

EDUCATION COURSES HANDBOOK 2019

**Christian Heritage College
School of Education and Business
Education Courses Handbook 2019**

Published by:

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Information in this publication was correct at time of printing: December 2018
Version 1

All CHC [policies](#), [documents](#) and [forms](#) referred to in this Handbook are available on relevant pages of the [CHC website](#).

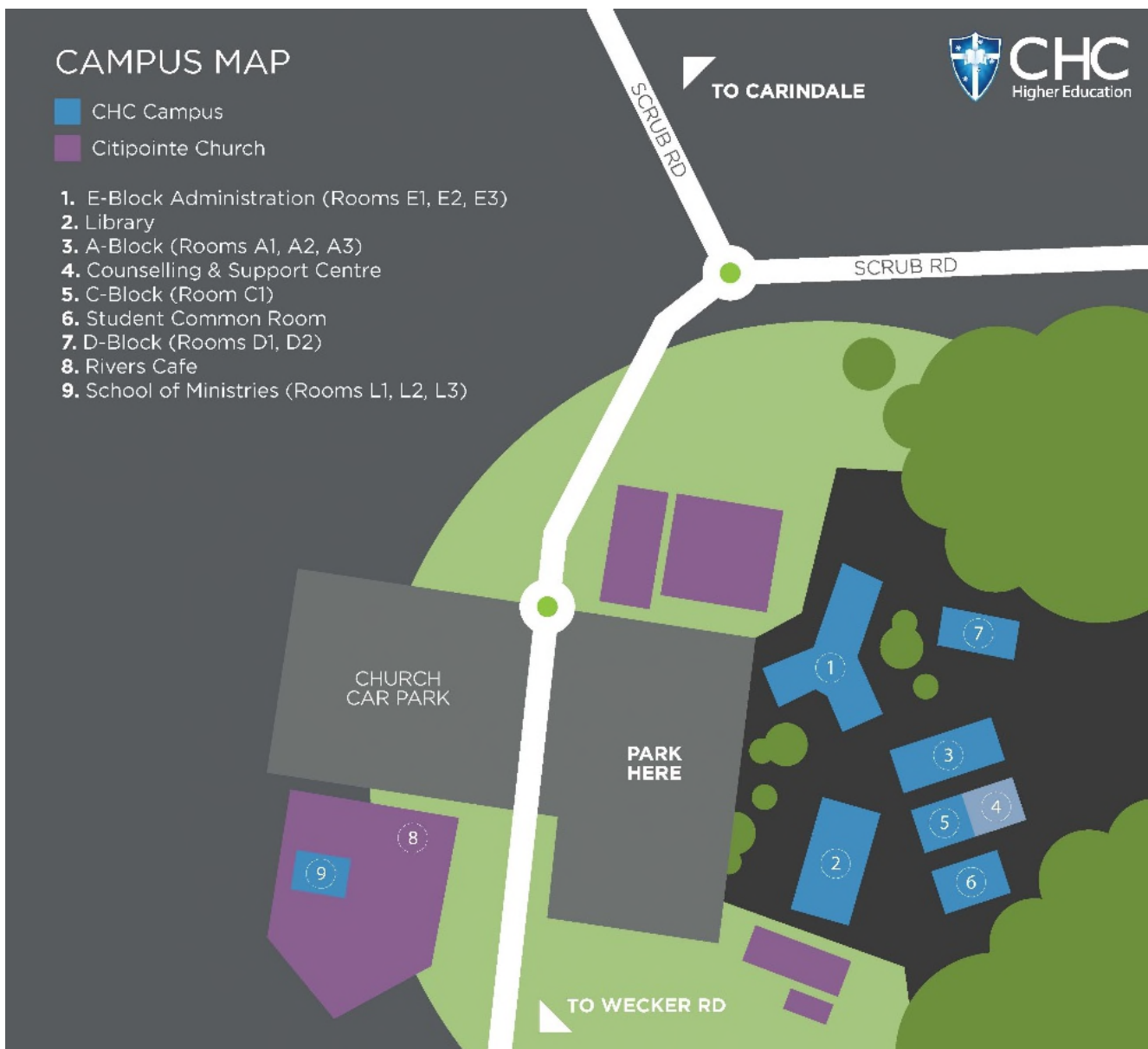
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Campus map



Welcome

Welcome to CHC Teacher Education. You have just joined the best profession in the world and we are delighted to be part of your formation as a teacher!

There is a saying that *everybody remembers a good teacher*, and no doubt you have been inspired by extraordinary teachers during your time at school or since graduating from a tertiary course. What we know about such people is they have a capacity to touch the heart of the student and draw out a positive and purposeful response to their learning. Good teachers inspire and give courage, as well as challenge their students to excel. The entire team at the School of Education and Business wish to support you to become such a teacher.

Of the many universities and higher education providers available, you have chosen CHC. We are distinctly Christian in our approach and openly, and intentionally, acknowledge Christ as the most important part of our College life. This flows into our personal, professional and academic work collectively and individually. We acknowledge that God is the creator and sustainer of all things and that through faith in Christ we can have a personal relationship with him. Christ, through the Holy Spirit transforms us from within to serve as stewards of God's amazing creation. We therefore encourage you to enjoy these years of study and take time for spiritual reflection as well as academic growth; at CHC we see them as integral to each other. Take time to explore what it means to be in a loving relationship with a personal God and to outwork that through your professional calling as a teacher.

Teaching is a wonderfully diverse calling. Teacher education at CHC will provide you with subject knowledge as well as the pedagogical understandings, knowledge and skills required to teach in the exciting world of education and schooling in the future. Most importantly, you will gain an understanding of how learning occurs and how you can engineer opportunities for each student to learn.

A teaching professional will also provide you with valuable management skills as well as many opportunities for leadership and international work. For some, teaching is a call to mission and service to those in need, while for others it might mean aspiring to senior leadership and influencing our nation at the highest level.

From this point on we will not see you as *just a student*, but rather, as a novice teacher. To be a good teacher you will need to challenge the assumptions, habits and traditions that have shaped you through your own schooling experience. This includes ideas about the purpose of schools, of teaching and curriculum and particularly the nature of the child. Your beliefs will govern your teaching. We will therefore ask you to constantly reflect on your teaching practice against nationally agreed standards and to develop a reflective disposition that will help you continually improve throughout your career. CHC would also value an ongoing relationship with you during your future professional life.

This Handbook is a great tool and includes important information that will help make your time at CHC positive and productive. Read it, refer to it, and do not hesitate to contact our friendly administration staff if you have further queries. They will happily direct your inquiry to the most appropriate person.

We very much look forward to meeting you personally and getting to know you. Most importantly, we want you to become one of those great teachers your students will remember forever!

Unity and Maturity in the Body of Christ (Ephesians 4:1-16)

¹As a prisoner for the Lord, then, I urge you to live a life worthy of the calling you have received. ²Be completely humble and gentle; be patient, bearing with one another in love. ³Make every effort to keep the unity of the Spirit through the bond of peace. ⁴There is one body and one Spirit, just as you were called to one hope when you were called; ⁵one Lord, one faith, one baptism; ⁶one God and Father of all, who is over all and through all and in all. ⁷But to each one of us grace has been given as Christ apportioned it. ⁸This is why it says:

“When he ascended on high, he took many captives and gave gifts to his people.”

⁹(What does “he ascended” mean except that he also descended to the lower, earthly regions? ¹⁰He who descended is the very one who ascended higher than all the heavens, in order to fill the whole universe.) ¹¹So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, ¹²to equip his people for works of service, so that the body of Christ may be built up ¹³until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.

¹⁴Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming. ¹⁵Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ. ¹⁶From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.

Dr Craig Murison
Dean, School of Education and Business

CHC calendar 2019

For up-to-date information, please check the *Calendar* on the [Documents](#) page of the CHC website on a regular basis as dates are subject to change.

SEMESTER 1, 2019								WINTER SEMESTER, 2019 ³		
COMMENCING	CHC WEEK	AUSTRALIA STUDIES CENTRE	POSTGRADUATE BUSINESS COURSES (STUDY PERIODS 1-3)	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION ¹	MINISTRIES	LIBERAL ARTS	COMMENCING	CHC WEEK	ALL SCHOOLS
28 January	-		<i>SP1 Last day to add: 1 Feb</i>					3 June	1	⊗
4 February	-		Study Period 1 begins [1]					10 June	2	*
11 February	-		<i>SP1 census date: 11 Feb</i> [2]					17 June	3	■
18 February	0	Arrive 19 Feb <i>2019S1 Orientation</i>		<i>2019S1 Orientation</i>	<i>2019S1 Orientation</i>	<i>2019S1 Orientation</i>	<i>2019S1 Orientation</i>	24 June	4	
25 February	1		<i>SP1 Last day to drop: 1 Mar</i> [4]					1 July	5	
4 March	2							8 July	6	
11 March	3	CS254 trip: 16-17 Mar	Study Period 1 ends [6]					15 July		<i>2019S1 Def/Supp exams</i> <i>2019S2 Orientation</i>
18 March	4		<i>PG Bus Break</i> <i>SP2 Last day to add: 22 Mar</i>							
25 March	5		Study Period 2 begins [1]							
1 April	6	Outback trip: 4-7 Apr	<i>SP2 Census date: 1 Apr</i> [2]							
8 April	7									
15 April	8		<i>SP2 Last day to drop: 18 Apr</i> [4]			<i>Easter Break²</i>				
22 April	-	<i>Easter Break</i>		<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break²</i>	<i>Easter Break</i>			
29 April	9		Study Period 2 ends [6]							
6 May	10	Sydney trip: 10-12 May	<i>PG Bus Break</i> <i>SP3 Last day to add: 10 May</i>			<i>Ministry Development Week</i>				
13 May	11		Study Period 3 begins [1]							
20 May	12		<i>SP3 Census date: 20 May</i> [2]							
27 May	13						<i>Study Week</i>			
3 June	14	<i>Exam Week</i> Depart 6 June: Non-STEM	<i>SP3 Last day to drop: 6 Jun</i> [4]	<i>Study Week</i>						
10 June	15			<i>Exam Week</i>	<i>Study Week</i>					
17 June	16	Depart 22 June: QUT STEM	Study Period 3 ends [6]	<i>Exam Week</i>	<i>Exam Week</i>	<i>Study Week</i>				

Important Dates: ⊗ Last day for adding units: 2019S1 - **Friday 8 March**; 2019SW - **Friday, 7 June** * Census date (Last day for dropping units without financial penalty): 2019S1 - **Wednesday 20 March**; 2019SW - **Monday, 10 June**

■ Last day for dropping units without academic penalty: 2019S1 - **Friday 19 April**; 2019SW - **Friday 21 June**

CHC Events: ✈ School of Ministries Graduation (2018 graduands): 31 March

Public Holidays: ① Good Friday: Friday 19 April

② Easter Monday: Monday 22 April

③ ANZAC Day: Thursday 25 April

④ Labour Day: Monday 6 May

Notes:

(1) Students in ITE courses are to consult the calendar contained in the *Education Courses Handbook* for the dates that apply to PEP units and Study/Exam Weeks depending upon the semester of enrolment in their course.

(3) The School of Ministries has a two-week Easter break. (3) 2019SW is a non-compulsory study period with a limited range of units on offer. Not available to commencing students.

SEMESTER 2, 2019								SEMESTER 3, 2019 ⁶		
COMMENCING	CHC WEEK	AUSTRALIA STUDIES CENTRE	POSTGRADUATE BUSINESS COURSES (STUDY PERIODS 4-6)	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION ⁴	MINISTRIES	LIBERAL ARTS	COMMENCING	CHC WEEK	ALL SCHOOLS
1 July	-		SP4 Last day to add: 5 July					18 November	1	
8 July	-		Study Period 4 begins [1]					25 November	2	⊗
15 July	0	Arrive 17 July 2019S2 Orientation	SP4 Census date: 15 July [2]	2019S1 Def/Supp exams 2019S2 Orientation	2019S1 Def/Supp exams 2019S2 Orientation	2019S1 Def/Supp exams 2019S2 Orientation	2019S1 Def/Supp exams 2019S2 Orientation	2 December	3	
22 July	1		[3]					9 December	4	* 2019S2 Def/Supp exams
29 July	2		SP4 Last day to drop: 2 Aug [4]					16 December	5	
5 August	3	CS254 trip: 10-11 Aug	[5]					23 December ⁷	-	⊗ Summer Break
12 August	4		Study Period 4 ends [6]					30 December ⁷	-	⊗ Summer Break
19 August	5		PG Bus Break SP5 Last day to add: 23 Aug					6 January	6	■
26 August	6		Study Period 5 begins [1]					13 January	7	
2 September	7		SP5 Census date: 2 Sep [2]					20 January	8	
9 September	8	■ Outback trip: 12-15 Sept	[3]			Ministry Development Week		27 January	9	⊗
16 September	9		SP5 Last day to drop: 20 Sep [4]					3 February	10	
23 September	10		[5]			Spring Break ⁵		10 February	11	
30 September	-	Spring Break	Study Period 5 ends [6]	Spring Break	Spring Break	Spring Break ⁵	Spring Break	17 February	12	2019S3 Exam Week
7 October	11	⊗ Sydney trip: 11-13 Oct	PG Bus Break SP6 Last day to add: 11 Oct							
14 October	12		Study Period 6 begins [1]							
21 October	13		SP6 Census date: 21 Oct [2]							
28 October	14	Exam Week Depart 31 Oct: Non-STEM	[3]	Study Week			Study Week			
4 November	15		SP6 Last day to drop: 8 Nov [4]	Exam Week	Study Week		Exam Week			
11 November	16	Depart 16 Nov: QUT STEM	[5]		Exam Week	Study Week				
18 November	-		Study Period 5 ends [6]							

Important Dates: ⊗ Last day for adding units: 2019S2 - **Friday 2 August**; 2019S3 - **Friday 29 November** * Census date (Last day for dropping units without financial penalty): 2019S2 - **Thursday 15 August**; 2019S3 - **Monday 9 December**

■ Last day for dropping units without academic penalty: 2019S2 - **Friday 13 September**; 2019S3 - **Friday 10 January**

CHC Events: 🎓 Graduation (2019 graduands - not School of Ministries): Friday 13 December

Public Holidays: Ⓞ Brisbane Exhibition: Wednesday 14 August Ⓞ Queen's Birthday: Monday 7 October Ⓞ Christmas Day: Wednesday 25 December Ⓞ Boxing Day: Thursday 26 December Ⓞ New Year's Day: Wednesday 1 January Ⓞ Australia Day: Monday 27 January

Notes: (4) Students in ITE courses are to consult the calendar contained in the *Education Courses Handbook* for the dates that apply to PEP units and Study / Exam Weeks depending upon the semester of enrolment in their course.

(5) The School of Ministries has a two-week Spring break. (6) 2019S3 is a non-compulsory study period with a limited range of units on offer. Not available to commencing students. (7) CHC closed Monday 23 December - Friday 3 January (inclusive)

Important dates 2019

For up-to-date information, please check the *Important Dates* on the [Documents](#) page of the CHC website on a regular basis as dates are subject to change.

