



CHRISTIAN HERITAGE COLLEGE

THE DEGREES • THE PEOPLE • THE DIFFERENCE



SCHOOL OF
EDUCATION & HUMANITIES
STUDENT HANDBOOK 2012

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**Christian Heritage College
School of Education and Humanities
Student Handbook 2012**

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Dean's Introduction

Professional Standards for Teachers

A “**Special Welcome!**” to all commencing and continuing students in preservice and postgraduate Education courses.

The staff of CHC's **School of Education and Humanities (SEH)** is excited at the prospects of working closely with you in your studies. These will include a wide range of personal and professional matters such as Christian worldview, curriculum studies, educational perspectives, learning practices and the application of these to learning various curriculum and teaching contexts such as the Queensland Studies Authority (QSA) and the Australian Curriculum Assessment and Reporting Authority (ACARA). These experiences are foundational to your coursework, scholarship, personal growth and professional practices as a **Christian Teacher developing your Ministry of Teaching**.

There are many aspects to the process of becoming a Christian teacher. It takes time, effort and dedication to foster your *personal, academic, professional, relational and synergistic ways of knowing*.

1. Personal Knowing:

So many aspects of a teacher's life relate to their personal qualities. Parker Palmer (in 1998, *The Courage to Teach*, Jossey-Bass, San Francisco) writes expressively and cogently on the **heart of a teacher**. He argues that ‘... good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher’ (page 10) and ‘The connections made by good teachers are not held in their methods **but in their hearts**’ (page 11) [emphasis added].

Your **personal ways of knowing** are exceptionally important aspects of your ministry of teaching.

2. Academic Knowing:

Tertiary study incorporates learning and teaching processes that focus on your cognitive growth and development. You are the one who is engaging in these degree studies so that you will be enabled to work purposefully and productively with students who are placed in your care. Consequently, you need to be committed to your academic studies in ways that demonstrate that you believe that **the ministry of teaching is valuable and worthwhile**:

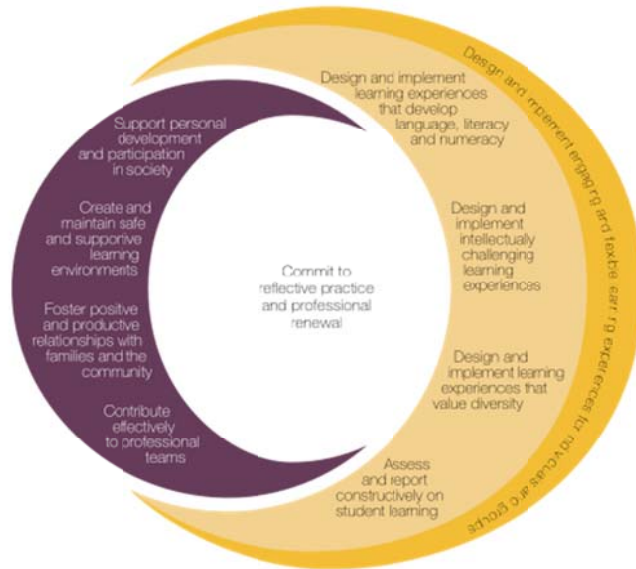
Study to show thyself approved unto God, a workman that needs not to be ashamed, rightly (not wrongly) dividing the word of truth. 2 Tim 2:15 (emphasis added).

I encourage you to **make quality study a priority** in your life as you invest in your future teaching gifts and abilities.

3. Professional Knowing:

The Queensland College of Teachers (QCT) has developed a set of *Professional Standards for Queensland Teachers*. Preservice teacher education students are required to demonstrate the achievement of these through an ‘evidence portfolio’ that is developed over the course of their studies. In each five-year period, postgraduate education students who are qualified and registered teachers undertake a program of professional development to demonstrate how these Professional Standards have enhanced, extended and enriched. This relates to some of the QCT requirements for continuing registration as a teacher in Queensland.

