it normally takes four years.

**Bachelor** – is the title for an undergraduate degree course (eg Bachelor of Ministry). With the exception of undergraduate Education courses, a Bachelor course at CHC normally requires the completion of 240 credit points (24 units). At a standard full time enrolment rate (four units per semester) a Bachelor degree normally takes three years of study to complete. At a standard part time enrolment (two units per semester), it normally takes six years. Undergraduate Education courses normally take four years if studied at a standard full time rate.

**Census date** – is the date in each semester by which students must finalise their enrolment. The Census dates for each semester are advertised on the CHC website.

**CHESSN (Commonwealth Higher Education Student Support Number)** – is a unique identifier allocated by the Commonwealth Government to manage Commonwealth assistance and support.

**Combined degree** – is a combination of two undergraduate degrees taken simultaneously (eg Bachelor of Arts/Bachelor of Education). Combined degrees at CHC vary in credit point requirements and are dependent upon the combination of courses, but as a guide take a standard full time enrolment of four years to complete.

**Contact hours** – are the number of scheduled hours which students are expected to attend class (eg lectures, tutorials, workshops).

**Core units** – are units which must be undertaken as part of the requirements of a course. These units enable students to gain skills and knowledge which are deemed essential to the course. At CHC these vary from course to course.

**Course of study (or course)** – is the complete award with which a student graduates, such as a Bachelor of Business.

**Course Code** – is a combination of letters and numbers that identifies a course of study for administrative purposes.

**Credit points** – Each individual unit is given a credit point value to represent the proportion of the award that each unit comprises. Units at CHC are generally 10 credit points in value. Each credit point represents one hour per week which a student should devote to that unit throughout a semester. Thus, a 10 credit point unit requires 10 hours of work per week, comprised of contact time, personal study time and assignment and exam preparation.

**Cross-institutional enrolment** – is an enrolment in a unit(s) at another institution (the *host* institution) which, upon successful completion can be credited to a course at CHC. Pre-approval is required if a student wishes to defer the payment of their tuition fees at the host institution. Students who are enrolled at other institutions (the *home* institution) can apply for cross-institutional enrolment for a unit(s) at CHC for the purposes of credit into their course at their home institution.

**Dean** – is a member of the academic staff responsible for the management of a School at CHC.

**Deferral** – is where a student who has been offered a place at CHC chooses to defer the commencement of their study for a period (normally six months). Approved deferrals are not included in the maximum time allowed to complete a course of study.

**Degree** – is a recognised certification of achievement that is granted to a student after completing the requirements for a higher education course (eg Bachelor of Education).

**Diploma** – is the title for an undergraduate course (eg Diploma of Business). Diplomas at CHC vary in credit point requirements and interested students should check the relevant course guide.

**Direct entry** – Applications that are made directly to CHC.

**Elective** – is a unit that is chosen from a number of alternative units.

**Enrolment** – is the process whereby an applicant, having been made a written offer of admission to a particular course of study, accepts the offer to study at CHC, chooses the units they wish to study within the course for the first semester, pays the appropriate fees and is issued with a student number, CHESSN and student card.

**External mode** – is where a unit is offered off campus by distance education.

**Full time student** – is a student who studies at least 75% of a standard full time workload in a semester.

**Graduand** – is a student who has completed their course requirements but is yet to receive their testamur.

**Graduate** – is a student who has completed their award and has received their testamur.

**Intensive mode** – is where classes are taught in a compressed format across a shortened period of time, usually four to five days, either continuously during holiday breaks or across a number of weekends.

**Internal mode** – is where classes are conducted on campus in face-to-face mode each week throughout the semester.

**Introductory level unit** – are units which provide a sound knowledge of essential areas and a foundation for studies in particular majors and/or minors within a course. They are normally coded as 100-level units (eg YO101).

**Leave of Absence** – is where a student wishes to suspend their studies for a period of time (usually six months) due to issues which may be personal, medical, professional, etc. Approved periods of leave are not included in the maximum time allowed to complete a course of study. Normally, two periods of leave are allowed during a student's enrolment in a course.

**Lecture** – is where a member of the academic staff presents to students enrolled in a particular unit the themes and concepts related to that unit.

**Major** – is a sequence of at least six units from one particular area of study within a course.

**Minor** – is a sequence of at least three units from one particular area of study within a course.

**Miscellaneous student** – is a student who is enrolled in a unit(s) that does not lead to an award (eg Bachelor of Education).

**OP** – is an acronym for Overall Position and indicates a Queensland Year 12 student's state-wide rank order position, which is based on overall achievement.

**Part time student** – is a student who studies less than 75% of a standard full time workload in a semester.

**Postgraduate** – is a student who has an undergraduate degree and is pursuing studies for a more advanced qualification (eg Graduate Diploma in Human Studies).

**QTAC** – Queensland Tertiary Admissions Centre, through which applications are made for the majority of CHC undergraduate courses.

**Semester** – the academic year is divided into two semesters. Semester 1 generally runs from February to June, and Semester 2 from July to November.

**Summer Semester** – is a non-standard teaching period in the academic year, running between December and mid-February, which has fewer teaching weeks than Semesters 1 or 2 and so units are available in Intensive or External modes.

**School** – is a department within CHC devoted to a particular area (eg the School of Christian Studies).

**Testamur** – is the certificate awarded to a graduate upon completion of a course of study.

**Transfer of Credit (Recognition of Prior Learning/ Recognition of Current Competence)** – may be granted in recognition of prior academic work or other work identified as being of equal depth and rigour to units offered at CHC. The granting of credit reduces the number of units that must be completed to satisfy course requirements.

**Tutorial** – is normally a forum for the consolidation of the themes and concepts introduced in a lecture, and in many cases gives students a chance to practically apply unit content. Tutorials usually contain between 15 and 25 students and provide an atmosphere for discussion, presentation and debate.

**Undergraduate** – is a student who studies a Diploma, Associate Degree or Bachelor degree course at a higher education institution. An undergraduate may already hold a degree but is taking a second or subsequent degree at the same level.

**Unit** – (also known in universities as a *subject* or a *course*) is a component of a course that is normally one semester in length (eg Human Development). Units at CHC usually carry 10 credit points.

**Unit Code** – is a combination of letters and numbers that identifies a unit of study for administrative purposes.