Semester 1, 2019	
Close of applications for commencing overseas students (applying from overseas)	1 November 2018
Close of applications for commencing overseas students (applying from within Australia)	14 January
Close of applications for commencing Postgraduate Business students	14 January
Unit Selection Forms – on-time submission (continuing domestic students)	18 January
Unit Selection Forms – on-time submission (commencing and continuing overseas students) ¹	4 February
Close of applications for all other commencing domestic students	18 February
Orientation program for commencing overseas students (<i>compulsory</i>)	20-21 February
Orientation program for ALL commencing students	21 February
Classes commence	25 February
Last day for adding units	8 March
Last day for dropping units without financial penalty (CENSUS DATE)	20 March
Mid-semester break (School of Ministries)	15-26 April
Last day for dropping units without academic penalty	19 April
Mid-semester break (not School of Ministries)	22-26 April
On-time date for application to graduate - mid-year conferral period	1 June
Ministry Development Week (School of Ministries)	6-10 May
Semester 1, 2019 exam period	10-21 June
End of Semester 1, 2019	21 June
Semester 1, 2019 results released	8 July
Semester 1, 2019 deferred and supplementary exam period	15-19 July

CHC Events	
School of Ministries graduation ceremony (2018 graduands)	31 March

Study Period 1, 2019 (Postgraduate Business courses only)	
Last day for adding units	1 February
Classes commence	4 February
Last day for dropping units without financial penalty (CENSUS DATE)	11 February
Last day for dropping units without academic penalty	1 March
End of Study Period 1	15 March

Study Period 2, 2019 (Postgraduate Business courses only)	
Last day for adding units	22 March
Classes commence	25 March
Last day for dropping units without financial penalty (CENSUS DATE)	1 April
Last day for dropping units without academic penalty	18 April
End of Study Period 2	3 May

Study Period 3, 2019 (Postgraduate Business courses only)	
Last day for adding units	10 May
Classes commence	13 May
Last day for dropping units without financial penalty (CENSUS DATE)	20 May
Last day for dropping units without academic penalty	6 June
End of Study Period 3	21 June

Winter Semester 2019 ²	
Unit Selection Forms – on-time submission (continuing students)	13 May
Classes commence	3 June
Last day for adding units	7 June
Last day for dropping units without financial penalty (CENSUS DATE)	10 June
Last day for dropping units without academic penalty	21 June
End of Winter Semester, 2019	12 July
Winter Semester, 2019 results released	29 July

¹ A late enrolment fee will be charged to overseas students who do not submit their Unit Selection forms for Semester 1, 2019 by this date.

² Winter Semester is not available to commencing students.

Semester 2, 2019	
Close of applications for commencing overseas students (applying from overseas)	1 May
Close of applications for commencing overseas students (applying from within Australia)	10 June
Close of applications for commencing Postgraduate Business students	10 June
Unit Selection Forms – on-time submission (commencing and continuing overseas students) ³	1 July
Unit Selection Forms – on-time submission (continuing domestic students)	1 July
Close of applications for all other commencing domestic students	15 July
Orientation program for commencing overseas students (<i>compulsory</i>)	18-19 July
Orientation program for ALL commencing students	19 July
Classes commence	22 July
Last day for adding units	2 August
Last day for dropping units without financial penalty (CENSUS DATE)	15 August
On-time date for application to graduate - end-of-year conferral period	1 October
Ministry Development Week (School of Ministries)	9-12 September
Last day for dropping units without academic penalty	13 September
Mid-semester break (School of Ministries)	23 September-4 October
Mid-semester break (not School of Ministries)	30 September-4 October
Semester 2, 2019 exam period	5-15 November
End of Semester 2, 2019	15 November
Semester 2, 2019 results released	9 December
Semester 2, 2019 deferred and supplementary exam period	10-14 December

CHC Events	
CHC graduation ceremony (2019 graduands) (not School of Ministries)	14 December
CHC closed	23 December-3 January

Study Period 4, 2019 (Postgraduate Business courses only)	
Last day for adding units	5 July
Classes commence	8 July
Last day for dropping units without financial penalty (CENSUS DATE)	15 July
Last day for dropping units without academic penalty	2 August
End of Study Period 4	16 August

Study Period 5, 2019 (Postgraduate Business courses only)	
Last day for adding units	23 August
Classes commence	26 August
Last day for dropping units without financial penalty (CENSUS DATE)	2 September
Last day for dropping units without academic penalty	20 September
End of Study Period 5	4 October

Study Period 6, 2019 (Postgraduate Business courses only)	
Last day for adding units	11 October
Classes commence	14 October
Last day for dropping units without financial penalty (CENSUS DATE)	21 October
Last day for dropping units without academic penalty	8 November
End of Study Period 6	22 November

Semester 3, 2019⁴	
Unit Selection Forms – on-time submission (continuing students)	25 October
Classes commence	18 November
Last day for adding units	30 November
Last day for dropping units without financial penalty (CENSUS DATE)	10 December
Last day for dropping units without academic penalty	10 January 2020
End of Semester 3, 2019	21 February 2020
Semester 3, 2019 results released	9 March 2020

³ A late enrolment fee will be charged to overseas students who do not submit their Unit Selection forms for Semester 2, 2019 by this date.

⁴ Semester 3 is not available to commencing students.

Education courses calendar 2019

The calendars below refer to on campus studies for the initial teacher education courses for Semesters 1-3, 2019.

SEMESTER 1, 2019

COMMENCING	CHC WEEK	Year 1 – Bachelor courses	Year 2 – Bachelor courses	Year 3 – Bachelor courses	Year 4 – Bachelor courses	Year 1 - Masters courses	Year 2 - Masters courses	
18 February	0	2019S1 Orientation				2019S1 Orientation		
25 February	1							
4 March	2							
11 March	3	ES113/ES116 PEP Observation Week				CE511/CE512 PEP Observation Week		
18 March	4							
25 March	5							
1 April	6							
8 April	7							
15 April	8							
22 April	-	Easter Break	Easter Break	Easter Break	Easter Break	Easter Break	Easter Break	
29 April	9					PE450 Internship Week 1		
6 May	10			PE322/PE326 PEP Week 1	PE442/PE446 PEP Week 1	PE450 Internship Week 2	ES611/ES612 PEP Week 1	
13 May	11		PE212/PE216 PEP Week 1	PE322/PE326 PEP Week 2	PE442/PE446 PEP Week 2	PE450 Internship Week 3	CE511/CE512 PEP Week 1	ES611/ES612 PEP Week 2
20 May	12		PE212/PE216 PEP Week 2	PE322/PE326 PEP Week 3	PE442/PE446 PEP Week 3	PE450 Internship Week 4	CE511/CE512 PEP Week 2	ES611/ES612 PEP Week 3
27 May	13		PE212/PE216 PEP Week 3	PE322/PE326 PEP Week 4	PE442/PE446 PEP Week 4	PE450 Internship Week 5	CE511/CE512 PEP Week 3	ES611/ES612 PEP Week 4
3 June	14	Study Week	Study Week	Study Week	Study Week	PE450 Internship Week 6	Study Week	Study Week
10 June	15	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week
17 June	16	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week

SEMESTER 2, 2019

COMMENCING	CHC WEEK	Year 1 – Bachelor courses	Year 2 – Bachelor courses	Year 3 – Bachelor courses	Year 4 – Bachelor courses	Year 1 - Masters courses	Year 2 - Masters courses	
15 July	0	2019S2 Orientation				2019S2 Orientation		
22 July	1							
29 July	2							
5 August	3							
12 August	4							
19 August	5							
26 August	6							
2 September	7							
9 September	8							
16 September	9							
23 September	10							
30 September	-	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
7 October	11			PE332/PE336 PEP Week 1	PE442/PE446 PEP Week 1	PE450 Internship Week 1	ES522/ES523 PEP Week 1	CU661 PEP Week 1
14 October	12			PE332/PE336 PEP Week 2	PE442/PE446 PEP Week 2	PE450 Internship Week 2	ES522/ES523 PEP Week 2	CU661 PEP Week 2
21 October	13			PE332/PE336 PEP Week 3	PE442/PE446 PEP Week 3	PE450 Internship Week 3	ES522/ES523 PEP Week 3	CU661 PEP Week 3
28 October	14	Study Week	Study Week	PE332/PE336 PEP Week 4	PE442/PE446 PEP Week 4	PE450 Internship Week 4	ES522/ES523 PEP Week 4	CU661 PEP Week 4
4 November	15	Exam Week	Exam Week	Study Week	Study Week	PE450 Internship Week 5	Study Week	CU661 PEP Week 5
11 November	16	Exam Week	Exam Week	Exam Week	Exam Week	PE450 Internship Week 6	Exam Week	Exam Week

Section 1: General information

- 1.1 School of Education and Business staff – Education courses**
- 1.2 Contacting staff**
- 1.3 Mid-year entry**
- 1.4 Transfer of credit**
- 1.5 Blue Card and Working with Children Check requirements**
- 1.6 Cross-institutional study**
- 1.7 Literacy and Numeracy for Initial Teacher Education (LANTITE)**
- 1.8 Course completion**
- 1.9 Applying for teacher registration**

1.1 School of Education and Business staff – Education courses

Academic staff

Dr Craig Murison (Dean)
Debra Ayling
Peter Collins (Undergraduate Education Course Coordinator)
Dr Robert Herschell (Postgraduate Education Course Coordinator)
Richard Leo
Robyn Press
Louise Schache
Peter Wilkinson (Professional Experience Program Coordinator)
Paul Willis

Sessional staff

Each semester, sessional lecturers are contracted to teach a range of units in the Education courses. In the main, these are practising teachers and other education specialists with expertise in the areas related to the units which they teach.

Administration staff

Ada Steyn (Administration Officer)
Candace Murison (Professional Experience Program Placement Officer)

1.2 Contacting staff

From time to time you will need to make contact with staff and it is important to know who can best help you with your query. Generally speaking, for academic questions relating to your study you should contact the lecturer responsible for the unit. For other questions, you should identify the person who is responsible for that area. For this reason, you need to be familiar with the following list of staff members and their roles.

Administration Office

The School Administration Office is available to help students with general questions, and to direct you to the right person when you are unsure about what to do. The staff of the School Administration Office are available to assist with general questions such as enrolment, course matters, assessment issues and extensions to assessment due dates. They are also available for making appointments with some of the School staff.

Administration Officer: Ada Steyn (education@chc.edu.au).

Course Coordinators

Course Coordinators are responsible for assisting students with their progress through a course. You should contact them when you have questions about your course progress, unit selections or if you have an academic concern or grievance. If you wish to make an appointment with any of the Course Coordinators, please contact the School Administration Office. Queries related to individual units should first be directed to lecturers.

Undergraduate Education Course Coordinator: Peter Collins (PCollins@chc.edu.au)

Peter attends to matters for students undertaking the Bachelor of Education courses that lead to registration with the Queensland College of Teachers (QCT).

Postgraduate Education Course Coordinator: Dr Robert Herschell (RHerschell@chc.edu.au)

Robert supervises all postgraduate Education courses, including those for initial teacher education and those for registered teachers.

Year Level Coordinators

Year Level Coordinators for the preservice Education courses are available to students to help with study and time management skills. Students who are experiencing difficulties during the semester should make contact with the relevant Year Level Coordinator. They will be able to help with understanding assessment requirements and arranging extensions if applicable. Queries related to individual units should first be directed to lecturers.

- *Year 1 Coordinator:* Robyn Press (RPress@chc.edu.au)
- *Year 2 Coordinator:* Debra Ayling (DAYling@chc.edu.au)
- *Year 3 Coordinator:* Louise Schache (LSchache@chc.edu.au)
- *Year 4 Coordinator:* Paul Willis (PWillis@chc.edu.au)

Professional Experience Program Office

The Professional Experience Program (PEP) Office looks after all of the arrangements relevant to the professional experience components of the Bachelor of Education and Master of Teaching courses, such as organising school-based professional experiences and verifying the completion of the required number of days of wider field experiences. As the professional experience program involves working with children, the PEP Office also looks after Working with Children Checks (see Section 1.5 below).

Professional Experience Program Coordinator: Peter Wilkinson (PEP@chc.edu.au)

Peter provides oversight of the PEP program.

PEP Placement Officer: Candace Murison (PEP@chc.edu.au)

Candace manages school-based placements and assists with the administration of the PEP Office. She can help with Working with Children Check issues and with making an appointment to see the PEP Coordinator.

1.3 Mid-year entry

Mid-year entry is offered into all Education courses except the Master of Teaching courses.

For the Bachelor-level initial teacher education courses, study programs for mid-year entry have been devised through a re-sequencing of existing units. If you start mid-year, you should be aware of the differences in the sequencing of units for your course and any subsequent differences in the length of the course as a result of entering mid-year. **Students entering Bachelor-level initial teacher education courses mid-year are required to have a Blue Card before they commence the course** (see Section 1.5 below). Further information regarding mid-year entry to the Bachelor initial teacher education courses is available from the Course Coordinator.

1.4 Transfer of credit

Students who have completed comparable or relevant studies and/or experiences prior to seeking entry to CHC may apply for transfer of credit. There are three types of transfer of credit relating to studies and experiences that happen prior to commencing at CHC: these are transfer of credit for previous studies, recognition of prior learning and recognised current competence. Applications for these types of transfer of credit should be made at the time of entry into your course, although later applications may be accepted.

Students should be aware that transfer of credit will not be granted for units in which you are currently enrolled. You should also be aware that an application for transfer of credit does not guarantee an offer of credit or the acceptance of a cross-institutional enrolment. It is also important to note that a maximum of 50% of the course may be undertaken through transfer of credit and/or cross-institutional study.

To apply for Transfer of Credit students must use the online form, *Application for Transfer of Credit*, on the *Documents, Forms and Booklists* page on the CHC website. Ensure you follow the directions carefully and submit all required supporting documentation. If you do not submit the required supporting documents your application will not be processed.

1.5 Blue Card and Working with Children Check requirements

All initial teacher education students must be eligible to obtain a Working with Children Check clearance before engaging in any activities in their course involving children or young people. In Queensland this is called a Blue Card which issued by the Department of Justice and Attorney-General (<https://www.bluecard.qld.gov.au/>). This is a requirement of the Queensland government to cover activities where students are engaging with children and young people under the age of 18. Similar checks are required by the relevant government agencies in other Australian jurisdictions.

Initial teacher education students are required to engage with children and young people under the age of 18 to complete various assessment tasks, wider field experiences and school-based professional experience placements. As such, all initial teacher education students must possess a valid Blue Card in Queensland for the duration of their course and that card must be authorised for CHC. Where any child-related activities take place in another Australian jurisdiction, students may be required by the relevant government agency in that jurisdiction to complete additional Working with Children Checks.

It is recommended that initial teacher education students apply for a Blue Card as soon as they have accepted their offer to study to allow sufficient time for processing applications before their first school-based professional experience placement. Upon accepting their offer to study, students should contact the PEP Office to commence the Blue Card process. Students who will be completing child related activities outside of Queensland because of where they reside, should likewise contact the PEP Office upon accepting their offer to study to discuss the Working with Children Check process in that jurisdiction.

Students who **do not possess a Blue Card** at the time of enrolment must submit an application form in person to the PEP Placement Officer.

Students **who do possess a Blue Card** at the time of enrolment must submit a linking form in person to the PEP Placement Officer. If your usual residence is more than 50km from the business address of CHC; or you have a disability affecting your mobility, a Confirmation of Identity form can be used to verify your identification documents. Please contact the PEP Office for further information about the process.

Students who **do possess a Working with Children Check in another Australian jurisdiction** should send a certified copy of the paperwork to the PEP Office as well as applying for a Blue Card.

Students are responsible for ensuring the currency of their Blue Card and any other necessary Working with Children Check throughout the duration of their course and must complete any requirements for renewal in a timely fashion.

Students who do not hold a current Blue Card and any other necessary Working with Children Check will not be permitted to engage in any aspects of the course that involve contact with children and young people under the age of 18. Their progress through and successful completion of units may be impacted as a result. **Students are not eligible to enrol in a unit containing a professional experience component without a Blue Card and any other necessary Working with Children Check that is valid for the entire duration of the relevant semester (ie until the date that is declared on the CHC Calendar and Important Dates, as published on the CHC website, as the close of the relevant semester).**

Furthermore, registration with the Queensland College of Teachers (QCT) is a requirement for employment as a teacher in Queensland, according to the *Education (Queensland College of Teachers) Act October 2005*. The QCT requires all applicants for teacher registration to be screened through a national criminal history check similar to that undertaken for a Blue Card. Any students concerned about this should contact the QCT for further details (www.qct.edu.au).

