

CHC

CHRISTIAN HERITAGE COLLEGE

EDUCATION

COURSES HANDBOOK

2024



**Christian Heritage College
School of Education and Humanities
Education Courses Handbook 2024**

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

This Courses Handbook is to be read in conjunction with the CHC Student Handbook 2024

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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, Humanities 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, Humanities and Business

SECTION 1: GENERAL INFORMATION

- 1.1 SCHOOL OF EDUCATION AND HUMANITIES STAFF – EDUCATION COURSES**
- 1.2 CONTACTING STAFF**
- 1.3 UNITS AND MODES**
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- 1.13 APPLYING FOR TEACHER REGISTRATION**
- 1.14 CALENDAR AND IMPORTANT DATES**

1.1 SCHOOL OF EDUCATION AND HUMANITIES STAFF – EDUCATION COURSES

ACADEMIC STAFF

Dr Craig Murison (Dean)
Peter Collins (Faculty Coordinator)
Peter Wilkinson (Professional Experience Program Coordinator)
Mark Rasi (Master of Teaching Course Coordinator)
Debra Ayling
Dr Nathaniel Lambert

Sessional staff

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

ADMINISTRATION STAFF

Shannon Drury (Administration Officer)
Candace Murison (Professional Experience Program Placement Officer)
Jacqueline Greentree (Embedded Practice Program Coordinator)

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 OFFICER

The Administration Officer for the Education courses is available to assist with general questions such as enrolment, course matters, assessment issues and extensions to assessment due dates, and to direct you to the right person when you are unsure about what to do. Appointments with some of the School staff can also be made through the Administration Officer.

Administration Officer: Shannon Drury (education@chc.edu.au)

FACULTY COORDINATOR - ALL COURSES

The Faculty Coordinator is responsible for assisting Education students with their unit selection and progress through their courses. If you wish to make an appointment with the Faculty Coordinator, please contact the School Administration Office.

Queries related to individual units should first be directed to lecturers.

All non-unit related PG queries should be directed to the Faculty Coordinator.

Faculty Coordinator: Peter Collins (PCollins@chc.edu.au)

PROFESSIONAL EXPERIENCE PROGRAM OFFICE - ITE COURSES

The Professional Experience Program (PEP) Office looks after arrangements regarding 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 professional experience. The PEP Office also oversees the mandatory Working with Children Check (see Section 1.10 below).

- *Professional Experience Program Coordinator:* Peter Wilkinson (pwilkinson@chc.edu.au or PEP@chc.edu.au)
- *PEP Placement Officer:* Candace Murison (PEP@chc.edu.au)

1.3 UNITS AND MODES

Unit selection is available prior to semester commencement via the MYCHC student portal/Class Enrolment option icon.

The undergraduate courses and postgraduate initial teacher education courses are available in *Multimodal on-campus*, *online* and *external* modes and may be studied full-time or part-time, unless indicated in the relevant course section. Students may enrol in units within their courses in either mode (as offered).

Units offered in the *multimodal on-campus* (MC) mode normally involve two-three hours of scheduled classes per week with an option for student to stream in as a virtual attendee. however, some internal units might also involve scheduled online classes.

Units offered in the *online* (O) mode are supported by learning resources that are provided to students electronically via a Moodle web page and designated scheduled online tutorials of 1.5 duration.

External mode involves independent student study supported by resources and learning activities from Moodle webpages. Lecturers communicate regularly with external students and offer online tutorials on a periodic basis with the frequency dependent upon the nature of the unit.

The postgraduate continuing teacher education courses are available in *external* mode only

Not all units are offered in each semester. Advice regarding unit availability, delivery modes and prerequisite requirements is available from the Course Coordinator. Sample unit outlines for the Education courses are available on the CHC website.

1.4 UNIT REQUIREMENTS

A standard unit carries a weighting of 10 credit points (cp) and 0.125 EFTSL¹, and has a semester workload of 150 hours, which includes aspects such as scheduled contact time, personal study, preparation of assessment tasks, examinations and professional experience placements (as applicable). Unit outlines include a breakdown of these aspects as they apply to each unit.

Units carry a value of 10 credit points except where noted. Units that carry a higher credit point weighting have a semester workload that is increased by the same factor; for example, a 20 credit point unit has a semester workload of 300 hours.

1.5 STUDY LOAD

The standard full-time study load for the undergraduate and postgraduate initial teacher education courses is 40 credit points per semester. Students who are undertaking a part-time study load enrol in 10 or 20 credit points in a semester.

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.

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

¹ For further information, see the *EFTSL Values for Units of Study* document on the CHC website.

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.

1.6 PREREQUISITE REQUIREMENTS

To enrol in a unit, students must obtain a passing exit result in any nominated prerequisite unit(s). Prerequisites are embedded within the MYCHC/Meshed unit selection platform and are also detailed within Section 8 of the handbook.

1.7 ATTENDANCE AND PARTICIPATION

The following attendance and participation guidelines relate to students in Education courses. It is students' responsibility to ensure that they are fully aware of these requirements and to fulfil them.

Note: Some units require compulsory attendance and/or completion of specific unit elements. These mandatory elements are outlined within the applicable unit outline.

Multimodal On-campus mode

Students who are enrolled in initial teacher 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 School of Education, Humanities and Business is committed to upholding the value of class attendance for units in initial teacher education courses that are delivered in the MO mode. This includes units that are delivered as intensives. The following regulations relate to units being studied in the *internal* mode:

- Students are expected to 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 should provide documentation (such as a medical certificate) to substantiate reasons for extended absences. This documentation should be lodged with the Administration Officer (Education) within one week of the absence. The administration staff will notify all lecturing staff concerned.

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:

- Attendance at 'virtual' tutorials and lectures as timetabled (weekly or fortnightly)
- 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

Attendance is compulsory for formal aspects of the Professional Experience Program (PEP), such as school-based professional experiences or wider field experiences arranged by a lecturer. 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). PEP placements are full-time activities that require students to be available for block periods of time (refer to the PEP Calendar in Section 3). It is not possible to hold down other work or study whilst on PEP.

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 lecturer concerned on the day of the activity (or sooner if possible); and
 - telephone 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.
- Arrangements must be made by the preservice teacher with the PEP Coordinator and supervising teacher to make up the lost days in the school to fulfil the accredited course requirements.

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

1.8 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*)

Completion of the Academic Integrity Module (AIM) is a mandatory requirement for commencing students and should be completed within the first semester of studies.

For a full understanding of CHC's Academic Integrity processes and policy please access the following policy via CHC's website.

1.9 MID-YEAR ENTRY

Mid-year entry is offered into all 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. Further information regarding mid-year entry to courses is available from the Faculty Coordinator.

1.10 MANDATORY WORKING WITH CHILDREN CHECK

LEGAL REQUIREMENT IN AUSTRALIA

CHC is committed to the safety and wellbeing of the school communities with which our students interact as part of its Professional Experience Program (PEP), as well as maintaining compliance with its obligations under the law with regards to child protection.

It is a requirement under various Australian laws for any student entering into a professional experience placement or work integrated learning involving children or young people, to have a valid working with children check approval for the jurisdiction in which the placement is located. In Queensland this is evidenced by a positive notice Blue Card. Any student who does not have a valid working with children check approval will not be permitted to commence their placement. **No Card, No Start!**

A CHC student will be precluded from engaging in any child related activities in their studies, if they are ineligible to receive a working with children check approval, or if their existing approval is revoked pursuant to law.

If you already hold a valid Queensland Blue Card, or working with children check in another jurisdiction, you must contact the PEP Office with the details for verification and to link it to CHC for the purposes of your study.

OBTAINING A QUEENSLAND BLUE CARD

The PEP Office uses the online CHC Organisation Portal connected to Blue Card Services for the purpose of monitoring and managing Queensland Blue Card records. For more information about Blue Cards go to the Blue Card Services website - <https://www.bluecard.qld.gov.au/>.

If you do not hold a current valid Queensland Blue Card and will be undertaking placements in Queensland, then you can apply online through Blue Card Services (<https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/applications/apply>). You must email pep@chc.edu.au with the **Online Account Number** you receive for your application so we can link your card to CHC. This will allow your application to be processed by Blue Card Services as a student of CHC.

QUEENSLAND BLUE CARDS ISSUED WITH RESPECT TO ANOTHER ORGANISATION

If a student has already been issued with a Queensland Blue Card by another organisation (e.g., volunteer at church, coaching children's sports, paid employment with children) they can provide authorisation to CHC supported by the required identification documents to link them to CHC. This process can be completed by the authorised CHC Placements Officer using the organisation portal.