The QCT Professional Standards are¹:



In 2011, the Australian Institute of Teaching and School Leadership (AITSL) has approved a set of National Professional Standards for Australian Teachers. In the near future, there will be a transition from the Queensland to National Professional Standards for Teachers. These are²:

Domains of teaching	Standards	Focus areas and descriptors
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it	Refer to the Standard at each career stage
Professional Practice	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning	
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community	

As community expectations of teachers increase, I urge you to become the teacher who demonstrates these professional qualities to the highest possible standards.

4. Relational Knowing:

Teaching is a people-building enterprise. Teaching involves working with individuals, small groups and large numbers of students as well as being part of a school’s teaching team as well as contributing to learning communities. Consequently, diverse social skills and relational abilities are fundamental to the work of a quality teacher. For a Christian teacher, this also extends to one’s personal relationship with one’s Creator God, especially through the work of the Holy Spirit whose role is to *‘guide you into all truth’* (John 16:13 ASV).

As ***all truth is learnt in relationship***, I encourage you to analyse, develop, critically reflect on and extend your ***relational ways of knowing***.

¹ Full details of these Professional Standards for Queensland Teachers are available at: <http://www.qct.edu.au/standards/>.
² See http://www.teacherstandards.aitsl.edu.au/Static/docs/aitsl_national_professional_standards_for_teachers_240611.pdf for details.

5. Synergistic Knowing:

A key focus of a Christian higher education institution is the **integration of faith with learning and living** through its teaching and scholarship. *Faith, heart, soul, intellect* and *spirit* must function synergistically to empower students fully. This is derived from the most important principle given to the Church:

*Jesus replied: "Love the Lord your God with all your **heart** and with all your **soul** and with all your **mind**." This is the first and greatest commandment.
Matt. 22:37-38*

The Holy Spirit can help us put together the various pieces of our life's 'jig-saw puzzle' in **synergistic ways that lead towards wholeness**.

Consequently, in your study program, our SEH staff will promote with you the CHC Mission Statement which is:

Transforming people to transform their world.

May the coursework and our SEH learning community provoke, challenge, encourage, extend, ... your *personal skills* and *professional abilities* as well as enhance your *Ministry of Teaching* (Ephesians 4:1-16).

Dr Robert Herschell

Dean, School of Education and Humanities

Campus Map



Section 1: Introduction

- 1.1 About Christian Heritage College
- 1.2 Vision
- 1.3 Our purpose
- 1.4 Our values
- 1.5 CHC calendar 2012
- 1.6 Important dates 2012

Welcome to Christian Heritage College (CHC). If you are new to CHC, we are delighted to have you enrolled with us. To those who are returning, thank you for continuing to study with us. To everyone, we appreciate your desire to study at a Christian institution, and we pray that we can help you to progress personally and professionally.

CHC is interested in seeing you grow academically, professionally and spiritually, and this handbook provides information about services and advice that can help facilitate this growth while you study. It also contains procedural information to help you understand how CHC functions, and things you need to know regarding your enrolment and studies.

1.1 About Christian Heritage College

Christian Heritage College is the result of Christian Outreach Centre's vision for Christian higher education in Australia. This desire led to the establishment of CHC in 1986.

CHC is committed to the development of programs, based on a Christian worldview and philosophy, which will meet the needs of both the Christian community and society in general. We wish to establish and foster an ethos and standard of Christian scholarship within a caring Christian environment. CHC endeavours to fulfil this by providing high quality graduates who possess a strong Christian commitment to God's call upon their lives, excellence in Christian scholarship and the integration of their Christian faith with their professional lives.

1.2 Vision

The vision of CHC is to be a Christian University.

1.3 Our purpose

The purpose of CHC is:

Transforming people to transform their world.

CHC believes that its courses can equip you to affect the world *within* as well as the world *around* you. A vital concept embedded in all CHC programs is transformation (Romans 12: 1-2) – the notion that we can be transformed by the power of Christ working in us, and that we can transform our world and the worlds of others as we become skilled in the gifts we have been given.

1.4 Our values

1. Faith

Christian Heritage College values our heritage of Christian belief as expressed in the creeds of the church.

2. The Word

Christian Heritage College values the Bible as the inspired Word of God in which we find the foundations of a Christian worldview.