1.6 Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)

The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is a requirement for the successful completion of CHC initial teacher education courses.

Students who are enrolled in the Bachelor of Education (Primary), Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are strongly encouraged to sit LANTITE as soon as possible after completing the unit CR111 Introduction to Cross-Curricular Literacies, as the knowledge and understanding engaged with in this unit will assist with preparing for the test.

Students who are enrolled in the Master of Teaching courses must sit LANTITE in Semester 1 of the course (full-time equivalent). Master of Teaching students must successfully complete LANTITE by the end of Year 1 of the courses (full-time equivalent) in order to be permitted to progress into Year 2 of the courses.

Testing centres are located in all capital cities and a number of metropolitan and regional locations. Students who live more than 90 minutes from a testing centre are able to access the test online via remote invigilation. For information regarding registering for the test and the fees payable, as well as answers to frequently asked questions, please check the LANTITE website at <https://teacheredtest.acer.edu.au>.

1.7 Course completion

Successfully completing an Education course involves a number of components, all of which must be finalised prior to graduation.

For all Bachelor-level and Masters **initial teacher education courses**, the following are required:

- successful completion of all core units and all elective units (as applicable) to attain the number of credit points required for the course;
- fulfilment of the course rules in the selection of units for majors and minors (as applicable);
- successful completion of the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE);
- submission of an Evidence Folio which provides evidence that the Australian Professional Standards for Teachers (graduate level) have been demonstrated; and
- evidence of completion of the required days of field experiences, including school-based professional experiences units and, where applicable, school-based internship.

For all other **postgraduate Education courses**, the following general requirements apply to course completion:

- successful completion of all core units;
- successful completion of elective units to attain the required number of credit points for the course; and
- fulfilment of the course rules in the selection of units.

1.8 Applying for teacher registration

Students who complete initial teacher education courses may apply to the QCT for registration as a teacher in Queensland. Applications for teacher registration cannot be finalised by the QCT until advice is received from CHC that a student has completed an initial teacher education course. Students will also need to provide other information and fulfil additional requirements to gain registration in Queensland, as advised by the QCT. These additional requirements may include (but are not limited to):

- evidence of English language proficiency;
- successful completion of any pre-registration testing (as required); and
- information about prior qualifications (for Master of Teaching students).

Section 2: Teaching and learning practices

- 2.1 Academic integrity**
- 2.2 Modes of study**
- 2.3 Attendance**
- 2.4 Classroom conduct**
- 2.5 Workload**

The School of Education and Business is committed to quality teaching and learning in all of its courses. We believe that teaching and learning is a relational process that involves the intersection of three important factors: the lecturer, the students and the subject matter at hand. Effective learning happens at the point where these three relate to one another in deep engagement. This means that you, the student, play a vital role in the learning process and we encourage you to give your whole ‘heart, mind, soul and strength’ to the process (Romans 12:1-2; Luke 10:27).

2.1 Academic integrity

The academic staff values critical thinking and a comprehensive and well-founded academic knowledge base on which you can develop sound philosophical, theoretical and practical foundations for teaching. This means that the School is committed to creating a positive environment where you can work and learn and to encouraging all students to reach their potential. It also means that we are committed to upholding the highest standards of academic integrity.

To ensure that this happens, the following definition of academic integrity has been adopted: ‘a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility’ (Center for Academic Integrity, 1999, p.4). These values are evidenced by:

- expecting honesty in academic work, both personally and professionally, for teaching and learning, research and service,
- promoting trust by presenting clear guidelines and procedures for all academic work,
- exercising fairness by declaring and applying clear and accurate expectations and standards in relation to all academic work,
- respecting and valuing the academic freedom of staff and students to hold and justify a diverse range of opinions and ideas, and
- expecting all members of the CHC community to be responsible for sustaining the integrity of the scholarship of teaching and learning, research and service and to take action when academic integrity is compromised.

(adapted from The Center for Academic Integrity [CAI] 1999, *The Fundamental Values of Academic Integrity*)

In order to help students to uphold these values, seven core activities of quality academic practice have been identified. It is important that you are aware of and practice these activities in all of your learning and assessment work as these practices will help you to be successful in all that you do. The following table lists and explains these practices:

Quality academic practices	
Actively engaging in scholarly and research activities through personal reading and research and appropriate discussions with others, either face-to-face and/or online.	<p><i>When undertaking your studies, you need to research information and read about the topic and about the way you need to write and present the task. It is not acceptable to rely on information collected by others. It is your responsibility to engage with the work of the unit.</i></p> <p><i>When preparing your assessment items, it is also very useful to talk with others about the task to clarify your thoughts and ideas as well as extend your learning.</i></p>
Engaging with the relevant academic literature at the depth and breadth expected of the level of the unit being undertaken.	<p><i>When undertaking an assessment task, you need to use a range academic literature. This may include textbooks, reference books, journal articles, reports, research articles (all available through the Library) and websites. Some of the sources may be journal articles or reports which have been published online.</i></p> <p><i>You must ensure that you have used a range of sources, not just one type of source. For example, an assessment task which uses only websites would be likely to fail criteria regarding academic literature as it would not meet the required depth and breadth of sources.</i></p>
Maintaining appropriate records of all sources used in the development of academic work.	<p><i>When collecting information for your assessment tasks you must keep a record of all the information you will need to correctly reference your sources. When you start taking notes from a book, or any source, the first thing you should do is take down the referencing details for inclusion in the reference list and in-text referencing.</i></p> <p><i>If you take it down in the way you need to use it for referencing, then it will be ready to include in your reference list. Also remember to take note of the pages where the information comes from as this needs to be included in the in-text referencing.</i></p>
Preparing academic work that is substantially written in one's own words.	<p><i>When writing your assignment, you need to take the information you have gathered and write it into your own words, ensuring you acknowledge where the information has come from by using in-text references. It is not acceptable to string together a series of quotes with a few of your own words in between, even if you use in-text references. Remember that lengthy quotes should be used sparingly in your work.</i></p>
Providing in-text references and developing reference lists that acknowledge the contribution of the work of others in the development of academic work.	<p><i>It is essential to acknowledge where you found your information and audio-visual resources used. The authors, artists, photographers and producers you use in your learning have put a great deal of time and effort into publishing their work and they deserve acknowledgement for their contributions. To give them this credit you should reference the information and other artefacts (such as images, sounds and videos) by using in-text referencing and a reference list.</i></p> <p><i>It is very important that this referencing is done according to the required style. Information regarding referencing is available on the CHC website.</i></p>
Attending to the requirements regarding the presentation of the relevant assessment genre.	<p><i>It is important that you know what is required by each of the assessment genres. For example, what does an essay require? How should you present a report? What is a learning plan? You also need to make sure that you are aware of how the task is to be submitted; either on paper or electronically.</i></p> <p><i>Each assessment task will be accompanied by a guide and a rubric that outline the requirements of the task. Make sure that you are clear on the genre and other requirements. If you are unsure, be certain to ask your lecturer.</i></p>
Securing all paper and electronic copies of academic work to minimise the opportunity for inappropriate academic practice by others.	<p><i>When you are working on your assessment you need to ensure that other students cannot copy or modify your work. Do not share your electronic files with other students and make sure that you do not leave your flash drive or an open electronic file on a CHC computer where others may be able to access to your work.</i></p> <p><i>You also need to make sure that the paperwork used in the construction of your assessment task is kept in such a way that it cannot be taken and misused by another student. Do not leave printed copies of your assessment tasks lying around and be careful about how you dispose of copies you no longer need.</i></p>

2.2 Modes of study

There are two modes in which units in the Education courses may be delivered. These modes are *internal* and *external/online*.

The modes in which particular units are delivered can vary from semester to semester. Information regarding the modes in which units are to be delivered in the coming semester is available in the *Units on Offer* documents that are published on the CHC website.

Internal mode

Units that are delivered in the internal mode are conducted on campus in a face-to-face context. The contact hours for a unit may be delivered either as **weekly classes** across the semester, or as **intensives** for which the contact hours are condensed into a number of whole days.

All arrangements regarding units that are offered in the internal mode are advertised prior to the beginning of the semester in which they are being offered, in the CHC *Timetable and Intensives Schedule*.

Weekly classes:

Internal mode units that are scheduled with weekly classes normally have three hours of classes per week, although this can differ according to the requirements of particular units.

<i>Involves:</i>	
- on campus lectures and tutorials	- digital learning support
- weekly schedule	- 10-11 hours per week of reading and assessment preparation
- normally 3 hours per week of face-to-face contact	- communication with staff and students
- at least 80% attendance recommended	
- digital communication	

Intensives:

Internal mode units that are scheduled as intensives have their contact hours condensed into a number of whole days. These may be scheduled together as consecutive days, or as a series of one-, two- or three-day sessions at various points during the semester and may be held both at weekends and during holiday periods.

<i>Involves:</i>		
- on campus activities	- generally 4-5 days per semester of face-to-face contact	- digital communication
- in whole-day blocks	- 10-11 hours per week of reading and assessment preparation	- digital learning support
- attendance at each day and at least 80% attendance overall		- communication with staff and students

External/online mode

Units that are offered in the external/online mode are those that are not offered on campus but are undertaken in students' own locations. This mode was traditionally provided for students who did not live within travelling distance of their institution. In today's work, study and social contexts, external/online students include those who enrol in units in the external/online mode for reasons of convenience as well as location.

<i>Involves:</i>		
- off campus activities	- Online engagement and participation	- communication with staff and students
- study materials	- digital communication	- appointments can be made with unit lecturers
- 10 to 11 hours per week of reading and assessment preparation	- digital learning support	

2.3 Attendance and participation

Students who are enrolled in preservice education courses are being prepared for a career and ministry in learning and teaching and it is therefore paramount that students accept responsibility for maximising their learning by engaging in the learning opportunities and activities of their courses.

The following attendance and participation requirements relate to students in Education courses. It is students' responsibility to ensure that they are fully aware of these requirements and to fulfil them. It should be noted that attendance and participation guidelines may vary between Schools, and students should check these requirements when studying units with other Schools.

Internal mode

The School of Education and Business is committed to upholding the value of class attendance for units in initial teacher education courses that are delivered in the internal mode. This includes units that are delivered as intensives (see Section 2.2 above).

The following regulations relate to units being studied in the internal mode:

- Students are expected to attend all scheduled classes and to be punctual in their attendance. The School recommends that students attend at least 80% of class time unless a *reason for absence* (such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies) has been accepted by the lecturer.
- Students are required to fulfil at least 80% attendance to be considered eligible for supplementary assessment tasks.
- Students who cannot attend a class should contact the lecturer concerned within three days of the absence.
- Students should provide documentation (such as a medical certificate) to substantiate reasons for extended absences. This documentation should be lodged with the Administration Officer (Education courses) within one week of the absence. The administration staff will notify all lecturing staff concerned.

External/online mode

Students must satisfactorily participate in unit activities in order to successfully complete a unit. 'Satisfactory participation' varies between units; however, the following are examples:

- weekly interaction with Moodle page(s) especially viewing and downloading of material;
- downloading/streaming lecture content and/or video;
- posting and participation in unit forums;
- virtual class engagement through on-line/interactive class activities and discussions; and
- digital communication with the lecturer.

Students must satisfactorily participate in unit activities in order to be considered eligible for supplementary assessment tasks.

Professional Experience Program (PEP) units

When initial teacher education students are undertaking formal aspects of the Professional Experience Program, such as school-based professional experiences, or wider field experiences arranged by a lecturer, attendance is compulsory. These activities are part of the required number of professional experience days mandated under national course accreditation rules and by the Queensland College of Teachers (QCT).

The following regulations apply to attendance at formal Professional Experience Program (PEP) activities:

- Students who are unable to attend a PEP activity must:
 - contact the PEP Coordinator, or the lecturer concerned on the day of the activity (or sooner if possible); and
 - phone the school or organisation concerned at least an hour before they are scheduled to attend to notify the Site Coordinator and their mentors.
- Reasons for absence such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies, etc., may be accepted by the PEP Coordinator.
- If the absence is for medical reasons and extends beyond one day, a medical certificate must be presented to the school and the PEP Office.
- If the absence is for two days or more, arrangements must be made by the preservice teacher with the PEP Coordinator and supervising teacher to make up the lost days in the school in order to fulfil the requirements set by the QCT.

Failure to attend the required activities without following these regulations will result in failure of the unit to which the activities are attached.

2.4 Classroom conduct

CHC aims to create a constructive environment for academic achievement, for Christian community and for personal growth. The Scriptures establish basic principles of behaviour and respect and CHC expects all students to maintain high standards of Christian conduct.

Respect for your fellow students and lecturers include the following:

- polite and appropriate engagement in the planned learning activities;
- appropriate use of personal computers (see below);
- turning mobile phones off or on silent mode;
- ignoring calls and messages during class times; and
- avoiding eating in classes, except where required by medical conditions.

Students are welcome to use notebook computers for class note-taking but must ensure that such use does not impede the learning of fellow students. It is understood that such use does NOT include any forms of social media, etc. Appropriate security of personal property remains the responsibility of individual students.

2.5 Workload

At CHC, each unit is given a credit point (cp) weighting. Standard units have a weighting of 10 credit points. Each 10-credit point unit has an EFTSL value of 0.125 (see the *EFTSL Values for Units of Study* information sheet on the CHC website for further details), and a minimum semester workload of 150 hours.

A number of units in the Education courses have non-standard weightings. Units that have a weighting of 20 credit points have an EFTSL value of 0.25 and a minimum semester workload of 300 hours.

The semester workload includes aspects such as scheduled contact time, personal study, preparation of assessment tasks, examinations and professional experience placement (as applicable). Unit outlines include a breakdown of these aspects as they apply to each unit.

A full-time study load in the Education courses is 40 credit points per semester, or 80 credit points per year. If you undertake full-time study, it is important that you are careful about the other paid and voluntary commitments that you make. Personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

Occasionally, students need or want to take more than a full-time load. This may be approved where students have demonstrated successful completion of a normal full-time load. Students wishing to take overload should consult the relevant Course Coordinator in order to seek approval for the planned program.

Part-time students in the initial teacher education courses normally undertake one or two units per semester with an equivalent workload per unit. Again, it is important that you are careful about other paid and voluntary commitments that you make as personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

The postgraduate continuing teacher education courses are available on a part-time basis only, with a maximum enrolment of two units per semester.

Section 3: Assessment practices

- 3.1 Assessment**
- 3.2 Submission of assessment tasks**
- 3.3 Extensions**
- 3.4 Calculation of exit results**

3.1 Assessment

All assessment in the Education courses is linked to the philosophical, theoretical and practical foundations of the discipline of education. This means that the tasks that you undertake as students are designed to authentically engage you with the work of educators at a personal, professional and academic level. In order to achieve this, an assessment framework has been developed to scaffold and structure the development of assessment tools and to assist students to understand the purposes of and links between tasks. This framework consists of two core parts; a framework for communicating assessment expectations and a framework for explaining the common features of assessment tasks across units.

Firstly, all assessment requirements are communicated to students through the unit outline and the unit Assessment Guide prepared by lecturing staff. This written information is provided to you prior to the end of Week 1. In addition to this written information, lecturers may also provide verbal information during lectures, tutorials or teleconferences. It is your responsibility as a student to attend classes in order to benefit from verbal communication about assessment.