WORKING WITH CHILDREN IN OTHER AUSTRALIAN JURISDICTIONS

Where any child-related activities take place in another Australian jurisdiction, students will need to complete the working with children checks required by the relevant government agency in that jurisdiction. The PEP Office will verify approval online with the relevant agency or request certified copies of interstate clearances for working with children from the student before the placement commences.

RESPONSIBILITY TO MAINTAIN CURRENCY OF WORKING WITH CHILDREN CHECK

Students are responsible for ensuring the currency of their Queensland Blue Card and any other necessary working with children checks throughout the duration of their course and must complete any requirements for renewal in a timely manner.

1.11 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. Preservice teachers have three attempts to pass each of the Literacy and Numeracy test. An additional two tests may be administered upon ACER approval after providing documented evidence of extensive remediation.

LANTITE must be attempted in the first year of your course.

Recent regulatory changes introduced by AITSL have mandated LANTITE to be attempted within the first year of initial teacher education studies. For the sake of clarity, the phrase, "within the first year of initial teacher education studies" is defined by CHC to mean as within the period associated with the completion of time within which a student completes the first 8 units of study in the course.

To ensure administrative compliance with this regulation CHC, has enacted the following course progression rules applicable to both new and continuing initial teacher education students from Semester 2 2024 onwards:

| Course | PEP prerequisite requirements | Core unit prerequisite requirements |
|---|--|--|
| Bachelor of Education (all courses) | PE212/216 <ul style="list-style-type: none">LANTITE attempt PE322/326, PE332/336, PE442/446, PE450: <ul style="list-style-type: none">LANTITE PASS - LiteracyLANTITE PASS - Numeracy | ES242, ES261 <ul style="list-style-type: none">LANTITE - attempt ES352/358, ES360, ES470, ES480: <ul style="list-style-type: none">LANTITE PASS - LiteracyLANTITE PASS - Numeracy |
| Master of Teaching Primary and Secondary | PE522/3, PE611/2 <ul style="list-style-type: none">LANTITE - attempt PE661: <ul style="list-style-type: none">LANTITE PASS - LiteracyLANTITE PASS - Numeracy | CU600 level, ES660, ES670: <ul style="list-style-type: none">LANTITE - attempt |

Please contact your course coordinator if due to individual course progression you are seeking a variance to the above requirement.

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>.

1.12 COURSE COMPLETION

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

The following requirements apply to all courses:

- successful completion of all core units;
- successful completion of elective units (as applicable) to attain the required number of credit points for the course;
- fulfilment of the course rules in the selection of units for majors, minors and specialisations (as applicable);
- returning of all CHC resources; and
- settling of all CHC accounts with regard to tuition fees, student contribution amounts, library fines, etc.

For all *initial teacher education courses*, the following are additional requirements apply:

- successful completion of the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE);
- evidence of completion of the required days of field experiences, including school-based professional experiences units and, where applicable, school-based internship;

1.13 APPLYING FOR TEACHER REGISTRATION

Registration with the Queensland College of Teachers (QCT) is a requirement for employment as a teacher in Queensland, under the *Education (Queensland College of Teachers) Act October 2005*. Students who complete initial teacher education courses can 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).

The QCT also requires that applicants for teacher registration be screened through a national criminal history check. Any students concerned about this should contact the QCT for further details (www.qct.edu.au).

1.14 CHC CALENDAR AND IMPORTANT DATES

Please consult the *Calendar* and *Important Dates* published on the [Documents](#) page of the CHC website for semester start and finish dates, census dates and other administrative dates. It is important that you are aware of these dates for meeting your responsibilities regarding your enrolment and payment of unit costs. All dates are subject to change and should be checked on a regular basis.

The *School of Education and Professional Experience Program Calendar* for the initial teacher education courses appears on the following pages and again in Section 3. The school placement blocks are based on the Queensland school year. When blocks do not align with other States/Territories, necessary adjustments will be made for initial teacher education students undertaking PEP in those jurisdictions. **NOTE: Where a public holiday falls within a block period, it must normally be made up by either a pre-block orientation day, or an added day at the end of the block.**

SCHOOL OF EDUCATION and PROFESSIONAL EXPERIENCE PROGRAM CALENDAR

The Professional Experience Program placement blocks are set out here. The blocks are based on the QLD school year. When blocks do not align with other States/Territories, necessary adjustments will be made for initial teacher education students undertaking PEP in those jurisdictions. **NOTE: Where a public holiday falls within a block period, it must normally be made up by either a pre-block orientation day, or an added day at the end of the block.**

SEMESTER 1, 2024

| 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 | | | | |
|--------------------------------|----------|-------------------------------------|-------------------------------|-------------------------------|--------------------------------|-------------------------------|----------------------------|---------------------------------|-------------------------------|-------------------------------|-------------------------|
| 22 January (Aus Day 26/1) | - | QLD School T1→ | | | PE450 (Internship S3, 2023) | | | | | | |
| 29 January | - | NSW (East)/ VIC/SA/WA/NT School T1→ | | | PE450 | | | | | | |
| 5 February | - | NSW (West)/TAS School T1→ | | | PE450 | | | | | | |
| 12 February | - | | | | PE450 | | | | | | |
| 19 February | 0 | 2024S1 Orientation | | | PE450 | 2024S1 Orientation | | | | | |
| 26 February | 1 | | | | PE450 | | | | | | |
| 4 March | 2 | | | | | | | | | | |
| 11 March | 3 | | | | | | | | | | |
| 18 March | 4 | Census week | Census week | Census week | Census week | Census week | Census week | | | | |
| 25 March (Good Friday 29/3) | 5 | | | | | | | | | | |
| 1 April (Easter Monday) | 6 | Easter Break | Easter Break | Easter Break | Easter Break | Easter Break | Easter Break | | | | |
| 8 April | 7 | | | | | | | | | | |
| 15 April | 8 | QLD/VIC/WA/NT School T2→ | | | | | | | | | |
| 22 April (ANZAC Day 25/4) | 9 | | | | | | | | | | |
| 29 April | 10 | NSW/SA/TAS School T2→ | | PE322/PE326 (PEP2) | PE332/PE336 (PEP3) | PE442/PE446 (PEP4) | PE450 (Internship S1) | PE511/PE512 (PEP1) Obs. Week | PE522/PE523 (PEP2) | PE611/PE612 (PEP3) | PE661 (PEP4) |
| 6 May (Labour Day) | 11 | | PE212/PE216 (PEP1) | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 13 May | 12 | | PE212/PE216 | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 20 May | 13 | | PE212/PE216 (+ Mon 27 May) | PE322/PE326 (+ Mon 27 May) | PE332/PE336 (+ Mon 27 May) | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 (+ Mon 27 May) | PE611/PE612 (+ Mon 27 May) | PE661 |
| 27 May | 14 | | | | | PE442/PE446 (+ Mon 3 June) | PE450 | | | | PE661 (+ Mon 3 June) |
| 3 June | 15 | Study Week | | | | | PE450 (+Monday 10 June) | | | | |
| 10 June | 16 | Exam Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week |
| 17 June | 17 | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week |

SEMESTER 2, 2024

| 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 | | | | |
|------------------------------|----------|---------------------------|--|---------------------------|---------------------------|---------------------------|--------------------------|------------------------------|---------------------------|---------------------------|---------------------|
| 22 July | 0 | 2024S2 Orientation | | | | | | | | | |
| 29 July | 1 | | | | | | | | | | |
| 5 August | 2 | | | | | | | | | | |
| 12 August | 3 | | | | | | | | | | |
| 19 August | 4 | Census week | Census week | Census week | Census week | Census week | Census week | | | | |
| 26 August | 5 | | | | | | | | | | |
| 2 September | 6 | | | | | | | | | | |
| 9 September | 7 | | | | | | | | | | |
| 16 September | 8 | | | | | | | | | | |
| 23 September | 9 | Spring Break | Spring Break | Spring Break | Spring Break | Spring Break | Spring Break | | | | |
| 30 September | 10 | QLD School T4→ | | | PE442/PE446 (PEP4) | PE450 (Internship S2) | PE661 (PEP4) | | | | |
| 7 October (King's B'day QLD) | 11 | VIC/WA/NT School T4→ | ES123/ES126 1 st Yrs. Obs. Week | PE322/PE326 (PEP2) | PE332/PE336 (PEP3) | PE442/PE446 | PE450 | PE511/PE512 (PEP1) Obs. Week | PE522/PE523 (PEP2) | PE611/PE612 (PEP3) | PE661 |
| 14 October | 12 | NSW/SA/TAS School T4→ | PE212/PE216 (PEP1) | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 21 October | 13 | | PE212/PE216 | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 28 October | 14 | | PE212/PE216 | PE322/PE326 (+ Mon 4 Nov) | PE332/PE336 (+ Mon 4 Nov) | PE442/PE446 (+ Mon 4 Nov) | PE450 | PE511/PE512 (+ Mon 4 Nov) | PE522/PE523 (+ Mon 4 Nov) | PE611/PE612 (+ Mon 4 Nov) | PE661 (+ Mon 4 Nov) |
| 4 November | 15 | Study Week | | | | | PE450 (+ Mon 11 Nov) | | | | |
| 11 November | 16 | Exam Week | Study Week | Study Week | Study Week | Study Week | | Study Week | | Study Week | |
| 18 November | 17 | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | | Exam Week | | Exam Week | |