3. Truth

Truth exists, and all truth is God's truth. Consequently Christian Heritage College values the integration of faith and learning and the unhindered pursuit of truth within a rigorous and responsible scholarly community.

4. Scholarship

Christian Heritage College values excellence in teaching and learning, scholarship, research and professional education.

5. Caring for the Individual

Christian Heritage College values the individual person as one made in the image of God, and for whom Christ died and rose again.

6. Transformed Lives

Christian Heritage Christian values the transforming work of the Holy Spirit in building Christian community and in developing individuals as whole persons.

1.5 CHC calendar 2012

SEMESTER 1, 2012			SEMESTER 2, 2012			SEMESTER 3, 2012		
COMMENCING	CHC WEEK		COMMENCING	CHC WEEK		COMMENCING	CHC WEEK	
			July 9		Winter Break			
February 20	0	Orientation Week	July 16		2012S1 Def & Supp exams			
February 27	1		July 23	1		December 3	1	
March 5	2		July 30	2		December 10	2	⊗ 2012S2 Def & Supp exams
March 12	3	⊗	August 6	3	⊗	December 17	3	★
March 19	4	★	August 13	4	♩ ⑥ ★	December 24	4	⑧ ⑨
March 26	5		August 20	5	①	December 31	5	⑩
April 2	6	①	August 27	6		January 7	6	
April 9 *		② Easter Break	September 3	7		January 14	7	
April 16	7		September 10	8		January 21	8	
April 23	8	③	September 17	9		January 28	9	
April 30	9		September 24 *		Spring Break	February 4	10	
May 7	10	④	October 1	10	⑦	February 11	11	
May 14	11		October 8	11		February 18	12	
May 21	12		October 15	12		February 25	-	Semester 1, 2013 begins
May 28	13		October 22	13		<p>The information included on the 2012 Calendar applies to CHC as a whole.</p> <p>For dates regarding teaching weeks for particular CHC Schools, please contact the relevant School Administration Office.</p>		
June 4	14		October 29	14				
June 11	15	⑤ Study Week	November 5	15	Study Week			
June 18	16	Exam Week	November 12	16	Exam Week			
June 25		Winter Break	November 19		Summer Break			
July 2		Winter Break	November 26		Summer Break			

Important Dates 2012: ⊗ Last day for adding units: Semester 1 - 12 March; Semester 2 - 6 August; Semester 3 - 10 December ★ Census Date: Semester 1 - 21 March; Semester 2 - 16 August; Semester 3 - December 21
Public Holidays 2012: ① Good Friday: 6 April ② Easter Monday: 9 April ③ ANZAC Day: 25 April ④ Labour Day: 7 May ⑤ Queen's Diamond Jubilee: 11 June
 ⑥ Brisbane Exhibition: 15 August ⑦ Christmas Day: 25 December ⑧ Boxing Day: 26 December ⑨ Queen's Birthday: 1 October ⑩ New Year's Day: 1 January
CHC Events 2012: ♩ School of Ministries retreat: Week of 13 August ① Open Day: Saturday 25 August ♩ Graduation: Friday 7 December CHC Office closed December 24 - January 2
 * Universities Australian common vacation week

1.6 Important dates 2012



Please check the CHC website on a regular basis as dates may change during the year