You should be aware of the purpose of each of the components of the written communication that is provided. All Education lecturers will provide you with:

- *Unit Outline*: includes brief information about the assessment type, genre, word count and weighting of each task. It also includes an indication of the link between the assessment tasks and the learning outcomes you must demonstrate.
- *Assessment Guide*: includes more detailed information about the requirements of the individual assessment tasks and how to go about completing them. It also provides information and advice about requirements that must be met to pass a unit and avoiding inappropriate academic practice.
- *Rubrics*: outlines the criteria and standards expected for each assessment task. The criteria are the things that the marker will be looking for you to demonstrate and the standards provide information about the level of expectation for each criterion.
- *Feedback*: includes judgements about your submitted work against the rubric and written comments either in the paper or with the rubric in order to indicate the strengths and weaknesses of your work.

3.2 Submission of assessment tasks

Students are to follow the guidelines for the submission of assessment tasks found in the *CHC Student Handbook*. However, the following additional information should also be taken into consideration.

There are three ways to submit assessment tasks:

- *In person* – to the assessment box in the CHC Reception (please be aware that assessments need to be submitted by the close of business 5:00pm on the due date).
- *By post* – assessment must be posted by 5:00pm on the due date (it is a good idea to post either using registered mail or express post as these are trackable). If a student submits an assessment task by post they must email a copy of their task to the lecturer by the due date.
- *Via Turnitin* – Turnitin is the online submission method that is being used at CHC. If your lecturer asks you to submit via Turnitin, you can find the link on your unit Moodle page and click to attach.

Turnitin Originality Checking allows educators to check student work for improper citation or potential plagiarism by comparing it against continuously updated databases. *Originality Reports* provide lecturers with opportunities to teach students proper citation methods as well as to safeguard students' academic integrity.

The required method of submission for assessment tasks in each unit is listed in the Assessment Guide for each unit. Please ensure that you follow the instructions as given for your assessment tasks. If you have any questions about submitting assessment tasks, please contact the unit lecturer. Do not submit assessment tasks directly to your lecturer.

Some assessment tasks completed by students are bulky or cumbersome and require special attention at the point of submission. The following guidelines apply:

- Where items other than paper (eg USB drives) are required, these should be named and securely attached to the assignment cover. It is also important that these items can be detached and re-secured by lecturers. It is recommended that a zip-lock bag be used for this purpose;
- For bulky assignments, a folder, document wallet or comb binding may be used. In these cases, it is important that **individual pages are not placed inside plastic sleeves**;
- In all cases, the assignment cover needs to be readily accessible to Administration staff.

Students should ensure the following when submitting an assessment task, or part thereof, electronically:

- Maintain a back-up copy of all files should the first copy be lost or corrupted;
- Use up-to-date antivirus software to scan all files before they are submitted. You must not submit files electronically from a computer that has not been checked;
- Label files so that they can be readily identified from their names. If a task has several files, you may need to number them for ease of access;
- Test your submission on a different computer to make sure that any links work as intended;
- Acknowledge the author/creator of all electronic media included in an electronic submission. This applies to all graphics, photos and sound files, as well as text. Failure to do this is regarded as inappropriate academic practice.

Students are responsible for the collection of graded assignments, either from the unit lecturer, or from the Student Administration Office. Assignments not collected within six months after the semester in which they were submitted will be destroyed.

Professional Experience Folio

For each PEP unit, students are required to submit a Professional Experience Folio containing materials they have developed during their Professional Experience placement. The Folio will be submitted in an electronic format by uploading a OneDrive link to the Turnitin™ section on Moodle™ for the relevant PEP unit. This will be explained in the Assessment Guide for each unit. The Folio will include amongst other items, scanned pdf copies of original documents that have been prepared and signed by lecturing and school-based staff.

3.3 Extensions

CHC Policy: *Extensions* sets out the circumstances under which extensions to due dates for assessment tasks may be given and allows for schools-based conditions for the granting of extensions, including penalties. It is recognised that students may need extensions for work-, illness-, personal-, or mission-related issues and CHC is committed to working with students to accommodate reasonable requests that are made before the due date of an assessment item.

The details of the conditions applied to Education courses are indicated below:

- Requests for extensions must be submitted using the *Request for Extension* form for Education courses on the CHC website.
- Requests for extensions and any required documentation must be submitted at least 24 hours **before** the due date to allow for processing time. The due date for a task is taken to be 5:00pm on the day that it is due, unless specified otherwise in the unit outline.
- An application for extension does not guarantee that an extension will be granted.
- When an extension has been approved, the new due date is binding. Should a further extension be required, another request for extension must be submitted.
- The penalty which applies to assessment tasks for which an extension has been granted with penalty will generally be **one grade level per day**.
- Unless an extension has been approved, **an assignment which is submitted late will not contribute to the overall result for the unit.**

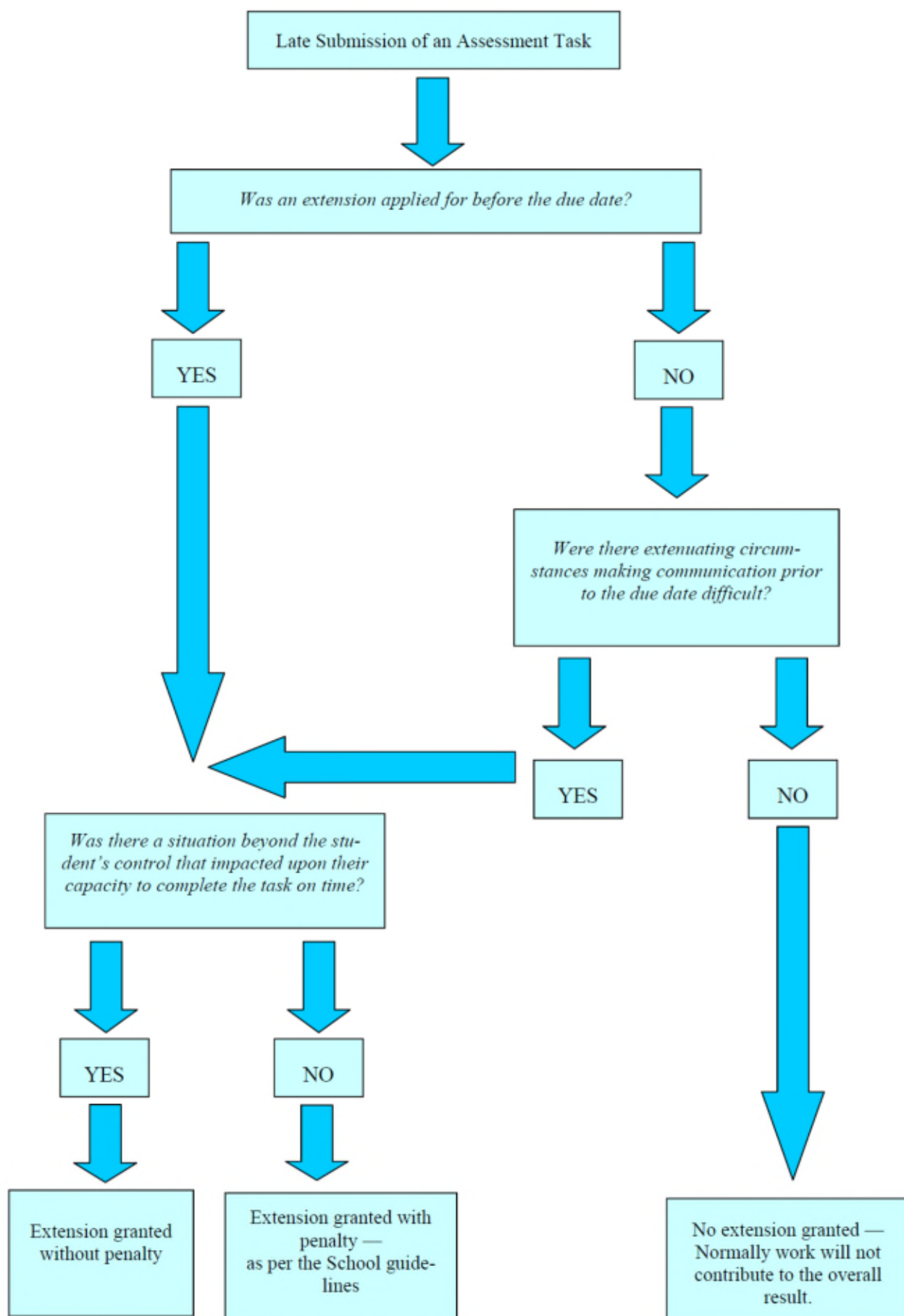
Please see CHC Policy: *Extensions* for a full statement regarding the process for applying for an extension, the circumstances under which extensions may be given and the conditions which apply to extensions.

Please be aware that, if you are granted an extension of the due date for an assessment item within a unit and that extension continues into a subsequent semester, you are *not* considered to be enrolled in that unit in the subsequent semester. If you are reliant on study support payments through Centrelink and are not undertaking a full-time load in a particular semester (as determined by the Australian government) then your eligibility for payments may be nullified, resulting in you not receiving payment for that semester. This arrangement is determined by Australian government legislation and is a not a matter that CHC is able to vary.

Students who receive study support payments through Centrelink are to be aware that eligibility for such payments normally requires full-time enrolment in a course of study in the specific semester for which payment is made. If you are in any doubt regarding your eligibility, please see the Centrelink website or visit a Centrelink office. Please note that this is general advice only, and that CHC does not provide advice concerning individual students' eligibility for Centrelink payments.

The following diagram, which is reproduced from CHC Policy: *Extensions*, sets out the conditions under which requests for extensions will be considered and when penalties will be applied:

CHC EXTENSION POLICY



3.4 Calculation of exit results

There are two steps in the process of assigning exit results for a unit:

1. Determining whether a student is eligible to pass the unit; and
2. Determining to which level a student has passed.

Eligibility to pass

In order to receive a passing grade a student **must** fulfil the following requirements:

- submit all assessment tasks as per assessment guide
- achieving a summative exit grade of satisfactory or above
- attend compulsory activities, experiences or briefings
- submit additional evidence as specified in a unit's Assessment Guide e.g.; fieldwork reports, folios, completion certificates

Determining an exit result

An exit result is the aggregated calculation of individual assessment tasks weighted according to published unit and/or Assessment Guide information.

Assessment Results	Exit Results
Outstanding + / Outstanding / Outstanding –	High Distinction
High Quality + / High Quality / High Quality –	Distinction
Commendable + / Commendable / Commendable –	Credit
Satisfactory + / Satisfactory / Satisfactory –	Pass
Unsatisfactory + / Unsatisfactory / Unsatisfactory – / <i>Late without Extension</i>	Fail

All exit grades are moderated by the SEH Examiners' Meeting at the conclusion of each semester. This meeting has the authority to moderate student results to ensure the maintenance of fair and equitable practices both across and within all units.

Section 4: Professional Experience Program (PEP)

4.1 PEP – Bachelor of Education and Master of Teaching courses

4.2 PEP requirements

4.3 Withdrawal from PEP units

4.1 PEP – Bachelor of Education and Master of Teaching courses

The Professional Experience Program (PEP) is designed to engage initial teacher education students in a range of school-based and wider field experiences. These experiences facilitate engagement in real-world contexts and experiences connected to the work of teachers and teaching. All students in the four-year Bachelor of Education and two-year Master of Teaching courses are considered to be 'preservice' teachers and are required to complete a set number of professional experience days.

More information about PEP can be found in:

- *The STUDENT-PEP Portal*: a dedicated Moodle™ portal for all of the documentation required to successfully complete the professional experience requirements of your course.
- The course specific *Professional Experience Handbook* provided for the initial teacher education courses through the STUDENT-PEP Portal Moodle™ site.

The following table summarises the number of supervised professional experience days required for the courses:

	<i>Continuing enrolments pre-2018</i>		<i>Commencing enrolments from 2018 onwards</i>	
Bachelor courses: BEd (Pri) [ED21] BEd (Sec) [ED23] BA/BEd (Sec) [CC23]	4 x 4-week blocks	80 days	1 x 1-week orientation	5 days
	1 x 6-week block (Internship)	30 days	1 x 3-week block	15 days
	= 110 days		2 X 4-week blocks	40 days
			1 X 5-week block	25 days
			1 x 6-week block (Internship)	30 days
			= 115 days	
Masters courses: MTeach (Pri) [ED54] MTeach (Sec) [ED55]			1 x 1-week orientation	5 days
			1 x 3-week block	15 days
			2 X 4-week blocks	40 days
			1 X 5-week block	25 days
			= 85 days	

4.2 PEP requirements

The following requirements relate to all units in the Professional Experience Program:

Blue Card and Working with Children Check requirements

The PEP Office must hold all required information about a student's Blue Card and any other necessary Working with Children Check before enrolment in a PEP Unit can be accepted. Please see Section 1.5 for details regarding Blue Card and Working with Children Check requirements. Preservice teachers must wear a CHC lanyard (purchased through the PEP Office) and produce their Blue Card when requested while undertaking school-based placements.

Character and conduct

While CHC partners with schools right across state, catholic and independent education sectors, it is the case that especially close partnerships have been developed over many years with independent Christian schools. The highly valued relationships which have been developed because of these partnerships between CHC and numerous schools are integral to the ongoing success of PEP. It is expected that the preservice teachers from CHC will model high standards of personal and professional conduct in all circumstances. In particular, when making decisions regarding the placement of preservice teachers in Christian schools where a commitment to personal Christian faith is an inherent, or genuine occupational requirement of employment by the school, CHC requires preservice teachers to demonstrate personal and professional Christian conduct and character that is of a high standard. Preservice teachers need to consider carefully whether their actions, lifestyle, behaviour or conduct may potentially impact upon their suitability for placement within these specific contexts.

It is also expected that preservice teachers will gain knowledge of and enact relevant organisational requirements that ensure a safe and conducive learning environment, including:

- the CHC *Student Code of Conduct*;
- the QCT Code of Ethics and Professional Boundaries;
- the codes of conduct (including dress code), work health and safety policies, child protection policies, behaviour management policies and other significant processes of the schools in which professional experience occurs; and
- the PEP Office's professional conduct requirements as stated in the course specific *Professional Experience Handbooks*.

Cyber conduct

To ensure that their professional behaviour is in keeping with relevant ethical standards and Codes of Conduct, preservice teachers should also be aware of how their on-line actions can impact upon their professional relationships within school communities. Use of information and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media (e.g. Facebook, Instagram) and other websites must be undertaken with extreme caution.

Such technologies must only be engaged with for appropriate professional purposes whilst on school campuses, and any personal use of such whilst off school campus, before, during, or after a professional experience, must ensure that there is no reference to a particular school, or member of a school community. In keeping with this, the following points must be adhered to:

- There must be no personal engagement with school students with whom preservice teachers have come into contact during the PEP via social media or digital technologies, either on, or off school campuses, at any time.
- Any professional engagement with students via information/digital technologies must be officially sanctioned by the school, via an official school site and for appropriate educational purposes only.
- Preservice teachers must not post, or publish online anything that may bring CHC, themselves, the school at which they are undertaking PEP, or any member of that community, into disrepute.

Academic suitability

In order to be considered for placement in a PEP unit, each student must demonstrate satisfactory academic progress. Teaching requires many personal and professional skills and capacities, including planning, diligence, following advice, implementing established routines and procedures, and so on. A lack of ability in these areas will often be evident in coursework studies; therefore, failure of two or more units in a single semester will have consequences for preservice teachers' commencement of and progression through PEP units. For example, a preservice teacher who fails first year units might not be permitted to enrol in the first PEP unit until later than normally scheduled in their course.

Prerequisite and corequisite units

Due to the developmental nature of the Professional Experience Program, students are required to follow a particular sequence of units (see Section 8.1).

Students who wish to enrol in a schedule of units which differs from the normal sequence should consult their Course Coordinator and the PEP Coordinator to discuss the proposed schedule. Following this, a written application to the Board of Studies may be required that outlines the reasons for the requested changes to the PEP block and is accompanied by any relevant documentary evidence to support these changes.