SEMESTER 3, 2024 INTERNSHIP

| 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 |
|----------------------------------|----------|---------------------------------|---------------------------|---------------------------|--------------------------------|--------------------------|--------------------------|
| 25 November | 1 | | | | | | |
| 2 December | 2 | | | | | | |
| 9 December | 3 | | | | | | |
| 16 December | 4 | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> |
| 23 December | 5 | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> |
| 30 December (New Year 1/1/25) | 6 | | | | | | |
| 6 January | 7 | | | | | | |
| 13 January | 8 | | | | | | |
| 20 January | 9 | | | | | | |
| 27 January (Aus Day Holiday) | 10 | QLD/SA/NSW (East)/NT School T1→ | | | PE450 (Internship S3, 2024) | | |
| 3 February | 11 | WA/NSW (West) School T1→ | | | PE450 | | |
| 10 February | 12 | | | | PE450 | | |
| 17 February | 13 | | | | PE450 | | |
| 24 February | - | | | | PE450 | | |
| 3 March | - | | | | PE450 | | |

SECTION 2: ASSESSMENT PRACTICES

2.1 ASSESSMENT INFORMATION

2.2 SUBMISSION OF ASSESSMENT TASKS

2.3 CALCULATION OF EXIT RESULTS

2.1 ASSESSMENT INFORMATION

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.

All assessment requirements are communicated to students through the unit outline and the assessment elaborations within the unit outline. The assessment may be further supported through exemplars/examples, task sheet or similar prepared by lecturing staff. It is the preservice teacher's responsibility to engage with assessment written material and assessment tutorials or sessions.

All Education lecturers will provide preservice teachers with a unit outline which includes:

- *Assessment summary*: 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 Elaborations*: 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.

2.2 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.

- *Turnitin* – Turnitin is the online submission method that is used at CHC. Your lecturer will post submission portals for each unit task through Moodle.
- *Turnitin Originality Checking* and *AI detection* 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.

Large submissions, such as folios of work, PEP folios, large assignments, PEP documentation and videos can be submitted through Turnitin by pasting a link to a shared *Onedrive folder* onto a single header page and/or in the task description box.

2.3 CALCULATION OF UNIT EXIT RESULTS

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

- submit all assessment tasks as per the unit outline requirements
- achieving a summative exit grade of PASS or above
- attend compulsory activities, experiences or briefings; and
- submit additional evidence as specified in a unit's Assessment Elaboration such as fieldwork reports, folios, completion certificates

All exit results are moderated by the School of Education, Humanities and Business 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 3: PROFESSIONAL EXPERIENCE PROGRAM (PEP)

3.1 PEP – BACHELOR OF EDUCATION AND MASTER OF TEACHING COURSES

3.2 PEP REQUIREMENTS

3.3 WITHDRAWAL FROM PEP UNITS

3.4 SCHOOL OF EDUCATION PEP CALENDAR

3.1 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.

Mandatory course element: PEP is a mandatory element for all preservice teacher courses and adjustment to the sequence, length and context is not permissible, excluding exceptional circumstances with prior approval by the PEP or Faculty Coordinator.

Placement diversity: The PEP placements must be undertaken in the developmental sequence as described and across a diversity of contexts. CHC will endeavour to place you across a diversity of educational sector, year level, geographic (including regional or remote), socio-economic contexts over the duration of your studies. Subject to special circumstances, preservice teachers are required to do at least one placement in a region other than where they normally reside. These will be considered as **AWAY PLACEMENTS**.

GTPA capstone task: The final PEP, PE442/6 and CU661, for the Bachelor of Education and Master of Teaching courses respectively includes a capstone Graduate Teacher Performance Assessment task (GTPA). Successful completion of the GTPA task is one of the explicit requirements for graduation.

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 Bachelor of Education courses (ED21, ED23, CC23):

| | | |
|--------|--|-------------------|
| Year 1 | 1 x 1 week observation block | 5 days |
| Year 2 | 1 x 3-week block | 15 days |
| Year 3 | 2 X 4-week blocks | 40 days |
| Year 4 | 1 X 5-week block | 25 days |
| Year 4 | 1 x 6-week block (supervised Internship) | 30 days |
| | | = 115 days |

The following table summarises the number of supervised professional experience days required for the Master of Teaching courses (ED54, ED55):

| <i>All students</i> | | |
|---------------------|-------------------|------------------|
| Year 1 | 2 x 4-week block | 40 days |
| Year 2 | 1 X 4-week blocks | 20 days |
| Year 2 | 1 X 5-week block | 25 days |
| | | = 85 days |

3.2 PEP REQUIREMENTS

The following requirements relate to all PEP units:

WORKING WITH CHILDREN CHECK

It is a requirement under various Australian laws for any student entering into a professional experience placement or work integrated learning involving children or young people, to have a valid working with children check approval. In Queensland this is evidenced by a positive notice Blue Card. Any student who does not have a valid working with children check approval will not be permitted to commence their placement. **No Card, No Start!**

CHARACTER AND CONDUCT

It is expected that the preservice teachers from CHC will model high standards of personal and professional conduct in all circumstances.

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.

Online technologies must only be engaged with for appropriate professional purposes whilst on school campuses. In keeping with this, the following points must be adhered to:

- There must be no communication with school students of a personal or social nature.
- Communication with students for educational purposes in the context of PEP must be via the school's online technologies under the supervision of the school appointed mentor.
- 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.
- No references/identification of placement school, staff, students or school community.
- Personal online activities are consistent with CHC's *Code of Conduct* and QCT's *Code of Ethics and Professional Boundaries*.

Failure to adhere to these expectations may trigger the 'at risk' process, lead to failure of the PEP unit and/or more serious consequences.

ACADEMIC SUITABILITY

In order to be considered for placement in a PEP unit, each student must demonstrate satisfactory academic progress and completion of prior assessment with the specified PEP unit and any associated co-requisite units.

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.

3.3 WITHDRAWAL FROM PEP UNITS

BY THE STUDENT

Where a preservice teacher is unable to continue a PEP placement (e.g. 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. They are also advised to discuss this action with their Course Coordinator prior to submitting an *Amend Unit Enrolment - Delete Unit* form to ensure they are aware of its impact upon their course progression. International students on a student visa are required to contact their Course Coordinator prior to submitting this form.

BY THE PLACEMENT SCHOOL

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.

3.4 SCHOOL OF EDUCATION PEP CALENDAR

The Professional Experience Program (PEP) calendar for the initial teacher education courses appears on the following pages. The blocks are based on the Queensland school year. When blocks do not align with other States/Territories, necessary adjustments will be made for initial teacher education students undertaking PEP in those jurisdictions. **NOTE: Where a public holiday falls within a block period, it must normally be made up by either a pre-block orientation day, or an added day at the end of the block.**

SCHOOL OF EDUCATION and PROFESSIONAL EXPERIENCE PROGRAM CALENDAR

The Professional Experience Program placement blocks are set out here. The blocks are based on the QLD school year. When blocks do not align with other States/Territories, necessary adjustments will be made for initial teacher education students undertaking PEP in those jurisdictions. **NOTE: Where a public holiday falls within a block period, it must normally be made up by either a pre-block orientation day, or an added day at the end of the block.**