Orientation Week for Semester 1, 2012 commencing students	<i>20 February</i>
Semester 1, 2012 classes commence	<i>27 February</i>
School of Ministries Graduation Ceremony (2011 graduands)	<i>4 March</i>
Semester 1, 2012 Last day for adding units	<i>12 March</i>
Semester 1, 2012 Census date	<i>21 March</i>
Semester 1, 2012 Mid-semester Break	<i>9-13 April</i>
Classes resume Term 2	<i>16 April</i>
Due date for application to graduate – mid-year conferral	<i>1 May</i>
Semester 2, 2012 unit selection on-time submission	<i>9 July</i>
Semester 1, 2012 Exam Week	<i>18-22 June</i>
End of Semester 1, 2012	<i>22 June</i>
Winter Break	<i>25 June - 20 July</i>
Applications for 2013 open	<i>1 July</i>
Semester 1, 2012 results released	<i>9 July</i>
Semester 1, 2012 Deferred and Supplementary Exam Period	<i>16-20 July</i>
Semester 2, 2012 classes commence	<i>23 July</i>
Semester 2, 2012 Last day for commencing units	<i>6 August</i>
Semester 2, 2011 Census date	<i>16 August</i>
School of Ministries Retreat	<i>13 - 17 August</i>
CHC Open Day 2012	<i>25 August</i>
Due date for application to graduate – end-of-year conferral	<i>1 September</i>
Semester 2, 2012 Mid-semester Break	<i>24 - 28 September</i>
Close of on-time applications for 2013 – Direct applicants and QTAC applicants	<i>30 September</i>
Classes resume Term 4	<i>1 October</i>
Year 4 Education School-based Internship commences Term 4	<i>According to school dates</i>
Semester 2, 2012 Exam Week	<i>12-16 November</i>
End of Semester 2, 2012	<i>16 November</i>
Semester 3, 2012 commences	<i>3 December</i>
Semester 2, 2012 results released	<i>3 December</i>
CHC Graduation Ceremony (2012 graduands) (except School of Ministries)	<i>7 December</i>
Semester 3, 2012 Last day for commencing units	<i>10 December</i>
Semester 2, 2012 Deferred Examination period	<i>10-14 December</i>
Semester 3, 2012 Census date	<i>21 December</i>
Semester 1, 2013 unit selection on-time submission	<i>29 January</i>

Section 2: Administrative Matters – Domestic Students

- 2.1 Classification of students
- 2.2 Full-fee places
- 2.3 Commonwealth supported places
- 2.4 Tuition fees and Student contribution amounts
- 2.5 Higher Education Loan Program (HELP)
- 2.6 Equivalent Full-time Student Load (EFTSL)
- 2.7 Census dates
- 2.8 Commonwealth Assistance Notice (CAN)
- 2.9 Commonwealth Higher Education Student Support Number (CHESSN)
- 2.10 Accessing your student assistance record
- 2.11 Code of Conduct
- 2.12 Course Assurance arrangements for Domestic students
- 2.13 *Domestic Student Grievances Policies*

Further information regarding most of the topics presented in this section can be found on the Australian Government website, 'Study Assist', at www.studyassist.gov.au.

CHC advises all domestic students to become familiar with this website during their course.

2.1 Classification of students

The Commonwealth Government's *Higher Education Support Act (HESA) 2003* classifies students as **Domestic students** or **Overseas students**.

Domestic students are Australian citizens, New Zealand citizens (including a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative), or holders of a permanent visa. CHC can offer Domestic students a *full-fee place* (see Section 2.2) or a *Commonwealth supported place* (see Section 2.3) depending upon the course of enrolment and the number of places available.

All other students are considered to be **Overseas students**. For information regarding Administrative Matters and Enrolment Matters, Overseas students should refer to Sections 3 and 5 of this Handbook.

2.2 Full-fee places

Students who are enrolled in **full-fee places** are required to pay **tuition fees** as set by CHC (see Section 2.4). The majority of students enrolled at CHC, and at other private higher education providers, are in full-fee places.

2.3 Commonwealth supported places

A **Commonwealth supported place (CSP)** is a higher education place for which the Commonwealth Government provides the majority of the cost of a student's education.

CHC offers Commonwealth supported places in preservice Education courses.

Commonwealth supported students contribute to the cost of their education through a **student contribution amount** (see Section 2.4). It is considered reasonable that students who directly benefit from higher education should pay part of the cost of their studies, while the Australian Government meets the major part of the costs involved. CHC, like all other higher education providers, determines the amount you contribute for each unit of study up to a maximum set by the Commonwealth Government. The range that applies to a unit is dependent on the student contribution band in which the unit is classified.

2.4 Tuition fees and Student contribution amounts

If you are in a full-fee place, you pay **tuition fees** as set by CHC.

For information regarding 2012 tuition fees and all additional fees and charges, please see the 'Fees and Charges for 2012' information sheet on the CHC website.