Attendance at Professional Experience Program meetings

Each time you engage in a unit that involves a PEP experience you will be required to complete several compulsory activities and attend meetings that are designed to prepare you for the rigorous expectations of the school-based placement. These may include:

- classes that cover relevant academic materials and practices,
- a PEP Briefing (either face-to-face or online) relating to practical matters to be addressed before, during and after PEP, and
- classes that facilitate de-briefing after the professional experience.

You **must** attend all such meetings and activities to be eligible to complete the professional experience placement. Information regarding these activities and meetings will be provided in Week 1 of each semester.

The information, processes, expectations and skills that are conveyed at these meetings are critical to your potential success as a preservice teacher in the relevant school-based experience.

If you are unable to attend any of the required meetings and activities, you will need to provide a doctor's certificate or other documentation supporting a valid reason for non-attendance. You will also be required to attend alternative meetings or complete additional activities to ensure that the required learning and experiences have been undertaken. Acceptance of a preservice teacher's reason for non-attendance will only be granted at the discretion of the Unit Coordinator or PEP Coordinator. Failure to attend to the compulsory meetings and activities may result in withdrawal from the PEP block and subsequent failure of the unit.

4.3 Withdrawal from Professional Experience Program units

Where a preservice teacher is unable to continue a PEP placement (eg medical or personal circumstances) they must contact the PEP Coordinator by email from their CHC email address or by phone within 24 hours of the decision to withdraw from PEP.

If a preservice teacher withdraws from a PEP unit, they must submit an *Application for Change to Unit Selection* form. Please note that semester census dates and associated rules apply to all PEP units.

It is important for preservice teachers to understand that the Principal of the school retains the right to withdraw an offer of placement and instruct the preservice teacher to immediately leave the school if the preservice teacher commits a serious breach of school policy, engages in unprofessional conduct, or is unable to engage in the general types of activities and expectations that are inherent, or genuine occupational requirements of the teaching profession. In such circumstances, CHC cannot guarantee that the preservice teacher will be placed in another school during that PEP block. The circumstances will be investigated and discussed with the school and preservice teacher by the PEP Coordinator before any further placement occurs. CHC holds the right to further investigate the matter in relation to the CHC Code of Conduct Policy and to determine a final grade for the PEP.

Section 5: Evidence Folio requirements

5.1 Australian Professional Standards for Teachers

5.2 Evidence Folio requirements

5.1 Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (APSTs) guide professional learning, practice and engagement. They facilitate the improvement of teacher quality and project a positive public standing of the teaching profession. The standards allow teachers to articulate what they are expected to know at four career stages: Graduate, Proficient, Highly Accomplished and Lead. At the successful completion of the course of study all graduates will be considered at the 'Graduate' standard and can then be eligible for registration as a teacher in the relevant state or territory. The standards also provide a framework which explicitly determines the knowledge, practice and professional engagement that is considered essential across a teacher's career (from "Australian Professional Standards for Teachers", QCT, 2011).

More information about the standards can be found at <http://www.aitsl.edu.au/australian-professional-standards-for-teachers> and https://www.qct.edu.au/PDF/PSU/QCT_AustProfStandards.pdf.

5.2 Evidence Folio requirements

All students enrolled in initial teacher education courses must complete an *Evidence Folio* that documents their progression towards a 'graduate' level of proficiency in accordance with the Australian Professional Standards for Teachers. This folio of evidence should consist of 5-7 artefacts that demonstrate how the 37 descriptors that are included in the graduate level of the seven standards of the Australian Professional Standards for Teachers have been successfully addressed. This folio can be in a variety of formats and must be made available to the of the Administration Officer (Education courses) within one week of completing the final PEP placement for Master of Teaching students or the internship for Bachelor of Education students.

Details regarding the procedures, processes, format and guidelines that apply to fulfilling the requirements of this Evidence Folio will be provided to students as required. Evidence folios can be commenced in first year and then updated as you progress through your course. You will notice that, in the year level overviews for each course, some possible assessment items have been identified to include in the evidence folio. This is not an exhaustive list, but an indicator of the types of assessment items that can be included in your folio.

Section 6: Undergraduate Education courses information

- 6.1 Bachelor of Education (Primary) (ED21)
- 6.2 Bachelor of Education (Secondary) (ED23) and Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

6.1 Bachelor of Education (Primary) (ED21)

The Bachelor of Education (Primary) is designed to prepare students for teaching in primary school contexts.

The course has an emphasis on teaching in Years P-6 in the Queensland context. The course is designed to:

- engage students in teaching and learning within primary school contexts;
- introduce students to the learning and developmental needs of children between 5-12 years of age; and
- cover the content, curriculum and pedagogy of the relevant learning areas of the Australian Curriculum.

Students who are commencing the course in 2018 will complete a Primary specialisation in English or Mathematics, while students who are continuing in the course in 2018 will complete a focus area in a selected Primary learning area.

A maximum of ten years is allowed to complete course requirements.

Course structure

The Bachelor of Education (Primary) consists of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience.

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

Commencing students

For students who commenced the course from 2018 onwards, the breakdown of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 150 credit points
- Elective Studies 10 credit points towards a Primary specialisation

Preservice teachers undertake a Primary specialisation of four units in one learning area, comprising:

- 3 units that are core to the course; and
- 1 elective unit in the chosen specialisation.

Primary specialisations are currently available in English and Mathematics.

Bachelor of Education (Primary) – commencing students	
<i>Discipline Studies</i>	Discipline Content: 7 units Curriculum and Pedagogy: 7 units Electives: 1 unit in specialisation area
<i>Professional Experience</i>	Preservice teachers should complete at least one supervised professional experience in: <ul style="list-style-type: none"> • early phase context (P-2); and • primary (3-6).
<i>Specialisation</i>	A specialisation in one learning area comprising: <ul style="list-style-type: none"> • 3 core units; and • 1 elective unit.

Continuing students

For students who commenced the course prior to 2018, the breakdown of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points

Preservice teachers undertake a focus area of three or four units (as applicable) in one learning area, comprising:

- 1 or 2 units that are core to the course; and
- 1 or 2 elective units in the chosen focus area.

Focus areas are currently available in English, Health and Physical Education, History, Mathematics, Science, STEM, The Arts (Dance, Drama). Students may access other learning areas via cross-institutional enrolment.

Bachelor of Education (Primary) – continuing students	
<i>Discipline Studies</i>	Discipline Content: 7 units Curriculum and Pedagogy: 7 units Electives: 2 units in one learning area
<i>Professional Experience</i>	Preservice teachers should complete at least one supervised professional experience in: <ul style="list-style-type: none"> • early phase context (P-2); and • primary (3-6).
<i>Focus Area</i>	A focus area in one learning area, comprising: <ul style="list-style-type: none"> • 1 or 2 core units; and • 1 or 2 elective units (as applicable).

Year Level overviews

Each year of the Bachelor of Education (Primary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

Commencing students (2018 onwards)

First Year – Connect: Learning how to learn

The focus of Year 1 of the Bachelor of Education (Primary) is to extend and build upon your learning undertaken through secondary school and work/life experiences.

The first year of the course provides the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the course.

The first-year units in the course are as follows:

<i>Semester 1</i>		<i>Semester 2</i>	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR111 Introduction to Cross-Curricular Literacies	Nil	CR131 Introduction to Language, Literature and Literacy	CR111 (Literacy)
CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3)	Nil	CR171 Introduction to Science	Nil
CS116 Christian Foundations for Work and Vocation I	Nil	CR192 Introduction to Technologies	Nil
ES113 Educational Psychology: Learning and Development (P-6)	Nil	ES123 Introduction to Teaching and Learning (P-6)	Nil

Second Year – Construct: Learning to teach

Year 2 of the Bachelor of Education (Primary) provides the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher-centred as you begin to develop the strategies, tactics and skills for a confident start to teaching.

The second-year units in the course are:

<i>Semester 1</i>		<i>Semester 2</i>	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR161 Introduction to Mathematics and Numeracy	CR111 (Numeracy)	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161
CR240 Content and Pedagogy: Health and Physical Education	Nil	CR275 Advanced Studies in Science and Technologies	CR172
CS216 Christian Foundations for Work and Vocation II	CS116	ES261 Australian Indigenous Contexts and Education	Nil
PE212 Learning about Teaching: Planning for Learning (P-6)	ES123, 30cp in CR units	ES242 Curriculum, Assessment and Reporting (P-6)	Nil

Students who commenced the course mid-year should contact the Preservice Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

Continuing students (commencement prior to 2018)

Third Year – Critique: Teaching for learning

As you commence Year 3 of the Bachelor of Education (Primary), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more child/student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice.

The third-year units in the Bachelor of Education (Primary) are:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR232 Curriculum and Pedagogy: English and Literacy	CR131	CR220 Content and Pedagogy: The Arts	PE212
CS316 Christian Foundations for Work and Vocation III	CS216	ES360 Studies in Inclusive Philosophy and Practice	Nil
ES352 Learning Communities: Schools, Students and Families (P-6)	Nil	PE332 Teaching for Learning: Curriculum and Planning (P-6)	PE212
PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	PE212	Elective #1 (contributes to a focus area)	See units

Students who commenced the course mid-year should contact the Preservice Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

Fourth Year – Crystallise: Teaching for transformation

Year 4 of the Bachelor of Education (Primary), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning.

The fourth-year units in the course are:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR370 Curriculum and Pedagogy: Science and Technologies	CR171, CR191	CR411 Cross-Curricular Priorities, Capacities and Literacies	CR111, PE334
CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-6)	CR181	ES470 The Professional Teacher	Nil
PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	PE324, PE334, 90 credit points in CR units	ES480 Worldview and Sociology for Teachers	CS315
Elective #2 (contributes to a focus area)	See units	PE450 Internship: Teaching for Transformation	All other PEP units

Students who commenced the course mid-year should contact the Undergraduate Course Coordinator for alternative arrangements to avoid issues with pre-requisites.

Course structure overviews

The following course structure overviews for the Bachelor of Education (Primary) are provided for students who are commencing the course in 2018, and for students who are continuing in the course in 2018.

Bachelor of Education (Primary) (ED21)							
Course structure for students commencing Year 1 in 2018 or later (Semester 1 entry)							
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP	
	Discipline Content	Curriculum and Pedagogy					
1	CR111 Introduction to Cross-Curricular Literacies	CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3)	ES113 Educational Psychology: Learning and Development (P-6)		CS116 Christian Foundations for Work and Vocation I	40	
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science CR192 Introduction to Technologies		ES123 Introduction to Teaching and Learning (P-6)			40	
3	CR161 Introduction to Mathematics and Numeracy CR240 Content and Pedagogy: Health and Physical Education			PE212 Learning about Teaching: Planning for Learning (P-6)	CS216 Christian Foundations for Work and Vocation II	40	
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6) ES261 Australian Indigenous Contexts and Education			40	
5	CR363 Advanced Studies in Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Families (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)		40	
6	CR335 Advanced Studies in English and Literacy CR220 Content and Pedagogy: The Arts		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40	
7		CR370 Curriculum and Pedagogy: Science and Technologies CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-7)		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	CS316 Christian Foundations for Work and Vocation III	40	
8	Elective Primary specialisation in English or Mathematics		ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40	
Total Credit Points (CP)						320	

Bachelor of Education (Primary) (ED21)						
Course structure for students commencing Year 1 in 2018 or later (Semester 2 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (Sem 2)	CR111 Introduction to Cross-Curricular Literacies CR171 Introduction to Science CR192 Introduction to Technologies		ES123 Introduction to Teaching and Learning (P-6)			40
2 (Sem 1)	CR161 Introduction to Mathematics and Numeracy		ES113 Educational Psychology: Learning and Development (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)	CS116 Christian Foundations for Work and Vocation I	40
3 (Sem 2)	CR131 Introduction to Language, Literature and Literacy CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)			40
4 (Sem 1)		CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3)	ES261 Australian Indigenous Contexts and Education		CS216 Christian Foundations for Work and Vocation II	40
	CR240 Content and Pedagogy: Health and Physical Education					
5 (Sem 2)			ES360 Studies in Inclusive Philosophy and Practice	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	CS316 Christian Foundations for Work and Vocation III	40
	CR220 Content and Pedagogy: The Arts					
6 (Sem 1)	CR363 Advanced Studies in Mathematics and Numeracy	CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Families (P-6)	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7 (Sem 2)	CR335 Advanced Studies in English and Literacy		ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8 (Sem 1)	Elective Primary specialisation in English or Mathematics	CR370 Curriculum and Pedagogy: Science and Technologies CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-7)		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Course structure for students continuing in Years 3-4 in 2019						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR182 Introduction to History, Civics and Citizenship		ES113 Educational Psychology: Learning and Development (P-6)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	CR131 Introduction to Language, Literature and Literacy CR172 Introduction to Science and Technologies CR183 Introduction to Geography, Economics and Business		ES123 Introduction to Teaching and Learning (P-6)			40
3	CR161 Introduction to Mathematics and Numeracy CR240 Content and Pedagogy: Health and Physical Education		ES232 Educational Contexts and Philosophies (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)		40
4	CR275 Advanced Studies in Science and Technologies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES242 Curriculum, Assessment and Reporting (P-6)		CS215 Contours for a Bible-based Christ-centred Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES352 Learning Communities: Schools, Students and Families (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	CS316 Christian Foundations for Work and Vocation III	40
6	Elective #1 (contributes to a focus area) CR220 Content and Pedagogy: The Arts		ES360 Studies in Inclusive Philosophy and Practice	PE332 Teaching for Learning: Curriculum and Planning (P-6)		40
7	Elective #2 (contributes to a focus area)	CR370 Curriculum and Pedagogy: Science and Technologies CR380 Curriculum and Pedagogy: Humanities in Primary Contexts		PE442 Teaching for Transformation: Meeting Learner Needs (P-6)		40
8		CR411 Cross-Curricular Priorities, Capacities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

6.2 Bachelor of Education (Secondary) (ED23) and Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are designed to prepare students for teaching in secondary school contexts.

Bachelor of Education (Secondary)

The Bachelor of Education (Secondary) has an emphasis on teaching in Years 7-12 in the Queensland context with a focus on two equally weighted teaching areas. The course is designed to:

- engage students in teaching and learning within secondary school contexts;
- introduce students to the learning and developmental needs of children between 12-18 years of age; and
- cover the curriculum and pedagogy for two teaching areas.

Bachelor of Arts/Bachelor of Education (Secondary)

The Bachelor of Arts/Bachelor of Education (Secondary) has an emphasis on teaching in Years 7-12 in the Queensland context with a focus on two teaching areas (one major and one minor). The course is designed to:

- engage students in teaching and learning within secondary school contexts;
- introduce students to the learning and developmental needs of children between 12-18 years of age; and
- cover the curriculum and pedagogy for two teaching areas, with a major in a Humanities area.

A maximum of ten years is allowed to complete course requirements for the Bachelor of Education (Secondary) and the Bachelor of Arts/Bachelor of Education (Secondary).

Course Structure

The Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) consist of four strands: Christian Studies, Education Studies, Discipline Studies (including Discipline Content, and Curriculum and Pedagogy) and Professional Experience. The break-down of credit points is:

- Christian Studies 30 credit points
- Education Studies 80 credit points
- Professional Experience 50 credit points
- Discipline Studies 160 credit points, including 120 credit points towards two teaching areas

Strands consist of units at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions that allow the sequencing of units to achieve progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students may not enrol in advanced units prior to fulfilling all prerequisite conditions.

Differences between the courses

The differences between the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) relate to the completion of units towards two teaching areas, where students in the Bachelor of Education (Secondary) complete two teaching areas of 60 credit points each, whereas students in the Bachelor of Arts/Bachelor of Education (Secondary) complete one teaching area major of 80 credit points in a Humanities area, and one teaching area minor of 40 credit points. From the first year of the courses, students will need to follow the correct course structure in order to ensure the completion of the required number of credit points in each teaching area.