SEMESTER 1, 2024

| 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 | | | | |
|--------------------------------|----------|-------------------------------------|-------------------------------|-------------------------------|--------------------------------|-------------------------------|----------------------------|---------------------------------|-------------------------------|-------------------------------|-------------------------|
| 22 January (Aus Day 26/1) | - | QLD School T1→ | | | PE450 (Internship S3, 2023) | | | | | | |
| 29 January | - | NSW (East)/ VIC/SA/WA/NT School T1→ | | | PE450 | | | | | | |
| 5 February | - | NSW (West)/TAS School T1→ | | | PE450 | | | | | | |
| 12 February | - | | | | PE450 | | | | | | |
| 19 February | 0 | 2024S1 Orientation | | | PE450 | 2024S1 Orientation | | | | | |
| 26 February | 1 | | | | PE450 | | | | | | |
| 4 March | 2 | | | | | | | | | | |
| 11 March | 3 | | | | | | | | | | |
| 18 March | 4 | Census week | Census week | Census week | Census week | Census week | Census week | | | | |
| 25 March (Good Friday 29/3) | 5 | | | | | | | | | | |
| 1 April (Easter Monday) | 6 | Easter Break | Easter Break | Easter Break | Easter Break | Easter Break | Easter Break | | | | |
| 8 April | 7 | | | | | | | | | | |
| 15 April | 8 | QLD/VIC/WA/NT School T2→ | | | | | | | | | |
| 22 April (ANZAC Day 25/4) | 9 | | | | | | | | | | |
| 29 April | 10 | NSW/SA/TAS School T2→ | | PE322/PE326 (PEP2) | PE332/PE336 (PEP3) | PE442/PE446 (PEP4) | PE450 (Internship S1) | PE511/PE512 (PEP1) Obs. Week | PE522/PE523 (PEP2) | PE611/PE612 (PEP3) | PE661 (PEP4) |
| 6 May (Labour Day) | 11 | | PE212/PE216 (PEP1) | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 13 May | 12 | | PE212/PE216 | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 20 May | 13 | | PE212/PE216 (+ Mon 27 May) | PE322/PE326 (+ Mon 27 May) | PE332/PE336 (+ Mon 27 May) | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 (+ Mon 27 May) | PE611/PE612 (+ Mon 27 May) | PE661 |
| 27 May | 14 | | | | | PE442/PE446 (+ Mon 3 June) | PE450 | | | | PE661 (+ Mon 3 June) |
| 3 June | 15 | Study Week | | | | | PE450 (+Monday 10 June) | | | | |
| 10 June | 16 | Exam Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week | Study Week |
| 17 June | 17 | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week |

SEMESTER 2, 2024

| 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 | | | | |
|------------------------------|----------|---------------------------|--|---------------------------|---------------------------|---------------------------|--------------------------|------------------------------|---------------------------|---------------------------|---------------------|
| 22 July | 0 | 2024S2 Orientation | | | | | | | | | |
| 29 July | 1 | | | | | | | | | | |
| 5 August | 2 | | | | | | | | | | |
| 12 August | 3 | | | | | | | | | | |
| 19 August | 4 | Census week | Census week | Census week | Census week | Census week | Census week | | | | |
| 26 August | 5 | | | | | | | | | | |
| 2 September | 6 | | | | | | | | | | |
| 9 September | 7 | | | | | | | | | | |
| 16 September | 8 | | | | | | | | | | |
| 23 September | 9 | Spring Break | Spring Break | Spring Break | Spring Break | Spring Break | Spring Break | | | | |
| 30 September | 10 | QLD School T4→ | | | PE442/PE446 (PEP4) | PE450 (Internship S2) | PE661 (PEP4) | | | | |
| 7 October (King's B'day QLD) | 11 | VIC/WA/NT School T4→ | ES123/ES126 1 st Yrs. Obs. Week | PE322/PE326 (PEP2) | PE332/PE336 (PEP3) | PE442/PE446 | PE450 | PE511/PE512 (PEP1) Obs. Week | PE522/PE523 (PEP2) | PE611/PE612 (PEP3) | PE661 |
| 14 October | 12 | NSW/SA/TAS School T4→ | PE212/PE216 (PEP1) | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 21 October | 13 | | PE212/PE216 | PE322/PE326 | PE332/PE336 | PE442/PE446 | PE450 | PE511/PE512 | PE522/PE523 | PE611/PE612 | PE661 |
| 28 October | 14 | | PE212/PE216 | PE322/PE326 (+ Mon 4 Nov) | PE332/PE336 (+ Mon 4 Nov) | PE442/PE446 (+ Mon 4 Nov) | PE450 | PE511/PE512 (+ Mon 4 Nov) | PE522/PE523 (+ Mon 4 Nov) | PE611/PE612 (+ Mon 4 Nov) | PE661 (+ Mon 4 Nov) |
| 4 November | 15 | Study Week | | | | PE450 (+ Mon 11 Nov) | | | | | |
| 11 November | 16 | Exam Week | Study Week | Study Week | Study Week | Study Week | | Study Week | | Study Week | |
| 18 November | 17 | Exam Week | Exam Week | Exam Week | Exam Week | Exam Week | | Exam Week | | Exam Week | |

SEMESTER 3, 2024 INTERNSHIP

| 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 |
|----------------------------------|----------|---------------------------------|---------------------------|---------------------------|--------------------------------|--------------------------|--------------------------|
| 25 November | 1 | | | | | | |
| 2 December | 2 | | | | | | |
| 9 December | 3 | | | | | | |
| 16 December | 4 | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> |
| 23 December | 5 | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> | <i>Summer Break</i> |
| 30 December (New Year 1/1/25) | 6 | | | | | | |
| 6 January | 7 | | | | | | |
| 13 January | 8 | | | | | | |
| 20 January | 9 | | | | | | |
| 27 January (Aus Day Holiday) | 10 | QLD/SA/NSW (East)/NT School T1→ | | | PE450 (Internship S3, 2024) | | |
| 3 February | 11 | WA/NSW (West) School T1→ | | | PE450 | | |
| 10 February | 12 | | | | PE450 | | |
| 17 February | 13 | | | | PE450 | | |
| 24 February | - | | | | PE450 | | |
| 3 March | - | | | | PE450 | | |

SECTION 4: UNDERGRADUATE EDUCATION COURSES

4.1 UNDERGRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (ED03)

4.2 BACHELOR OF EDUCATION (PRIMARY) (ED21)

4.3 BACHELOR OF EDUCATION (SECONDARY) (ED23) AND BACHELOR OF ARTS/BACHELOR OF EDUCATION (SECONDARY) (CC23)

4.1 UNDERGRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (ED03)

The Undergraduate Certificate in Educational Studies is designed to assist students to develop introductory knowledge and skills in teaching for the purposes of enhancing their capacities to work in an educational support role. The Undergraduate Certificate in Educational Studies is not a registrable teaching qualification.

Students who successfully complete the Undergraduate Certificate in Educational Studies may apply to enter the Bachelor of Education (Primary), or the Bachelor of Education (Secondary) or Bachelor of Arts/ Bachelor of Education (Secondary), depending upon the units completed in the Primary or Secondary specialisation.

COURSE STRUCTURE

The Undergraduate Certificate in Educational Studies consists of four units of study:

- three core units including an Educational Studies specialisation for either Primary or Secondary depending on the student's pathway; and
- one elective discipline unit (English, History/HASS, Mathematics, Science) .

UNITS

Core units

Students must complete the following units:

- CR111 Introduction to Cross Curricular Literacies;
- CS116 Christian Foundations for Work and Vocation I; and
- one Educational Studies unit from the table below.

| <i>Primary specialisation</i> | <i>Secondary specialisation</i> |
|--|---|
| Semester 1 intake ES113 Educational Psychology: Learning and Development (P-6) | Semester 1 intake ES116 Educational Psychology: Learning and Development (7-12) |
| Semester 2 intake ES123 Introduction to Teaching and Learning (P-6) | Semester 2 intake ES126 Introduction to Teaching and Learning (7-12) |

Elective units

Students must complete one of the following units:

- HT101 A Map of Time: Introduction to History
- HT102 The West: Culture and Ideas
- LIT101 Great Books of the Western World 1
- LIT102 Great Books of the Western World 2
- MT110 Foundations of Mathematics
- MT111 Calculus 1
- SC120 Environmental Science
- SC130 Physical and Chemical Sciences (7-10)

4.2 BACHELOR OF EDUCATION (PRIMARY) (ED21)

The Bachelor of Education (Primary) is a four-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in primary school contexts by:

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

While the course has an emphasis on teaching in Years P-6 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

PSTs will complete a Primary specialisation, while students who commenced the course prior to 2018 will complete a focus area in a 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.

The the breakdown of course and associated 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:

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

Primary specialisations are currently available in English, Mathematics, Science and HASS.

Bachelor of Education (Primary) –

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

COURSE STRUCTURE OVERVIEWS

The following course structure overviews are provided for the Bachelor of Education (Primary). They are based upon a full-time enrolment.