If you are in a Commonwealth supported place, you pay a **student contribution amount** as set by CHC in relation to maximum amounts set by the Australian government.

For information regarding 2012 student contribution bands and amounts and all additional fees and charges, please see the 'Fees and Charges for 2012' information sheet on the CHC website.

For information regarding assistance which may be available to help you to meet your study costs, please see Section 2.5 below regarding the Australian Government's *Higher Education Loan Program (HELP)*.

2.5 Higher Education Loan Program (HELP)

Students who meet citizenship requirements (Australian citizen or holder of a permanent humanitarian visa) have access to the *Higher Education Loan Program (HELP)* loan to assist in paying either their tuition fees or their student contribution amount. These are income-contingent loans and are known as **FEE-HELP** and **HECS-HELP**.

Students in full-fee places who meet citizenship requirements are eligible for **FEE-HELP** assistance to defer payment of all or part of their tuition fees.

Commonwealth supported students who meet citizenship requirements are eligible for **HECS-HELP** assistance to defer payment of all or part of their student contribution amount.

For further information, please consult the appropriate booklets, *FEE-HELP Information 2012* and *Information for Commonwealth Supported Students 2012*, or access the information via the CHC website or the 'Study Assist' website.

Graduates of a CHC preservice Education course may be eligible for the HECS-HELP benefit. For details regarding this benefit, please refer to the *Higher Education Support Act 2003 Guidelines* (Cth), HECS-HELP Benefit Guidelines (http://www.comlaw.gov.au/Details/F2010L00630/Html/Text#_Toc230684784).

2.6 Equivalent Full-Time Student Load (EFTSL)

Equivalent Full-Time Student Load is known as **EFTSL**. It is a measure of the study load, for a year, of a student undertaking a course on a full-time basis. This means that each unit you undertake has an **EFTSL value** attached to it which indicates its value in relation to a normal full-time study load. A normal full-time study load over one year in any given course is equivalent to a value of '1'.

Each unit in which you enrol in an academic year has an EFTSL value which is related to the number of units that constitutes a normal full-time study load in your course, and is an equal fraction of '1', as follows:

- for courses in which a normal full-time study load for one year is eight units, each of those units will have an EFTSL value of one-eighth of 1, which 0.125;
- for courses in which a normal full-time study load for one year is ten units, each of those units will have an EFTSL value of one-tenth of 1, which 0.1.

For further information, please consult the 'EFTSL Values for Units of Study in 2012' on the CHC website.

2.7 Census dates

What is the Census date?

The Census date is the date within a semester on which all your enrolment requirements for that semester must be finalised.

CHC sets the Census date for each unit of study available in a calendar year. Information for units which have a Census date between 1 January and 30 June (Semester 1) will be published by 1 October of the year prior to the commencement of those units, while information for units which have a Census date between 1 July and 31 December (Semesters 2 and 3) will be published by 1 April of the same year in which those units commence.

You should check the Census date for your units, which is available on the CHC website, as you are responsible for meeting CHC's Census date deadlines. You must check that all enrolment and payment details are correct on or before the Census date for each unit. Please note that the Census dates apply to **all** units, including *intensives*, *practicum* and *internship* units, being offered in a particular semester.

The Census dates for 2012 are as follows:

- | | |
|--------------------|---------------------------|
| • Semester 1, 2012 | Wednesday, 21 March, 2012 |
| • Semester 2, 2012 | Thursday, 16 August, 2012 |
| • Semester 3, 2012 | Friday, 21 December, 2012 |

Importance of the Census date

The Census date is important because it is the **deadline** for all of the following:

- finalising your enrolment with CHC;
- completing and submitting a *Request for FEE-HELP* form (students in full-fee places);
- completing and submitting a *Request for Commonwealth support and HECS-HELP* form (all students in Commonwealth supported places);
- paying part or all of your student contribution upfront, if you wish to pay upfront;
- paying part or all of your tuition fees upfront, if you wish to pay upfront;
- providing your Tax File Number, if you have requested a FEE-HELP or HECS-HELP loan.