The differences between the two courses are as follows:

	Bachelor of Education (Secondary)	Bachelor of Arts/Bachelor of Education (Secondary)
Majors/Minors	Two majors of six units each comprising: <ul style="list-style-type: none"> • Minimum of 2 introductory (100-level) units • Minimum of 3 advanced (200- and 300-level) units, including 1 unit at 300-level 	A major of 8 units comprising: <ul style="list-style-type: none"> • Maximum of 3 introductory (100-level) units • Minimum of 5 advanced (200- and 300-level) units, including minimum of 1 unit at 300-level A minor of 4 units comprising: <ul style="list-style-type: none"> • Maximum of 2 introductory (100-level) units • Minimum of 2 advanced (200- and 300-level) units

For the Bachelor of Education (Secondary) CHC currently offers teaching area majors in Business Education, Biblical Studies, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching areas.

For the Bachelor of Arts/Bachelor of Education (Secondary) CHC currently offers teaching area majors in Biblical Studies, Drama, English and History, and teaching area minors in Accounting, Business Education, Biblical Studies, Drama, English, Health and Physical Education, History and Mathematics. Students may access cross-institutional enrolment for other teaching area majors and minors.

See Section 8.3 for the units that are available in each teaching area.

Year Level Overviews

Each year of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester.

Commencing students

First Year – Connect: Learning how to learn

The focus of Year 1 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) is to extend and build upon the learning undertaken through secondary school and work/life experiences. The first year provides you with the foundations for success in your coursework and inducts you into tertiary life and study. It provides prerequisite knowledge, tools, skills and experiences at an introductory level of study to enable you to develop a secure foundation upon which further studies can be developed in successive years of the courses.

The first-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR111 Introduction to Cross-Curricular Literacies	Nil	ES126 Introduction to Teaching and Learning (7-12)	Nil
CS116 Christian Foundations for Work and Vocation I	Nil	Bachelor of Education (Sec): <ul style="list-style-type: none"> • 1 unit from Teaching Area #1 • 2 units from Teaching Area #2 Bachelor of Arts/Bachelor of Education (Sec): <ul style="list-style-type: none"> • 2 units from Teaching Area #1 [major] • 1 unit from Teaching Area #2 [minor] 	Nil
ES116 Educational Psychology: Learning and Development (7-12)	Nil		
1 unit from Teaching Area #1	Nil		

Continuing students

Second Year – Construct: Learning to teach

Year 2 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) provides the foundational knowledge, tools, skills and experiences needed to begin developing your professional understandings and personal practices of teaching. Many of these are experiential and teacher-centred as you begin to develop the strategies, tactics and skills for a confident start to teaching.

The second-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		Semester 2	
Unit	Prerequisite	Unit	Prerequisite
CS216 Christian Foundations for Work and Vocation II	CS116	ES246 Curriculum, Assessment and Reporting (7-12)	Nil
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126, 30cp in CR strand	ES261 Australian Indigenous Contexts and Education	Nil
1 unit each from Teaching Area #1 and #2	See units	1 unit each from Teaching Area #1 and #2	See units

Continuing students

Third Year – Critique: Teaching for learning

As you commence Year 3 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary), you will have developed a foundational set of knowledge, tools, approaches, skills and experiences. The focus of the Year 3 program is to encourage you to progress to more student-centred approaches where teaching is more focused on learning and to develop the knowledge, skills and experiences to start to critique current educational policy and practice.

The third-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		Semester 2	
Unit	Prerequisite	Unit	Prerequisite
ES358 Learning Communities: Schools, Students and Families (7-12)	Nil	CR308 Curriculum and Pedagogy: Teaching Area #1	at least 3 units in the relevant area
CS316 Christian Foundations for Work and Vocation III	CS216	ES360 Studies in Inclusive Philosophy and Practice	Nil
PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	PE216	PE336 Teaching for Learning: Curriculum and Planning (7-12)	PE216
1 unit from Teaching Area #1	See units	1 unit from Teaching Area #2	See units

Continuing students

Fourth Year – Crystallise: Teaching for transformation

Year 4 of the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary), with its emphases on the preparation for and implementation of the School-based Internship, requires that you make the transition from student teaching to beginning teaching. The focus of the Year 4 program is to assist you to become a professional beginning teacher. Not only is it intended that this transition occur but that there be radical transformation in your understanding and mastery of experiential and experimental approaches of teaching that promote learning.

The fourth-year units in the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Prerequisite</i>	<i>Unit</i>	<i>Prerequisite</i>
CR309 Curriculum and Pedagogy: Teaching Area #2	at least 3 units in the relevant area	CR411 Cross-Curricular Priorities, Capabilities and Literacies	CR111, PE336
PE446 Teaching for Transformation: Meeting Learner Needs (7-9)	PE324, PE334, 90cp in CR strand	ES470 The Professional Teacher	Nil
<i>Bachelor of Education (Sec):</i> <ul style="list-style-type: none"> • 1 unit from Teaching Area #1 • 1 unit from Teaching Area #2 <i>Bachelor of Arts/Bachelor of Education (Sec):</i> <ul style="list-style-type: none"> • 2 units from Teaching Area #1 [major] 	See units	ES480 Worldview and Sociology for Teachers	CS315
		PE450 Internship: Teaching for Transformation	All other PEP units

Course structure overviews

The following course structure overviews for the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary) are provided for students who are commencing the courses in 2018, and for students who are continuing in the courses in 2018.

Bachelor of Education (Secondary) (ED23)						
Course structure for students commencing Year 1 in 2018 or later (Semester 1 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1		ES116 Educational Psychology: Learning and Development (7-12)		CS116 Christian Foundations for Work and Vocation I	40
2	Teaching Area #1.2 Teaching Area #2.1 Teaching Area #2.2		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.3 Teaching Area #2.3			PE216 Learning about Teaching: Planning for Learning (7-12)	CS216 Christian Foundations for Work and Vocation II	40
4	Teaching Area #1.4 Teaching Area #2.4		ES246 Curriculum, Assessment and Reporting (7-12) ES261 Australian Indigenous Contexts and Education			40
5	Teaching Area #1.5		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS316 Christian Foundations for Work and Vocation III	40
6	Teaching Area #2.5	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.6 Teaching Area #2.6	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Secondary) (ED23)						
Course structure for students commencing Year 1 in 2018 or later (Semester 2 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (Sem 2)	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1 Teaching Area #2.1		ES126 Introduction to Teaching and Learning (7-12)			40
2 (Sem 1)	Teaching Area #1.2		ES116 Educational Psychology: Learning and Development (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)	CS116 Christian Foundations for Work and Vocation I	40
3 (Sem 2)	Teaching Area #1.3 Teaching Area #1.4 Teaching Area #2.2		ES246 Curriculum, Assessment and Reporting (7-12)			40
4 (Sem 1)	Teaching Area #1.5 Teaching Area #2.3		ES261 Australian Indigenous Contexts and Education		CS216 Christian Foundations for Work and Vocation II	40
5 (Sem 2)		CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS316 Christian Foundations for Work and Vocation III	40
6 (Sem 1)	Teaching Area #2.4	CR309 Curriculum and Pedagogy: Teaching Area #2	ES358 Learning Communities: Schools, Students and Families (7-12)	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7 (Sem 2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8 (Sem 1)	Teaching Area #1.6 Teaching Area #2.5 Teaching Area #2.6			PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Secondary) (ED23)						
Course structure for students continuing in Years 3-4 in 2019						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1		ES116 Educational Psychology: Learning and Development (7-12)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	Teaching Area #1.2 Teaching Area #2.1 Teaching Area #2.2		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.3 Teaching Area #2.3		ES238 Educational Contexts and Philosophies (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)	CS215 Contours for a Bible-based Christ-centred Worldview	40
4	Teaching Area #1.4 Teaching Area #2.4		ES246 Curriculum, Assessment and Reporting (7-12)			40
5	Teaching Area #1.5		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS316 Christian Foundations for Work and Vocation III	40
6	Teaching Area #2.5	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.6 Teaching Area #2.6	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)						
Course structure for students commencing Year 1 in 2018 or later (Semester 1 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1 (major)		ES116 Educational Psychology: Learning and Development (7-12)		CS116 Christian Foundations for Work and Vocation I	40
2	Teaching Area #1.2 Teaching Area #1.3 Teaching Area #2.1 (minor)		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.4 Teaching Area #2.2			PE216 Learning about Teaching: Planning for Learning (7-12)	CS216 Christian Foundations for Work and Vocation II	40
4	Teaching Area #1.5 Teaching Area #2.3		ES246 Curriculum, Assessment and Reporting (7-12) ES261 Australian Indigenous Contexts and Education			40
5	Teaching Area #1.6		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS316 Christian Foundations for Work and Vocation III	40
6	Teaching Area #2.4	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.7 Teaching Area #1.8	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)						
Course structure for students commencing Year 1 in 2018 or later (Semester 2 entry)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1 (Sem 2)	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1 (major) Teaching Area #2.1 (minor)		ES126 Introduction to Teaching and Learning (7-12)			40
2 (Sem 1)	Teaching Area #1.2		ES116 Educational Psychology: Learning and Development (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)	CS116 Christian Foundations for Work and Vocation I	40
3 (Sem 2)	Teaching Area #1.3 Teaching Area #1.4 Teaching Area #2.2		ES246 Curriculum, Assessment and Reporting (7-12)			40
4 (Sem 1)	Teaching Area #1.5 Teaching Area #2.3		ES261 Australian Indigenous Contexts and Education		CS216 Christian Foundations for Work and Vocation II	40
5 (Sem 2)		CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS316 Christian Foundations for Work and Vocation III	40
6 (Sem 1)	Teaching Area #1.6	CR309 Curriculum and Pedagogy: Teaching Area #2	ES358 Learning Communities: Schools, Students and Families (7-12)	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7 (Sem 2)		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8 (Sem 1)	Teaching Area #2.4 Teaching Area #1.7 Teaching Area #1.8			PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)						
Course structure for students continuing in Years 3-4 in 2019						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1 (major)		ES116 Educational Psychology: Learning and Development (7-12)		CS115 Foundations of a Bible-based Christ-centred Worldview	40
2	Teaching Area #1.2 Teaching Area #1.3 Teaching Area #2.1 (minor)		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.4 Teaching Area #2.2		ES238 Educational Contexts and Philosophies (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)	CS215 Contours for a Bible-based Christ-centred Worldview	40
4	Teaching Area #1.5 Teaching Area #2.3		ES246 Curriculum, Assessment and Reporting (7-12)			40
5	Teaching Area #1.6		ES358 Learning Communities: Schools, Students and Families (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS316 Christian Foundations for Work and Vocation III	40
6	Teaching Area #2.4	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.7 Teaching Area #1.8	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR411 Cross-Curricular Priorities, Capabilities and Literacies	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Section 7: Postgraduate Education courses information

- 7.1 Master of Teaching (Primary) (ED54)**
- 7.2 Master of Teaching (Secondary) (ED55)**
- 7.3 Graduate Diploma in Teaching Studies (ED48)**
- 7.4 Graduate Certificate in Christian Education (ED42)**
- 7.5 Master of Education (ED51)**

7.1 Master of Teaching (Primary) (ED54)

The Master of Teaching (Primary) is designed to prepare students for teaching in primary school contexts. The course has an emphasis on teaching in Years P-6 in Queensland; however, graduates from this course may teach in other Australian or overseas jurisdictions using mutual recognition processes.

The course is designed to:

- engage students in teaching and learning within primary school contexts;
- introduce students to the learning and developmental needs of children between 5-12 years of age; and
- cover the content, curriculum and pedagogy of the relevant learning areas of the Australian Curriculum, with a specialisation in *either* English or Mathematics.

A maximum of eight years is allowed to complete course requirements.

Students who, for personal, professional or other reasons, are not able to complete the course may exit with the Graduate Diploma in Teaching Studies after completing the equivalent of one year of the Master of Teaching (Primary). See Section 7.3 for further information regarding the Graduate Diploma in Teaching Studies.

Course Structure

The Master of Teaching (Primary) is divided into three strands that reflect three main conceptual areas. These strands and the unit code prefixes represented by these strands are:

- CE: Christian Education – two units, including one designated unit assigned to Professional experience in authentic contexts;
- ES: Education Studies – five units, including two designated units assigned to Professional experience in authentic contexts; and
- CU: Curriculum, Learning and Teaching – nine units, including one capstone Professional experience in an authentic context.

The following tables provide an overview of the standard course structure for the Master of Teaching (Primary) for full-time and part-time enrolment.

Master of Teaching (Primary) – Full-time enrolment							
Year 1							
Semester 1				Semester 2			
CE501 Biblical Worldview and Education	CE511 PEP 1 Philosophy of Teaching for Learning	ES501 The Nature of the Learner	ES521 Australian Indigenous Contexts and Education	CU520 Primary Mathematics 1	CU521 Primary English 1	CU522 Primary Science	ES522 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 5 days early in Semester 1 and 15 days = 20 days Undertake LANTITE by end of Semester 1				PEP 2: 20 days Successfully complete LANTITE by end of Semester 2			
Year 2							
Semester 3				Semester 4			
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU621 English 2 and Literacy across the Curriculum	ES601 Teacher as Researcher (Primary Specialisation)	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms	CU623 Primary Humanities and Social Sciences	CU624 Primary The Arts and Technology	CU625 Primary Health and Physical Education	CU661 PEP 4 The Professional Teacher
PEP 3: 20 days				PEP 4: 25 days			

Master of Teaching (Primary) – Part-time enrolment							
Year 1							
Semester 1				Semester 2			
CE501 Biblical Worldview and Education	ES501 The Nature of the Learner			CU521 Primary English 1		CU522 Primary Science	
PEP: 5 day early in Semester 1 = 5 days							
Year 2							
Semester 3				Semester 4			
CE511 PEP 1 Philosophy of Teaching for Learning		ES521 Australian Indigenous Contexts and Education		CU520 Primary Mathematics 1		ES522 PEP 2 Curriculum, Assessment and Reporting	
PEP 1: 15 days Undertake LANTITE by end of Semester 3				PEP 2: 20 days Successfully complete LANTITE by end of Semester 4			
Year 3							
Semester 5				Semester 6			
CU620 Primary Mathematics 2 and Numeracy across the Curriculum		CU621 English 2 and Literacy across the Curriculum		CU624 Primary The Arts and Technology		CU625 Primary Health and Physical Education	
Year 4							
Semester 7				Semester 8			
ES601 Teacher as Researcher (Primary Specialisation)		ES611 PEP 3 Differentiation for Safe and Supportive Classrooms		CU623 Primary Humanities and Social Sciences		CU661 PEP 4 The Professional Teacher	
PEP 3: 20 days				PEP 4: 25 days			

7.2 Master of Teaching (Secondary) (ED55)

The Master of Teaching (Secondary) is designed to prepare students for teaching in secondary school contexts. The course has an emphasis on teaching in Years 7-12 in Queensland; however, graduates from this course may teach in other Australian or overseas jurisdictions using mutual recognition processes.

The course is designed to:

- engage students in teaching and learning within secondary school contexts;
- introduce students to the learning and developmental needs of children between 12-18 years of age; and
- cover the curriculum and pedagogy for two teaching areas.

A maximum of eight years is allowed to complete course requirements.

Students who, for personal, professional or other reasons, are not able to complete the course may exit with the Graduate Diploma in Teaching Studies after completing the equivalent of one year of the Master of Teaching (Secondary). See Section 7.3 for further information regarding the Graduate Diploma in Teaching Studies.