BACHELOR OF EDUCATION (PRIMARY) (ED21)
COURSE STRUCTURE FOR STUDENTS COMMENCED POST 2018 (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 | | ES261 Australian Indigenous Contexts and Education | PE212 Learning about Teaching: Planning for Learning (P-6) | | 40 |
| | CR240 Content and Pedagogy: Health and Physical Education | | | | | |
| 4 | CR275 Advanced Studies in Science and Technologies | CR262 Curriculum and Pedagogy: Mathematics and Numeracy | ES242 Curriculum, Assessment and Reporting (P-6) | | CS216 Christian Foundations for Work and Vocation II | 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 | CR330 Phonics Instruction and Fundamentals of Literacy | | ES360 Studies in Inclusive Philosophy and Practice | PE332 Teaching for Learning: Curriculum and Planning (P-6) | | 40 |
| | CR220 Content and Pedagogy: The Arts | | | | | |
| 7 | CR335 Advanced Studies in English and Literacy | 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) | | 40 |
| 8 | Elective Primary specialisation: English, Mathematics, Science, HASS | | 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 COMMENCED POST 2018 (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) | CR330 Phonics Instruction and Fundamentals of Literacy | | ES360 Studies in Inclusive Philosophy and Practice | PE322 Teaching for Learning: Motivating and Managing Learners (P-6) | | 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: English, Mathematics, Science, HASS | 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 |

4.3 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 four-year courses (full-time equivalent) and are available on both a full-time and part-time basis. The courses are designed to prepare students for teaching in secondary school contexts by:

- engaging students in teaching and learning within secondary school contexts;
- introducing students to the learning and developmental needs of children between 12-18 years of age; and
- covering the curriculum and pedagogy for, either, two equally weighted teaching areas (Bachelor of Education [Secondary]), or a major teaching area in a Humanities field and a minor teaching area (Bachelor of Arts/Bachelor of Education [Secondary]).

While the course has an emphasis on teaching in Years 7-12 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

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.

Difference between the courses

The difference between the courses relates to the completion of units towards two teaching areas. Students in the Bachelor of Education (Secondary) complete two teaching areas of 60 credit points each, while 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, as follows:

| <i>Bachelor of Education (Secondary)</i> | <i>Bachelor of Arts/Bachelor of Education (Secondary)</i> |
|---|---|
| Two majors of six units each comprising: <ul style="list-style-type: none">• Maximum of 2 100-level units• Minimum of 4 200-/300-level units, including 2 units at 300-level | A major of 8 units comprising: <ul style="list-style-type: none">• Maximum of 2 100-level units• Minimum of 6 200-/300-level units, including minimum of 2 unit at 300-level A minor of 4 units comprising: <ul style="list-style-type: none">• Maximum of 2 100-level units• Minimum of 2 200-/300-level units |

Students will need to follow the relevant course structure in order to ensure they complete the required number of credit points in each teaching area.

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

See Section 7.3 for the units that are available in each teaching area.

COURSE STRUCTURE OVERVIEWS

The following course structure overviews are provided for the Bachelor of Education (Secondary) and Bachelor of Arts/Bachelor of Education (Secondary). They are based upon a full-time enrolment.

BACHELOR OF EDUCATION (SECONDARY) (ED23) AND BACHELOR OF ARTS/BACHELOR OF EDUCATION (SECONDARY) (CC23)

SEMESTER 1 ENTRY

| SEM | STRAND | DISCIPLINE STUDIES | | EDUCATION STUDIES | PROFESSIONAL EXPERIENCE | CHRISTIAN STUDIES | CP |
|---------------------------------|--------|--|---|--|--|--|------------|
| | | DISCIPLINE CONTENT | CURRICULUM AND PEDAGOGY | | | | |
| 1 | | CR111 Introduction to Cross-Curricular Literacies ED23 and CC23 - Teaching Area #1.1 | | ES116 Educational Psychology: Learning and Development (7-12) | | CS116 Christian Foundations for Work and Vocation I | 40 |
| 2 | | ED23 and CC23 - Teaching Area #1.2 ED23 and CC23 - Teaching Area #2.1 ED23 and CC23 - Teaching Area #2.2 | | ES126 Introduction to Teaching and Learning (7-12) | | | 40 |
| 3 | | ED23 and CC23 - Teaching Area #1.3 ED23 and CC23 - Teaching Area #2.3 | | ES261 Australian Indigenous Contexts and Education | PE216 Learning about Teaching: Planning for Learning (7-12) | | 40 |
| 4 | | ED23 and CC23 - Teaching Area #1.4 ED23 and CC23 - Teaching Area #2.4 | | ES246 Curriculum, Assessment and Reporting (7-12) | | CS216 Christian Foundations for Work and Vocation II | 40 |
| 5 | | ED23 and CC23 - Teaching Area #1.5 ED23 - Teaching Area #2.5 CC23 - Teaching Area #1.6 | | ES358 Learning Communities: Schools, Students and Families (7-12) | PE326 Teaching for Learning: Motivating and Managing Learners (7-12) | | 40 |
| 6 | | CR315 Curriculum and Pedagogy 1: Teaching Area #1 | | ES360 Studies in Inclusive Philosophy and Practice | PE336 Teaching for Learning: Curriculum and Planning (7-12) | | 40 |
| | | CR316 Curriculum and Pedagogy 1: Teaching Area #2 | | | | | |
| 7 | | ED23 - Teaching Area #1.6 CC23 - Teaching Area #1.7 | CR415 Curriculum and Pedagogy 2: Teaching Area #1 | | PE446 Teaching for Transformation: Meeting Learner Needs (7-12) | | 40 |
| | | | CR416 Curriculum and Pedagogy 2: Teaching Area #2 | | | | |
| 8 | | ED23 - Teaching Area #2.6 CC23 - Teaching Area #1.8 | | 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) AND BACHELOR OF ARTS/BACHELOR OF EDUCATION (SECONDARY) (CC23)

SEMESTER 2 ENTRY

| SEM | DISCIPLINE STUDIES | | EDUCATION STUDIES | PROFESSIONAL EXPERIENCE | CHRISTIAN STUDIES | CP |
|---------------------------------|---|---|--|--|--|------------|
| | DISCIPLINE CONTENT | CURRICULUM AND PEDAGOGY | | | | |
| 1 (Sem 2) | CR111 Introduction to Cross-Curricular Literacies ED23 and CC23 - Teaching Area #1.1 ED23 and CC23 - Teaching Area #2.1 | | ES126 Introduction to Teaching and Learning (7-12) | | | 40 |
| 2 (Sem 1) | ED23 and CC23 - 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) | ED23 and CC23 - Teaching Area #1.3 ED23 and CC23 - Teaching Area #1.4 ED23 and CC23 - Teaching Area #2.2 | | ES246 Curriculum, Assessment and Reporting (7-12) | | | 40 |
| 4 (Sem 1) | ED23 and CC23 - Teaching Area #1.5 ED23 and CC23 - Teaching Area #2.3 | | ES261 Australian Indigenous Contexts and Education | PE326 Teaching for Learning: Motivating and Managing Learners (7-12) | | 40 |
| 5 (Sem 2) | | CR315 Curriculum and Pedagogy 1: Teaching Area #1 | ES360 Studies in Inclusive Philosophy and Practice | PE336 Teaching for Learning: Curriculum and Planning (7-12) | | 40 |
| | | CR316 Curriculum and Pedagogy 1: Teaching Area #2 | | | | |
| 6 (Sem 1) | ED23 and CC23 - Teaching Area #2.4 | CR415 Curriculum and Pedagogy 2: Teaching Area #1 | ES358 Learning Communities: Schools, Students and Families (7-12) | | | 40 |
| | | CR416 Curriculum and Pedagogy 2: Teaching Area #2 | | | | |
| 7 (Sem 2) | ED23 and CC23 - Teaching Area #1.6 | | ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers | PE446 Teaching for Transformation: Meeting Learner Needs (7-12) | | 40 |
| 8 (Sem 1) | ED23 - Teaching Area #2.5 ED23 - Teaching Area #2.6 CC23 - Teaching Area #1.7 CC23 - Teaching Area #1.8 | | | PE450 Internship: Teaching for Transformation | CS216 Christian Foundations for Work and Vocation II | 40 |
| Total Credit Points (CP) | | | | | | 320 |

SECTION 5: POSTGRADUATE EDUCATION COURSES

- 5.1 GRADUATE CERTIFICATE IN SCHOOL LEADERSHIP AND MANAGEMENT (ED41)
- 5.2 GRADUATE CERTIFICATE IN CHRISTIAN EDUCATION (ED42)
- 5.3 GRADUATE CERTIFICATE IN PRACTICE INNOVATION (ED49)
- 5.4 GRADUATE DIPLOMA IN TEACHING STUDIES (ED48)
- 5.5 MASTER OF EDUCATION (ED51)
- 5.6 MASTER OF TEACHING (PRIMARY) (ED54)
- 5.7 MASTER OF TEACHING (SECONDARY) (ED55)

5.1 GRADUATE CERTIFICATE IN SCHOOL LEADERSHIP AND MANAGEMENT (ED41)

The Graduate Certificate in School Leadership and Management is a 4-unit targeted course designed to enhance the leadership capacity and skills of teachers and existing educational leaders. It addresses foundational knowledge and skills in the fields of school leadership and management by including a broad study into the key elements of school leadership and management.