Course Structure

The Master of Teaching (Secondary) is divided into three strands that reflect three main conceptual areas. These strands and the unit code prefixes represented by these strands are:

- CE: Christian Education – two units, including one designated unit assigned to Professional experience in an authentic context;
- ES: Education Studies – five units, including two designated units assigned to Professional experience in authentic contexts; and
- CU: Curriculum, Learning and Teaching – nine units, including one capstone Professional experience in an authentic context.

The following tables provide an overview of the standard course structure for the Master of Teaching (Secondary) for full-time and part-time enrolment.

Master of Teaching (Secondary) – Full-time enrolment							
Year 1							
Semester 1				Semester 2			
CE501 Biblical Worldview and Education	CE512 PEP 1 Philosophy of Teaching for Learning	ES502 The Nature of the Learner	ES521 Australian Indigenous Contexts and Education	CU502 Literacy and Numeracy across the Curriculum	CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1	CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1	ES523 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 5 days early in Semester 1 and 15 day = 20 days Undertake LANTITE by end of Semester 1				PEP 2: 20 days Successfully complete LANTITE by end of Semester 2			
Year 2							
Semester 3				Semester 4			
CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.2	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.2	ES602 Teacher as Researcher (Secondary Teaching Area)	ES612 PEP 3 Differentiation for Safe and Supportive Classrooms	CU602 Digital Literacies	CU650 Educating Young Adolescents in Junior Secondary (7-10)	CU651 Educating Young Adolescents in Senior Secondary (11-12)	CU661 PEP 4 The Professional Teacher
PEP 3: 20 days				PEP 4: 25 days			

Master of Teaching (Secondary) – Part-time enrolment			
Year 1			
Semester 1		Semester 2	
CE501 Biblical Worldview and Education	ES502 The Nature of the Learner	CU53* Curriculum and Pedagogy: Teaching Area Speciality 1.1	CU54* Curriculum and Pedagogy: Teaching Area Speciality 2.1
PEP: 5 days early in Semester 1 = 5 days			
Year 2			
Semester 3		Semester 4	
CE512 PEP 1 Philosophy of Teaching for Learning	ES521 Australian Indigenous Contexts and Education	CU502 Literacy and Numeracy across the Curriculum	ES523 PEP 2 Curriculum, Assessment and Reporting
PEP 1: 15 days Undertake LANTITE by end of Semester 3		PEP 2: 20 days Successfully complete LANTITE by end of Semester 4	
Year 3			
Semester 5		Semester 6	
CU63* Curriculum and Pedagogy: Teaching Area Speciality 1.2	CU64* Curriculum and Pedagogy: Teaching Area Speciality 2.2	CU602 Digital Literacies	CU650 Educating Young Adolescents in Junior Secondary (7-10)
Year 4			
Semester 7		Semester 8	
ES602 Teacher as Researcher (Secondary Teaching Area)	ES612 PEP 3 Differentiation for Safe and Supportive Classrooms	CU651 Educating Young Adolescents in Senior Secondary (11-12)	CU661 PEP 4 The Professional Teacher
PEP 3: 20 days		PEP 4: 25 days	

7.3 Graduate Diploma in Teaching Studies (ED48)

The Graduate Diploma in Teaching Studies is available as an exit pathway from both the Master of Teaching (Primary) and the Master of Teaching (Secondary). It is intended for students who are enrolled in these courses but who, for personal, professional or other reasons, are not able to complete those courses.

Students who are enrolled in the Master of Teaching (Primary) and the Master of Teaching (Secondary) are able to apply to exit those courses with the Graduate Diploma in Teaching Studies following the completion the equivalent of one year of (full-time equivalent) of those courses. This pathway is not available to students who continue their enrolment in the Master of Teaching (Primary) and the Master of Teaching (Secondary).

The Graduate Diploma in Teaching Studies does not provide eligibility for registration with the Queensland College of Teachers. It is a good general qualification for many areas of work, including community education centres, outdoor education, training settings in industry, not-for-profits and government, adult literacy, libraries, educational research, education policy, and consultancy. It also provides a postgraduate qualification that students may be able to use for admission to courses in fields other than education (subject to course entry requirements).

Students who graduate with the Graduate Diploma in Teaching Studies due to early exit from the Master of Teaching (Primary) or the Master of Teaching (Secondary) and who later wish to complete either of those courses (as applicable to their original course of enrolment) must surrender the testamur for the Graduate Diploma in Teaching Studies.

7.4 Graduate Certificate in Christian Education (ED42)

The Graduate Certificate in Christian Education is designed to provide professional development to registered and experienced teachers. It is aimed particularly at teachers who want to undertake studies which will assist them to develop Christian perspectives and professional education practices. The course emphasises reflecting critically on the role and tasks of the Christian professional teacher, the mission, philosophy and practices of Christian schooling and becoming equipped to translate this reflection on education into quality practice.

The Graduate Certificate in Christian Education is available in the external mode and is offered on a part-time basis only.

Course structure and workload

The Graduate Certificate in Christian Education requires 40 credit points for completion. No transfer of credit or cross-institutional study arrangements are allowed for the Graduate Certificate in Christian Education.

The maximum time for completion of the course is four years. Extensions beyond this time may be available in special circumstances by application to the Dean, School of Education and Business.

Students undertake 20 credit points of core units and 20 credit points of elective units. The units that are available in the Graduate Certificate in Christian Education are listed below. Elective units are offered on a rotational basis. Enquiries regarding the program of unit offerings should be directed to the Postgraduate Course Coordinator. The prerequisite requirements that apply to the units are indicated in Section 8.3.

Unit	Credit points
<i>Core units</i>	
ED601 Applying Worldview Studies to Christian Education	10
ED602 Philosophical Perspectives on Education	10
<i>Elective units</i>	
ED600 Theological Reflections on Education	10
ED611 Leadership and Change Management	10
ED614 Developing Leadership Capacity	10
ED615 Cultivating Sustainable Christian School Cultures	10
ED620 Enhancing the Spiritual Formation of Teachers	10
ED621 The Spiritual Development of Learners	10
ED622 Critical Engagements for Teaching Christianly	10
ED641 Cross-Curricular Literacies in Schools	10
ED644 Approaches to Assessment	10
ED645 Effective Pedagogical Practices within ICT	10
ED646 Curriculum in Action	10
ED651 Improving Learning Praxis	10
ED652 Personal Pedagogy as a Living Curriculum	10
ED653 Mentoring Learner Teachers	10
ED654 Issues in Learning	10
ED655 Delivering Higher Education Programs	10
ED656 Teacher Career Cycle and Professional Growth	10

7.5 Master of Education (ED51)

The Master of Education is designed to provide a program of advanced professional development for qualified and experienced teachers and school leaders.

The Master of Education is available in the external mode and is offered on a part-time basis only.

Course structure and workload

The Master of Education requires 80 credit points for completion. Students may apply for transfer of credit from previous studies.

The maximum time for completion of the course is 10 years. Extensions beyond this time may be available in special circumstances by application to the Dean, School of Education and Business.

Students are required to complete 80 credit points of core units and elective units as follows:

Option 1:

- Core units – 30 credit points;
- Independent Study unit – 10 credit points; and
- Elective units – 40 credit points.

Option 2:

- Core units – 30 credit points;
- Extended Independent Study unit – 20 credit points; and
- Elective units – 30 credit points.

The units that are available in the Master of Education are listed below. The prerequisite requirements that apply to the units are indicated in Section 8.3.

Elective units are offered on a rotational basis. Enquiries regarding the program of unit offerings should be directed to the Postgraduate Course Coordinator.

Unit	Credit points
<i>Core units</i>	
ED601 Applying Worldview Studies to Christian Education	10
ED602 Philosophical Perspectives on Education	10
ED690 Introduction to Research Methods	10
<i>Independent Study units</i>	
ED609 Independent Study in Perspectives for Christian Education	10
ED619 Independent Study in Issues of Educational Leadership	10
ED629 Independent Study in Issues of Spirituality and Education	10
ED649 Independent Study in Curriculum Issues	10
ED659 Independent Study in Pedagogical Issues	10
ED691 Extended Independent Study	20

Unit	Credit points
<i>Elective units</i>	
ED600 Theological Reflections on Education	10
ED611 Leadership and Change Management	10
ED614 Developing Leadership Capacity	10
ED615 Cultivating Sustainable Christian School Cultures	10
ED620 Enhancing the Spiritual Formation of Teachers	10
ED621 The Spiritual Development of Learners	10
ED622 Critical Engagements for Teaching Christianly	10
ED641 Cross-Curricular Literacies in Schools	10
ED644 Approaches to Assessment	10
ED645 Effective Pedagogical Practices within ICT	10
ED646 Curriculum in Action	10
ED651 Improving Learning Praxis	10
ED652 Personal Pedagogy as a Living Curriculum	10
ED653 Mentoring Learner Teachers	10
ED654 Issues in Learning	10
ED655 Delivering Higher Education Programs	10
ED656 Teacher Career Cycle and Professional Growth	10

Relationship between courses

The Graduate Certificate in Christian Education and Master of Education exist in a nested relationship in that they have several core units and elective units in common. This relationship allows students to commence a course of a shorter duration and then to transfer to a course of a longer duration should they wish to complete a higher award, or to commence a course of a longer duration but exit early with a course of a shorter duration (subject to course rules). Information regarding the process for transferring course is available from the School Administration Office.

The table below indicates the requirements of each course and the units that are comparable between courses.

Graduate Certificate in Christian Education	Master of Education
<i>Core units</i>	<i>Core units</i>
ED601 Applying Worldview Studies to Christian Education	ED601 Applying Worldview Studies to Christian Education
ED602 Philosophical Perspectives on Education	ED602 Philosophical Perspectives on Education
	ED690 Introduction to Research Methods
	Independent Study unit (Option 1) <i>or</i> Extended Independent Study unit (Option 2)
<i>Elective units</i>	<i>Elective units</i>
20 credit points of elective units	40 credit points of elective units (Option 1) <i>or</i> 30 credit points of elective units (Option 2)
Total credit points: 40	Total credit points: 80

Section 8: Unit information

8.1 Prerequisite requirements

8.2 Units for Primary focus areas and specialisations

8.3 Units for Secondary teaching areas, majors and minors

Unit offerings differ from semester to semester and are designed to ensure course progression for students undertaking a standard program. Sample unit outlines and information regarding the schedule of units on offer can be found on the CHC website. Students who require further information about unit offerings or advice about course progression should contact the relevant Course Coordinator.

Bachelor-level students who wish to undertake Humanities units in their courses (Drama, History, Literature) are to contact the Millis Institute regarding unit prerequisite requirements.

8.1 Prerequisite requirements

The following tables summarise the prerequisite requirements for units in the Education courses.

Christian Studies units:

Bachelor courses

Unit	Prerequisite requirements
CS216 Christian Foundations for Work and Vocation II	CS116 Christian Foundations for Work and Vocation I
CS316 Christian Foundations for Work and Vocation III	CS216 Christian Foundations for Work and Vocation II

Initial Teacher Education units:

Bachelor courses

Unit	Prerequisite requirements
CR131 Introduction to Language, Literature and Literacy	CR111 Introduction to Cross-Curricular Literacies (Literacy module)
CR161 Introduction to Mathematics and Numeracy	CR111 Introduction to Cross-Curricular Literacies (Numeracy module)
CR220 Content and Pedagogy: The Arts	PE212 Learning about Teaching: Planning for Learning (P-6)
CR232 Curriculum and Pedagogy: English and Literacy	CR131 Introduction to Language, Literature and Literacy
CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161 Introduction to Mathematics and Numeracy
CR363 Advanced Studies in Mathematics and Numeracy	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
CR335 Advanced Studies in English and Literacy	CR232 Curriculum and Pedagogy: English and Literacy
CR275 Advanced Studies in Science and Technologies	Commencing students CR171 Introduction to Science <i>and</i> CR192 Introduction to Technologies Continuing students CR172 Introduction to Science and Technologies
CR308 Curriculum and Pedagogy: Teaching Area #1	40 credit points of study in the relevant discipline area
CR309 Curriculum and Pedagogy: Teaching Area #2	30 credit points in the selected teaching area
CR333 Advanced Studies in English and Literacy	CR232 Curriculum and Pedagogy: English and Literacy
CR363 Advanced Studies in Mathematics and Numeracy	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
CR370 Curriculum and Pedagogy: Science and Technologies	CR275 Advanced Studies in Science and Technologies <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6)

Unit	Prerequisite requirements
CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-6)	Commencing students CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3) <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6) Continuing students CR182 Introduction to History, Civics and Citizenship <i>and</i> CR183 Introduction to Geography, Economics and Business <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6)
CR411 Cross-Curricular Priorities, Capabilities and Literacies	PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>or</i> PE336 Teaching for Learning: Curriculum and Planning (7-12)
ES246 Curriculum, Assessment and Reporting (7-12)	ES126 Introduction to Teaching and Learning (7-12)
ES242 Curriculum, Assessment and Reporting (P-6)	ES123 Introduction to Teaching and Learning (P-6)
ES470 The Professional Teacher	ES352 Learning Communities: Schools, Students and Families (P-6) <i>or</i> ES358 Learning Communities: Schools, Students and Families (7-12) <i>and</i> ES360 Studies in Inclusive Philosophy and Practice
ES480 Worldview and Sociology for Teachers	ES352 Learning Communities: Schools, Students and Families (P-6) <i>or</i> ES358 Learning Communities: Schools, Students and Families (7-12)
PE212 Learning about Teaching: Planning for Learning (P-6)	ES123 Introduction to Teaching and Learning (P-6) <i>and</i> 30 credit points in the Curriculum Studies strand
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126 Introduction to Teaching and Learning (7-12) <i>and</i> 30 credit points in the Curriculum Studies strand
PE322 Teaching for Learning: Motivating and Managing Learners (P-6)	PE213 Learning about Teaching: Planning for Learning (P-3) <i>or</i> PE212 Learning about Teaching: Planning for Learning (P-6)
PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)
PE332 Teaching for Learning: Curriculum and Planning (P-6)	PE212 Learning about Teaching: Planning for Learning (P-6)
PE336 Teaching for Learning: Curriculum and Planning (7-12)	PE216 Learning about Teaching: Planning for Learning (7-12)
PE442 Teaching for Transformation: Meeting Learner Needs (P-6)	PE322 Teaching for Learning: Motivating and Managing Learners (P-6) <i>and</i> PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>and</i> 90 credit points in the Curriculum Studies strand
PE446 Teaching for Transformation: Meeting Learner Needs (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12) <i>and</i> PE336 Teaching for Learning: Curriculum and Planning (7-12) <i>and</i> 90 credit points in the Curriculum Studies strand
PE450 Internship: Teaching for Transformation	at least 280 credit points completed, including: PE443 Teaching for Transformation: Meeting Learner Needs (P-3) <i>or</i> PE442 Teaching for Transformation: Meeting Learner Needs (P-6) <i>or</i> PE446 Teaching for Transformation: Meeting Learner Needs (7-12)

Masters courses

Master of Teaching (Primary)	
Unit	Prerequisite requirements
CU620 Primary Mathematics 2 and Numeracy across the Curriculum	CU520 Primary Mathematics 1
CU621 Primary English 2 and Literacy across the Curriculum	CU521 Primary English 1
CU661 PEP 4 The Professional Teacher	ES611 PEP 3 Differentiation for Safe and Supportive Classrooms
ES522 PEP 2 Curriculum, Assessment and Reporting	CE511 PEP 1 Philosophy of Teaching for Learning
ES601 Teacher as Research (Primary Specialisation)	CE511 PEP 1 Philosophy of Teaching for Learning
ES611 PEP3 Differentiation for Safe and Supportive Classrooms	ES522 PEP 2 Curriculum, Assessment and Reporting