The Graduate Certificate in School Leadership and Management is available in the external mode and is offered on a part-time basis only.

Students who enter the Graduate Certificate in School Leadership and Management with a completed initial teacher education qualification may apply to enter the Master of Education (ED51). Those who enter the course on the basis of other study may apply to enter the Master of Business Administration (BS61). Information regarding the MBA can be found in the *Business Courses Handbook*.

The maximum time for completion of the course is four years.

COURSE STRUCTURE

The Graduate Certificate in School Leadership and Management comprises three core units and one elective unit.

Core units

- ED604 Biblical Worldview and Education
- ED611 Leadership and Change Management
- ED615 Cultivating Sustainable Christian School Cultures

Elective units (one of)

- ED616 Corporate Governance for Schools
 - ED617 Human Resource Management
 - ED618 School Financial Management
-

5.2 GRADUATE CERTIFICATE IN CHRISTIAN EDUCATION (ED42)

The Graduate Certificate in Christian Education is designed to provide professional development to registered and experienced teachers, particularly those who want to undertake studies which will assist them to develop Christian perspectives and professional education practices. It 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.

Students who successfully complete the Graduate Certificate in Christian Education may apply to enter the Master of Education (ED51).

The maximum time for completion of the course is four years.

COURSE STRUCTURE

The Graduate Certificate in Christian Education requires 40 credit points of core units for completion.

Core units

ED604 Biblical Worldview and Education

ED615 Cultivating Sustainable Christian School Cultures

ED622 Critical Engagements for Teaching Christianly

ED623 Transformative Christian Teaching

5.3 GRADUATE CERTIFICATE IN PRACTICE INNOVATION (ED49)

The Graduate Certificate in Practice Innovation comprises four core units. It is designed to develop students' understandings and abilities to design, develop and evaluate innovative practices in education.

Completion of the Graduate Certificate in Practice Innovation will give students who hold a recognised initial teacher education qualification advanced standing in the Master of Education (ED51).

The maximum time for completion of the course is four years.

COURSE STRUCTURE

The units for the Graduate Certificate in Practice Innovation are as follows.

Core units

ED661 Preparing for Education Innovation

ED662 Piloting Education Innovation

ED663 Implementing Education Innovation

ED664 Evaluating and Reporting Education Innovation

5.4 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) (ED54) and the Master of Teaching (Secondary) (ED55). 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. It is not available to commencing students.

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 of 80 credit points of units of the respective courses.

The Graduate Diploma in Teaching Studies does not provide eligibility for registration with the Queensland College of Teachers (QCT).

5.5 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.

The Graduate Certificate in School Leadership and Management (ED41) and Graduate Certificate in Christian Education (ED42) are nested within the Master of Education and provide an early exit point from this award.

The maximum time for completion of the course is 10 years.

COURSE STRUCTURE

The Master of Education requires 80 credit points for completion. Students complete a program of core units, independent study units and elective units from one of the following options:

-
- Option 1:
- Core units – 20 credit points;
 - Independent Study unit – 10 credit points; and
 - Elective units – 50 credit points.

-
- Option 2:
- Core units – 20 credit points;
 - Extended Independent Study unit – 20 credit points; and
 - Elective units – 40 credit points.

-
- Option 3:
- Core units – 20 credit points;
 - Independent Study Unit – 10 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 7.3.

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

Core units

ED604 Biblical Worldview and Educational Leadership

ED690 Introduction to Research Methods

Independent Study units

ED609 Independent Study in Perspectives for Christian Education

ED619 Independent Study in Issues of Educational Leadership

ED629 Independent Study in Issues of Spirituality and Education

ED649 Independent Study in Curriculum Issues

ED659 Independent Study in Pedagogical Issues

ED691 Extended Independent Study (20cp)

Elective units

ED600 Theological Reflections on Education

ED602 Philosophical Perspectives on Education

ED611 Leadership and Change Management

ED614 Developing Leadership Capacity

ED615 Cultivating Sustainable Christian School Cultures

ED620 Enhancing the Spiritual Formation of Teachers

ED621 The Spiritual Development of Learners

ED622 Critical Engagements for Teaching Christianly

ED641 Cross-Curricular Literacies in Schools

ED644 Approaches to Assessment

ED645 Effective Pedagogical Practices within ICT

ED646 Curriculum in Action

ED651 Improving Learning Praxis

ED652 Personal Pedagogy as a Living Curriculum

ED653 Mentoring Learner Teachers

ED654 Issues in Learning

ED655 Delivering Higher Education Programs

ED656 Teacher Career Cycle and Professional Growth

ED661 Preparing for Education Innovation

ED662 Piloting Education Innovation

ED663 Implementing Education Innovation

ED664 Evaluating and Reporting Education Innovation

5.6 MASTER OF TEACHING (PRIMARY) (ED54)

The Master of Teaching (Primary) is a two-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in primary school contexts by:

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

While the course has an emphasis on teaching in Years P-6 in the Queensland context, graduates may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

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 80 credit points of units in the Master of Teaching (Primary).

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 –
- ES: Education Studies –
- CU: Curriculum, Learning and Teaching –
- PE: Professional Experience studies and placement

The tables below provide an overview of the standard course structure for the Master of Teaching (Primary).

Master of Teaching Primary: Course Structure

| Master of Teaching Primary | | | | | | | |
|---|---|--|---|---|--|---|--|
| Semester 1 | | | | Semester 2 | | | |
| CE501 Biblical Worldview & Education | ES501 The Nature of the Learner (Primary) | ES521 Australian Indigenous Contexts & Education | PE511 PEP 1 Introduction to Teaching & Learning | CU520 Primary Mathematics 1 | CU521 Primary English 1 | CU522 Primary Science | PE522 PEP 2 The productive classroom: Motivating & Managing Learners (P-6) |
| PEP: 20 day PEP block | | | | PEP: 20 day PEP block | | | |
| Semester 3 | | | | Semester 4 | | | |
| CU620 Primary Mathematics 2 & Numeracy across the Curriculum | CU621 Primary English 2 & Literacy across the Curriculum | CU623 Primary Humanities and Social Sciences | PE611 PEP 3 Curriculum, Assessment & Reporting | CU622 English 3 Phonics Instruction & Fundamentals of Literacy | CU624 Primary The Arts and Technology | CU626 Primary Health & Physical Education (5cpts) | ES670 The Professional Teacher (5cpts) PE661* PEP 4 Teaching for Transformation : Research and data-informed practice |
| PEP: 20 day PEP block | | | | PEP: 25 day PEP block *GTPA assessment | | | |

Mid-year Entry

| Master of Teaching Primary | | | | | | | |
|--|--|---|---|---|--|---|--|
| Semester 1 | | | | Semester 2 | | | |
| CU520 Primary Mathematics 1 | CU521 Primary English 1 | CU522 Primary Science CU625 | PE511 PEP 1 Introduction to Teaching & Learning | CE501 Biblical Worldview & Education | ES501 The Nature of the Learner (Primary) | ES521 Australian Indigenous Contexts & Education | PE522 PEP 2 The productive classroom: Motivating & Managing Learners (P-6) |
| PEP: 20 day PEP block | | | | PEP: 20 day PEP block | | | |
| Semester 3 | | | | Semester 4 | | | |
| CU622 English 3 Phonics Instruction & Fundamentals of Literacy | CU624 Primary The Arts and Technology | CU626 Primary Health & Physical Education (5cpts) ES670 The Professional Teacher (5cpts) | PE611 PEP 3 Curriculum, Assessment & Reporting | CU620 Primary Mathematics 2 & Numeracy across the Curriculum | CU621 Primary English 2 & Literacy across the Curriculum | CU623 Primary Humanities and Social Sciences | PE661* PEP 4 Teaching for Transformation: Research and data-informed practice |
| PEP: 20 day PEP block | | | | PEP: 25 day PEP block *GTPA assessment | | | |

5.4 MASTER OF TEACHING (SECONDARY) (ED55)

The Master of Teaching (Secondary) is a two-year course (full-time equivalent) and is available on both a full-time and part-time basis. The course is designed to prepare students for teaching in secondary school contexts by:

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

While the course has an emphasis on teaching in Years 7-12 in the Queensland context, graduates from this course may choose to teach in other Australian or overseas jurisdictions using mutual recognition processes.

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 80 credit points of units in the Master of Teaching (Secondary).

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 –
- ES: Education Studies –
- CU: Curriculum, Learning and Teaching PE: Professional Experience studies and placement

The tables below provide an overview of the standard course structure for the Master of Teaching (Secondary).