Master of Teaching (Secondary)	
Unit	Prerequisite requirements
CU630 Curriculum and Pedagogy: English 2	CU530 Curriculum and Pedagogy: English 1
CU631 Curriculum and Pedagogy: Sciences 2	CU531 Curriculum and Pedagogy: Sciences 1
CU632 Curriculum and Pedagogy: Business 2	CU532 Curriculum and Pedagogy: Business 1
CU633 Curriculum and Pedagogy: Religious Education 2	CU533 Curriculum and Pedagogy: Religious Education 1
CU634 Curriculum and Pedagogy: Design and Technology 2	CU534 Curriculum and Pedagogy: Design and Technology 1
CU635 Curriculum and Pedagogy: Digital Technologies 2	CU535 Curriculum and Pedagogy: Digital Technologies 1
CU639 Curriculum and Pedagogy: Curriculum Studies 1.2	CU539 Curriculum and Pedagogy: Curriculum Studies 1.1
CU640 Curriculum and Pedagogy: Mathematics 2	CU540 Curriculum and Pedagogy: Mathematics 1
CU641 Curriculum and Pedagogy: Humanities 2	CU541 Curriculum and Pedagogy: Humanities 1
CU642 Curriculum and Pedagogy: Creative and Performing Arts 2	CU542 Curriculum and Pedagogy: Creative and Performing Arts 1
CU643 Curriculum and Pedagogy: Health and Physical Education 2	CU543 Curriculum and Pedagogy: Health and Physical Education 1
CU644 Curriculum and Pedagogy: Languages 2	CU544 Curriculum and Pedagogy: Languages 1
CU649 Curriculum and Pedagogy: Curriculum Studies 2.2	CU549 Curriculum and Pedagogy: Curriculum Studies 2.1
CU661 PEP 4 The Professional Teacher	ES612 PEP3 Differentiation for Safe and Supportive Classrooms
ES523 PEP 2 Curriculum, Assessment and Reporting	CE512 PEP 1 Philosophy of Teaching for Learning
ES602 Teacher as Research (Secondary Teaching Area)	CE512 PEP 1 Philosophy of Teaching for Learning
ES612 PEP3 Differentiation for Safe and Supportive Classrooms	ES523 PEP 2 Curriculum, Assessment and Reporting

Undergraduate Initial Teacher Education Discipline Studies units:

Unit	Prerequisite requirements
HP220 Games and Coaching	CR240 Content and Pedagogy: Health and Physical Education (ED21 only) <i>or</i> 20 credit points of introductory-level HPE units (ED23/CC23 only)
HP230 Scientific Foundations of Sport and Activity	20 credit points of introductory-level HPE units
HP300 Psychology and Sociology of Sport	20 credit points of 200-level HPE units
HP310 Sports Organisation and Management	20 credit points of 200-level HPE units
MT210 Calculus 3	20 credit points of 100-level MT units
MT311 Discrete Mathematics	20 credit points of 100-level MT units

Postgraduate Continuing Teacher Education units:

Unit	Prerequisite requirements
ED600 Theological Reflections on Education	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED609 Independent Study in Perspectives for Christian Education	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED611 Leadership and Change Management	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED614 Developing Leadership Capacity	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED615 Cultivating Sustainable Christian School Cultures	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED619 Independent Study in Issues of Educational Leadership	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives

Unit	Prerequisite requirements
ED620 Enhancing the Spiritual Formation of Teachers	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED621 The Spiritual Development of Learners	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED622 Critical Engagements for Teaching Christianity	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED629 Independent Study in Issues of Spirituality and Education	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED641 Cross Curricular Literacies in Schools	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED644 Approaches to Assessment	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED645 Effective Pedagogical Practices within ICT	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED646 Curriculum in Action	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED649 Independent Study in Curriculum Issues	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED651 Improving Learning Praxis	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED652 Personal Pedagogy as a Living Curriculum	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED653 Mentoring Learner Teachers	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED654 Issues in Learning	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED650 Delivering Higher Education Programmes	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹
ED656 Teacher Career Cycle and Professional Growth	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education ¹

¹ These units may be prerequisites or co-requisites.

Unit	Prerequisite requirements
ED659 Independent Study in Pedagogical Issues	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives
ED691 Extended Independent Study	ED601 Applying Worldview Studies to Christian Education <i>or</i> ED602 Philosophical Perspectives on Education <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives

8.2 Units for Primary focus areas and specialisations

Students in the Bachelor of Education (Primary) complete either a *specialisation* or a *focus area* depending upon when they commenced the course.

For students who commence the Bachelor of Education (Primary) from 2018 onwards, the following areas are available as *specialisations*. A specialisation consists of three core units and one elective unit.

English	Mathematics
<i>Core units</i>	<i>Core units</i>
CR131 Introduction to Language, Literature and Literacy	CR161 Introduction to Mathematics and Numeracy
CR232 Curriculum and Pedagogy: English and Literacy	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
CR335 Advanced Studies in English and Literacy	CR363 Advanced Studies in Mathematics and Numeracy
<i>Elective units (choose one)</i>	<i>Elective units (choose one)</i>
LIT101 Great Books of the Western World I	BZ201 Data Analysis
LIT102 Great Books of the Western World II	MT110 Foundations of Mathematics
LIT235 Modern Literature	MT111 Calculus 1
LIT190 Creative Writing	MT112 Calculus 2
LIT200 Classical Literature and Drama: Greece and Rome	MT210 Calculus 3
LIT201 Medieval and Renaissance Literature	MT311 Discrete Mathematics
LIT226 Australian Literature	
LIT275 Women Writers	
LIT316 The Works of Shakespeare	
LIT246 Bible as Literature	
LIT397 Research Project in Literature	

For students who commenced the Bachelor of Education (Primary) prior to 2018, the following are available as *focus areas*. A focus area consists of one or two core units (as applicable) and two elective units.

English	Health and Physical Education
<i>Core units</i>	<i>Core units</i>
CR131 Introduction to Language, Literature and Literacy	CR240 Content and Pedagogy: Health and Physical Education
CR232 Curriculum and Pedagogy: English and Literacy	<i>Elective units (choose two)</i>
<i>Elective units (choose two)</i>	HP110 Health and Fitness
LIT101 Great Books of the Western World I	HP220 Games and Coaching
LIT102 Great Books of the Western World II	HP230 Scientific Foundations of Sport and Activity
LIT235 Modern Literature	HP300 Psychology and Sociology of Sport
LIT190 Creative Writing	HP310 Sports Organisation and Management
LIT200 Classical Literature and Drama: Greece and Rome	
LIT201 Medieval and Renaissance Literature	
LIT226 Australian Literature	
LIT275 Women Writers	
LIT316 The Works of Shakespeare	
LIT246 Bible as Literature	
LIT397 Research Project in Literature	
History	Mathematics
<i>Core units</i>	<i>Core units</i>
CR182 Introduction to History, Civics and Citizenship	CR161 Introduction to Mathematics and Numeracy
<i>Elective units (choose two)</i>	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
HT101 A Map of Time: An Introduction to History	<i>Elective units (choose two)</i>
HT102 The West: Culture and Ideas	BZ201 Data Analysis
HT241 A History of Christianity	MT110 Foundations of Mathematics
HT251 Survey of Ancient Civilisations	MT111 Calculus 1
HT212 War and Peace 1914 - present	MT112 Calculus 2
HT213 Social and Political Movements in the 20th Century	MT210 Calculus 3
HT220 Issues in Australian Society	MT311 Discrete Mathematics
HT256 Holocaust: History and Memory	
HT385 Philosophies of History	
HT245 Israel and Islam: The Modern Middle East	
HT261 Australia and the World: An International History	
HT397 Research Project in History	

Science	The Arts
<i>Core units</i>	<i>Core units</i>
CR172 Introduction to Science and Technologies	CR220 Content and Pedagogy: The Arts
CR275 Advanced Studies in Science and Technologies	<i>Elective units (choose two)</i>
<i>Elective units (choose two)</i>	DM100 The Elements of Drama
SC110 A Christian Approach to Scientific Inquiry	DM120 Introduction to Dramatic Performance
SC120 Environmental Science	LIT200 Classical Literature and Drama: Greece and Rome
SC130 Physical and Chemical Sciences (7-10)	DM220 Advanced Dramatic Performance
	DM285 Contemporary Drama
	LIT316 The Works of Shakespeare
	DM397 Research Project in Drama

8.3 Units for Secondary teaching areas, majors and minors

The following areas are available in the Bachelor of Education (Secondary) [ED23] as teaching areas, and in the Bachelor of Arts/Bachelor of Education (Secondary) [CC23] as majors and minors, as noted.

Accounting (ED23 - N/A; CC23 - minor)	Biblical Studies (ED23 - teaching area; CC23 - major or minor)
BZ102 Accounting Principles	JA101 Biblical Interpretation and Application
BZ202 Financial Management	JA102 Biblical Studies in the Old Testament
BZ211 Financial Accounting	JA103 Biblical Studies in the New Testament
BZ212 Management Accounting	JA205 History of Christian Thought and its Practice
BZ213 Company Accounting	JB104 Spiritual Transformation
BZ312 Auditing	JB201 A Biblical Understanding of the Church
	JB204 Reflections in Theology
	JB314 Jesus - His Life and Ministry
	JB315 Paul - His Life and Theology
	JB316 Major Themes of Luke-Acts
Business Education (ED23 - teaching area; CC23 - minor)	Health & Physical Education (ED23 - teaching area; CC23 - minor)
BZ100 Introduction to Business and Management	HP100 Introduction to Health and Physical Education
BZ102 Accounting Principles	HP110 Health and Fitness
BZ103 Introduction to Marketing	HP220 Games and Coaching
BZ104 Economics	HP230 Scientific Foundations of Sport and Activity
BZ201 Data Analysis	HP300 Psychology and Sociology of Sport
BZ202 Financial Management	HP310 Sports Organisation and Management
BZ203 Business Law	
BZ211 Financial Accounting	
BZ212 Management Accounting	
BZ213 Company Accounting	
BZ231 Human Behaviour in Organisations	
BZ252 Marketing Communication	
BZ310 Business Planning	
BZ312 Auditing	
BZ332 Human Resource Management	
Drama (ED23 - teaching area; CC23 - major or minor)	English (ED23 - teaching area; CC23 - major or minor)
DM100 The Elements of Drama	LIT101 Great Books of the Western World I
DM120 Introduction to Dramatic Performance	LIT102 Great Books of the Western World II
LIT200 Classical Literature and Drama: Greece and Rome	LIT235 Modern Literature
DM220 Advanced Dramatic Performance	LIT190 Creative Writing
DM285 Contemporary Drama	LIT200 Classical Literature and Drama: Greece and Rome
LIT316 The Works of Shakespeare	LIT201 Medieval and Renaissance Literature
DM397 Research Project in Drama	LIT226 Australian Literature
	LIT275 Women Writers
	LIT316 The Works of Shakespeare
	LIT246 Bible as Literature
	LIT397 Research Project in Literature

Mathematics (ED23 - teaching area; CC23 - minor)	History (ED23 - teaching area; CC23 - major or minor)
BZ201 Data Analysis MT110 Foundations of Mathematics MT111 Calculus 1 MT112 Calculus 2 MT210 Calculus 3 MT311 Discrete Mathematics	HT101 A Map of Time: An Introduction to History HT102 The West: Culture and Ideas HT241 A History of Christianity HT251 Survey of Ancient Civilisations HT212 War and Peace 1914 - present HT213 Social and Political Movements in the 20th Century HT220 Issues in Australian Society HT256 Holocaust: History and Memory HT385 Philosophies of History HT245 Israel and Islam: The Modern Middle East HT261 Australia and the World: An International History HT397 Research Project in History
Science (ED23 - teaching area; CC23 - minor)	
SC110 A Christian Approach to Scientific Inquiry SC120 Environmental Science SC130 Physical and Chemical Sciences (7-10) <i>Students must source units from other higher education providers to complete a Science teaching area (ED23) or minor (CC23).</i>	

Section 9: Resource requirements

- 9.1 Computing facilities**
- 9.2 Text books**
- 9.3 Other requirements**

9.1 Computing facilities

All students will require computer and internet access for engaging with their studies. A limited number of computers are available for student use at the Learning Hub.

Students at CHC are assigned a dedicated email address and this will be used to deliver important information and documentation. You will be assigned individualised login details for using Library services and the Moodle™ learning platform. You are also assigned individual space on the student server for the purpose of data storage. You are expected to check your email and access the Moodle™ site for relevant class materials and online activities on a regular basis.

All courses offered by CHC require the ongoing use of computer technology. To engage fully with the learning experience for the duration of their studies, students will need to have access to and be able to use internet-connected devices and have reliable connectivity to the internet. Students are expected to find, use and disseminate information, upload and download documents and video and audio files, prepare assessments and presentations, communicate with faculty using CHC student email and audio-visual communication tools, and manage and back up files.

9.2 Text books

Each semester a text book list is published on the CHC website along with information about suggested locations where students could purchase the texts. These retailers are not given textbook list requirements by CHC so at times they may not have sufficient stock. Students are expected to source the required readings no later than orientation week. Information about required text books is also included in unit outlines. Students will be expected to have all required textbooks available, to read them as required by the lecturer and to use them as relevant in the preparation of assessment tasks. While the CHC Library does maintain copies of all text books, class sizes and reading requirements may make it impossible to access the required information as needed for classes in a timely fashion without a personal copy of the text book.

9.3 Other requirements

Information regarding any additional specific requirements is published in the 'Specialist resource requirements' section in unit outlines.

Section 10: Staff contacts

10.1 Staff contacts

10.1 Staff contacts

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table below indicates the person(s) to whom you should direct your enquiries depending upon the issue.

While all staff may be consulted about general matters and questions, certain issues are the responsibility of the staff members listed below. If in doubt about whom you should approach regarding an issue, please ask at the CHC Reception.

Topic/Issue	Staff Member
Accommodation	Stephanie Germain (sgermain@chc.edu.au)
Australia Studies Centre	Joyce Mok (joyce.mok@chc.edu.au)
Counselling and Support Centre	counselling@chc.edu.au
Disability support	disabilitysupport@chc.edu.au
End-of-Semester examinations	Student Administration (sadmin@chc.edu.au)
Enrolment issues and student enquiries	Student Administration (sadmin@chc.edu.au)
FEE-HELP and HECS-HELP enquiries	Student Administration (sadmin@chc.edu.au)
IT support	itsupport@chc.edu.au
LAUNCH	Student Administration (sadmin@chc.edu.au)
Moodle™ support	moodle@chc.edu.au
Overseas Student Liaison Officer (OSLO)	Stephanie Germain (sgermain@chc.edu.au)
Payment of monies	Pay Online or Student Administration
Resource materials	Library staff
Student Advocacy Officer	studentadvocacy@chc.edu.au
Student grievances	Student Administration (sadmin@chc.edu.au)
Student Life Coordinator	Stephanie Germain (sgermain@chc.edu.au)
Student Representative Council	studentcouncil@chc.edu.au
Student Services	Stephanie Germain (sgermain@chc.edu.au)
Study Support Tutor	studysupport@chc.edu.au
Timetable and Intensives Schedule	Student Administration (sadmin@chc.edu.au)
Tuition fees and student contribution amounts	CHC Business Office
Unit work	Unit lecturers/tutors
<i>School staff</i>	
Dean, School of Education and Business	Dr Craig Murison
Administration Officer – Education courses	Ada Steyn (education@chc.edu.au)
Course Coordinators	Undergraduate courses – Peter Collins Postgraduate courses – Dr Robert Herschell
Year-level Coordinators – Undergraduate courses	Year 1: Robyn Press Year 2: Debra Ayling Year 3: Louise Schache Year 4: Paul Willis
Professional Experience Program (PEP) Coordinator	Peter Wilkinson
Professional Experience Program (PEP) Placement Officer	Candace Murison