Master of Teaching Secondary

| Master of Teaching Secondary | | | | | | | |
|--|---|--|---|---|---|--|---|
| Semester 1 | | | | Semester 2 | | | |
| CE501 Biblical Worldview & Education | ES502 The Nature of the Learner (Secondary) | ES521 Australian Indigenous Contexts & Education | PE512 PEP 1 Introduction to Teaching & Learning | CU53* (group) Curriculum & Pedagogy 1: Teaching Area 1 | CU54* (group) Curriculum & Pedagogy 1: Teaching Area 2 | CU503 Introduction to Cross-Curricular Literacies | PE523 PEP 2 The productive classroom: Motivating & Managing Learners (7-12) |
| PEP: 20 day PEP block | | | | PEP: 20 day PEP block | | | |
| Semester 3 | | | | Semester 4 | | | |
| CU655 Advanced pedagogical studies: Research and presentation | CU63* (group) Curriculum & Pedagogy 2: Teaching Area 1 | CU64* (group) Curriculum & Pedagogy 2: Teaching Area 2 1 | PE612 PEP 3 Curriculum, Assessment & Reporting | ES651 Educating Adolescents | CU603 Digital integration and e-learning | ES670 The Professional Teacher (5cpts) ES660 Learner diversity and inclusive practice (5cpts) | PE661* PEP 4 Teaching for Transformation: Research and data-informed practice |
| PEP: 20 day PEP block | | | | PEP: 25 day PEP block * GTPA assessment | | | |

Mid-year entry

| Master of Teaching Secondary | | | | | | | |
|--|--|--|---|---|--|---|---|
| Semester 1 | | | | Semester 2 | | | |
| CU53* (group) Curriculum & Pedagogy 1: Teaching Area 1 | CU54* (group) Curriculum & Pedagogy 1: Teaching Area 2 | CU503 Introduction to Cross-Curricular Literacies | PE512 PEP 1 Introduction to Teaching & Learning | CE501 Biblical Worldview & Education | ES502 The Nature of the Learner (Secondary) | ES521 Australian Indigenous Contexts & Education | PE523 PEP 2 The productive classroom: Motivating & Managing Learners (7-12) |
| PEP: 20 day PEP block | | | | PEP: 20 day PEP block | | | |
| Semester 3 | | | | Semester 4 | | | |
| ES651 Educating Adolescents | CU603 Digital integration and e-learning | ES670 The Professional Teacher (5cpts) ES660 Learner diversity and inclusive practice (5cpts) | PE612 PEP 3 Curriculum, Assessment & Reporting | CU655 Advanced pedagogical studies: Research and presentation | CU63* (group) Curriculum & Pedagogy 2: Teaching Area 1 | CU64* (group) Curriculum & Pedagogy 2: Teaching Area 2 1 | PE661* PEP 4 Teaching for Transformation: Research and data-informed practice |
| PEP: 20 day PEP block | | | | PEP: 25 day PEP block * GTPA assessment | | | |

SECTION 6: HUMANITIES UNDERGRADUATE COURSE

6.1 DIPLOMA OF LIBERAL ARTS (MI02)

| | |
|--------------------|--|
| Duration: | 1 year (full-time) The maximum time allowed for completion of the Diploma of Liberal Arts: Foundations of Wisdom is 6 years. |
| Available: | Full-time; Part-time |
| Rationale: | The Diploma of Liberal Arts: Foundations of Wisdom is designed to introduce the disciplines of history, literature and philosophy by providing a sampling of units from the bachelor's degree core curriculum. It also aims to develop cognitive and communication skills to facilitate heightened success in further learning. |
| Structure: | 20cp of core units; 60cp of elective units |
| Completion: | To qualify for the award of the Diploma of Liberal Arts: Foundations of Wisdom, a student must accrue at least 80 credit points, including satisfactory completion of the units as noted below. |
| Pathways: | Bachelor of Arts in the Liberal Arts |
| Content: | <i>Core units</i> CS116 Christian Foundations for Work and Vocation I THL171 Christian Thought and the Liberal Arts (or equivalent) |
| | <i>Elective units</i> CS216 Christian Foundation for Work and Vocation II DM100 The Elements of Drama DM120 Introduction to Dramatic Performance DM211 Expressive Forms DM220 Advanced Dramatic Performance HT101 A Map in Time: An Introduction to History HT102 The West: Culture and Ideas HT213 Social and Political Movements in the 20th Century HT231 Ancient Greece and the Threshold of Democracy HT241 A History of Christianity HT242 History and Theology of the Reformation HT243 Medieval History: Europe and the Middle East, 450-1500 HT251 Survey of Ancient Civilisations |

SECTION 7: UNIT INFORMATION

prerequisites, minor, majors

7.1 PREREQUISITE REQUIREMENTS

7.2 UNITS FOR PRIMARY FOCUS AREAS AND SPECIALISATIONS

7.3 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 Faculty Coordinator.

7.1 PREREQUISITE REQUIREMENTS

The following tables summarise the prerequisite requirements for units in the Education courses. This section is to be read in conjunction to the LANTITE prerequisite requirements Section 1.11.

UNDERGRADUATE CERTIFICATE AND BACHELOR - EDUCATION UNITS

| <i>Unit</i> | <i>Prerequisite requirements</i> |
|---|---|
| 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 | CR172 Introduction to Science and Technologies |
| CR315 Curriculum and Pedagogy 1: Teaching Area #1 | 30 credit points in the selected teaching area |
| CR316 Curriculum and Pedagogy 1: Teaching Area #2 | 30 credit points in the selected teaching area |
| CR415 Curriculum and Pedagogy 2: Teaching Area #1 | 30 credit points in the selected teaching area |
| CR416 Curriculum and Pedagogy 2: Teaching Area #2 | 30 credit points in the selected teaching area |
| CR335 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 |

| <i>Unit</i> | <i>Prerequisite requirements</i> |
|--|--|
| 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) |
| CR384 Curriculum and Pedagogy: Humanities and Social Sciences (4-6) | CR184 Curriculum and Pedagogy: Humanities and Social Sciences (P-3) <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) |
| ES242 Curriculum, Assessment and Reporting (P-6) | ES123 Introduction to Teaching and Learning (P-6) |
| ES246 Curriculum, Assessment and Reporting (7-12) | ES126 Introduction to Teaching and Learning (7-12) |
| 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) |
| 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 |

| <i>Unit</i> | <i>Prerequisite requirements</i> |
|---|---|
| PE450 Internship: Teaching for Transformation | at least 280 credit points completed, including: PE442 Teaching for Transformation: Meeting Learner Needs (P-6) <i>or</i> PE446 Teaching for Transformation: Meeting Learner Needs (7-12) |

UNDERGRADUATE CERTIFICATE AND BACHELOR - DISCIPLINE STUDIES UNITS

| <i>Unit</i> | <i>Prerequisite requirements</i> |
|-----------------|--|
| 200-level units | 10 credit points of 100-level units |
| 300-level units | 30 credit points of 100-level or 200-level units |

MASTER OF TEACHING UNITS

| <i>Unit</i> | <i>Prerequisite requirements</i> |
|--|--|
| 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 |
| CU63*0 Curriculum and Pedagogy: 2 | CU53* Curriculum and Pedagogy: 1 |
| CU64* Curriculum and Pedagogy: Curriculum Studies 2.2 | CU54* Curriculum and Pedagogy: Curriculum Studies 2.1 |
| PE661 PEP 4 The Professional Teacher | PE611/2 PEP3 Teaching for Learning: Curriculum and Planning |
| PE522/3 PEP 2 The Productive Classroom: Motivating and Managing Learners | PE511 PEP 1 Introduction to Teaching and Learning |
| PE611/2 PEP3 Teaching for Learning: Curriculum and Planning | PE522/3 PEP 2 The Productive Classroom: Motivating and Managing Learners |

POSTGRADUATE CONTINUING TEACHER EDUCATION UNITS

| <i>Unit</i> | <i>Prerequisite requirements</i> |
|----------------------------|--|
| ED600 electives | ED604 Biblical Worldview and Educational Leadership |
| ED600* Independent Studies | ED604 Biblical Worldview and Educational Leadership <i>and</i> ED690 Introduction to Research Methods <i>and</i> 10 credit points in related electives |

7.2 UNITS FOR PRIMARY SPECIALISATIONS

For students within the Bachelor of Education (Primary), the following areas are available for Primary specialisations. The specialisations consist of core units and one elective unit.

| | |
|---|--|
| <i>English</i> | <i>Mathematics</i> |
| <p><i>Core units</i></p> <p>CR131 Introduction to Language, Literature and Literacy CR232 Curriculum and Pedagogy: English and Literacy CR330 Phonics instruction and Fundamental of Literacy CR335 Advanced Studies in English and Literacy</p> <p><i>Elective units (choose one)</i></p> <p>LIT101 Great Books of the Western World I LIT102 Great Books of the Western World II LIT190 Creative Writing</p> | <p><i>Core units</i></p> <p>CR161 Introduction to Mathematics and Numeracy CR262 Curriculum and Pedagogy: Mathematics and Numeracy CR363 Advanced Studies in Mathematics and Numeracy</p> <p><i>Elective units (choose one)</i></p> <p>MT100 Mathematical Applications and Extension (P-6) MT110 Foundations of Mathematics</p> |
| <i>HASS</i> | <i>Science</i> |
| <p><i>Core units</i></p> <p>CR184 Curricula and Pedagogies: Humanities and Social Sciences (P-3) CR384 Curricula and Pedagogies: Humanities and Social Sciences (4-6)</p> <p><i>Elective Units (choose one)</i></p> <p>HT101 A Map of Time: An Introduction to History HT102 The West: Culture and Ideas</p> | <p><i>Core units</i></p> <p>CR171 Introduction to Science CR275 Advanced Studies in Science and Technologies CR370 Curriculum and Pedagogies: Science and Technologies</p> <p><i>Elective units (choose one)</i></p> <p>SC120 Environmental Science SC130 Chemical and Physical Science (7-10)</p> |

7.3 UNITS FOR SECONDARY TEACHING AREAS (ED23) AND MAJORS AND MINORS (CC23)

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

The list of approved discipline units is subject to change, as new units are developed within CHC faculties. Please consult the Faculty Coordinator if you are considering a unit not listed below to check for suitability.

| | |
|--|--|
| <i>Accounting (ED23 - N/A; CC23 - MIN)</i> | <i>Biblical Studies (ED23 - TA; CC23 - MAJ or MIN)</i> |
| <p>BZ102 Accounting Principles BZ202 Financial Management BZ211 Financial Accounting BZ212 Management Accounting BZ213 Company Accounting BZ310 Business Planning BZ311 Tax Law and Practice BZ312 Auditing</p> | <p>JA101 Biblical Interpretation and Application JA102 Biblical Studies in the Old Testament JA103 Biblical Studies in the New Testament JA205 History of Christian Thought and its Practice JB104 Spiritual Transformation JB201 A Biblical Understanding of the Church JB204 Reflections in Theology JB203 Christian Ethics</p> |

| | |
|---|--|
| BZ313 Law of Corporations | JB205 Christian Apologetics JB314 Jesus - His Life and Ministry JB315 Paul - His Life and Theology JB316 Major Themes of Luke-Acts |
| <i>Business Education (ED23 - TA; CC23 - MIN)</i> | <i>Drama (ED23 - TA; CC23 - MAJ or MIN)</i> |
| BZ100 Introduction to Business and Management BZ102 Accounting Principles BZ103 Introduction to Marketing BZ104 Economics BZ106 Information Systems and Technology for Business BZ201 Data Analysis BZ202 Financial Management BZ203 Business Law BZ211 Financial Accounting BZ212 Management Accounting BZ213 Company Accounting BZ230 International Business BZ231 Human Behaviour in Organisations BZ232 Leadership in Organisations BZ252 Marketing Communication BZ255 Digital and Social Media Marketing BZ300 Christian Philosophy of Business BZ310 Business Planning BZ311 Tax Law and Practice BZ312 Auditing BZ313 Law of Corporations BZ332 Human Resource Management BZ343 Strategic Planning and Management BZ352 Event Management | DM100 The Elements of Drama DM120 Introduction to Dramatic Performance DM211 Expressive Forms DM220 Advanced Dramatic Performance DM241 Drama in Film and Television and New Media DM285 Contemporary Drama DM391 Advanced Theatre Production DM397 Research Project in Drama LIT200 Classical Literature and Drama: Greece and Rome LIT216 The Works of Shakespeare [<i>incompatible LIT316</i>] LIT316 The Works of Shakespeare [<i>incompatible LIT216</i>] |

| | |
|--|---|
| <i>English (ED23 - TA; CC23 - MAJ or MIN)</i> | <i>Health and Physical Education (ED23 - TA; CC23 - MIN)</i> |
| LIT101 Great Books of the Western World I LIT102 Great Books of the Western World II LIT190 Creative Writing LIT200 Classical Literature and Drama: Greece and Rome LIT216 The Works of Shakespeare [<i>incompatible LIT316</i>] LIT220 Religion and the Literary Imagination, 1300-1700 [<i>incompatible LIT320</i>] LIT226 Australian Literature LIT233 Literature and Theology in C. S. Lewis [<i>incompatible with LIT333</i>] LIT235 Modern Literature LIT266 Children's and Adolescent Literature LIT316 The Works of Shakespeare [<i>incompatible LIT216</i>] LIT320 Religion and the Literary Imagination, 1300-1700 [<i>incompatible LIT220</i>] LIT333 Literature and Theology in C. S. Lewis [<i>incompatible with LIT233</i>] LIT346 The Bible as Literature LIT397 Research Project in Literature | HP100 Introduction to Health and Physical Education HP110 Health and Fitness HP220 Games and Coaching HP230 Scientific Foundations of Sport and Activity HP300 Psychology and Sociology of Sport HP310 Sports Organisation and Management |
| <i>History (ED23 - TA; CC23 - MAJ or MIN)</i> | <i>Mathematics (ED23 - TA; CC23 - MIN)</i> |
| HT101 A Map of Time: An Introduction to History HT102 The West: Culture and Ideas HT212 War and Peace 1914 - present HT213 Social and Political Movements in the 20th Century [<i>incompatible HT313</i>] HT231 Ancient Greece and the Threshold of Democracy HT241 A History of Christianity HT242 History and Theology of the Reformation HT243 Medieval History: Europe and the Middle East from 450-1500 [<i>incompatible HT343</i>] HT313 Social and Political Movements in the 20th Century [<i>incompatible HT213</i>] HT320 Turning Points in Australian History HT343 Medieval History: Europe and the Middle East from 450-1500 [<i>incompatible HT243</i>] HT385 Philosophies of History HT397 Research Project in History | BZ201 Data Analysis MT110 Foundations of Mathematics MT111 Calculus 1 MT112 Calculus 2 MT210 Calculus 3 MT311 Discrete Mathematics |
| <i>Psychology (ED23 - TA; CC23 - MIN)</i> | <i>Science (ED23 - TA; CC23 - MIN)</i> |
| SO102 Introduction to Applied Social Theories SO112 Introduction to Human Behaviour BZ201 Data Analysis CO213 Introduction to Mental Health CO220 Development through the Lifespan HB241 Social Psychology HB342 Contemporary Technology and Human Behaviour HB343 Neuroscience and Human Behaviour | SC110 A Christian Approach to Scientific Inquiry SC120 Environmental Science SC130 Physical and Chemical Sciences (7-10) <i>Students are to source units from other higher education providers to complete their Science teaching area (ED23) or minor (CC23).</i> |

SECTION 8: RESOURCE REQUIREMENTS

8.1 COMPUTING

8.2 TEXTBOOKS

8.3 OTHER REQUIREMENTS

8.1 COMPUTING

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 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.

8.2 TEXTBOOKS

Each semester a textbook list is published on the CHC website along with information about where to purchase the texts. Information about required textbooks 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 textbooks, 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 textbook.

8.3 OTHER REQUIREMENTS

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

SECTION 9: STAFF CONTACTS

9.1 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 involved.

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 Student Administration Office.

| Topic/Issue | Staff Member |
|---|---|
| Counselling and Support Centre | counselling@chc.edu.au |
| Disability support | disabilitysupport@chc.edu.au |
| Examinations | School Administration Officers |
| 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 |
| International Student Officer | studentservices@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 Services (studentservices@chc.edu.au) |
| Student Representative Council | studentcouncil@chc.edu.au |
| Student Services | (studentservices@chc.edu.au) |
| Study Support Tutor | studysupport@chc.edu.au |
| Timetable | Student Administration (sadmin@chc.edu.au) |
| Tuition fees and student contribution amounts | CHC Accounts Office (accounts@chc.edu.au) |
| Unit work | Unit lecturers/tutors |
| <i>School staff</i> | |
| Dean, School of Education, Humanities and Business | Dr Craig Murison |
| Faculty Coordinator | Peter Collins |
| Professional Experience Program (PEP) Coordinator | Peter Wilkinson |
| Master of Teaching Course Coordinator | Mark Rasi |
| Professional Experience Program (PEP) Placement Officer | Candace Murison |
| Administration Officer | Shannon Drury (education@chc.edu.au) |