Please note that payments cannot be made to CHC after the Census date for a semester. After the Census date, all payments must be made directly to the Australian Taxation Office (ATO).

If you remain enrolled in a unit as a student in a full-fee place at the close of business on the Census date you will:

- be liable for the balance of any part of your tuition fees which have not been paid upfront;
- incur a FEE-HELP debt, if you have requested a loan for your tuition fees for that unit.

If you remain enrolled in a Commonwealth supported unit at the close of business on the Census date you will:

- be liable for the balance of any part of your student contribution amount which has not been paid for that unit;
- incur a HECS-HELP debt, if you have requested a loan for your Student contribution amount for that unit.

Census date and your enrolment

The following table outlines the impact of missing the Census date.

If, by the Census date, you do not ...	Then ...
<ul style="list-style-type: none"> complete your enrolment requirements 	CHC may cancel your enrolment.
<ul style="list-style-type: none"> complete your <i>Request for FEE-HELP</i> form and not have paid your tuition fees in full 	CHC may cancel your enrolment.
<ul style="list-style-type: none"> submit your Tax File Number (TFN) and your <i>Request for FEE-HELP</i> form, or make a full upfront payment of your tuition fees 	CHC may cancel your enrolment as a full-fee paying student.
<ul style="list-style-type: none"> complete your <i>Request for Commonwealth support and HECS-HELP</i> form 	CHC must cancel your enrolment as a Commonwealth supported student.
<ul style="list-style-type: none"> submit your Tax File Number (TFN), or make a full upfront payment of your student contribution 	CHC must cancel your enrolment as a Commonwealth supported student.

Census date and your HELP debt

If you have requested a FEE-HELP loan for your tuition fees or a HECS-HELP loan for your student contribution amount, you will incur a debt on the Census date.

You will not incur a HELP debt if you formally withdraw on or before the Census date. Please note that the date of withdrawal is the date on which written notification is received by CHC.

Requesting a remittance of monies paid

If, after the Census date for a semester, you discontinue your enrolment in a unit(s) or course(s) and wish to request a remittance of monies paid, either as student contribution amount or tuition fees, for that unit(s) or course(s), you are to submit your request *in writing* to the CHC Registrar outlining the reasons for your request and including any information and/or documentation which is relevant to your request. In making decisions regarding such requests, CHC must abide by the legislation which covers the remittance of monies, under which students must meet three tests:

- the condition was not in evidence prior to the Census date for a semester; and
- the impact of the condition was not known; and
- the condition was beyond your control

Please consult the policy, *Re-crediting of 'HELP' Debts and Review of Decisions*, for further information. This policy is available on the CHC website.

2.8 Commonwealth Assistance Notice (CAN)

CHC must issue a Commonwealth Assistance notice (CAN) to all students enrolled in a unit of study who have sought FEE-HELP or HECS-HELP assistance, and/or who are Commonwealth supported for that unit. The CAN sets out varied information depending on whether you are in a full-fee place or a Commonwealth supported place.

Receiving the Commonwealth Assistance Notice

You will be sent a Commonwealth Assistance Notice (CAN) after the Census date if you have received Commonwealth assistance.

Students in full-fee places

If you have applied for FEE-HELP assistance, your CAN will include information on:

- the tuition fees for your unit(s);
- the units of study for which you have received FEE-HELP;
- the amount of any upfront payments you have made;
- the loan fee for undergraduate units of study.

Students in Commonwealth supported places

If you are in a Commonwealth supported place, your CAN will include information on:

- the units of study for which you have received Commonwealth assistance;
- your student contribution amounts;
- the amount of any upfront payments you have made;
- your HECS-HELP assistance.

Checking your CAN

It is your responsibility to ensure the accuracy of the information contained in the CAN. If you believe that any information in your CAN is incorrect, follow the steps outlined in the table below.

Step	Action
1	Provide a written request to the CHC Business Manager asking for the <i>Commonwealth Assistance Notice</i> (CAN) to be corrected.
2	Your written request should identify information in the CAN that you believe is not correct, and specify why you believe it is incorrect.
3	Submit your request to the CHC Business Manager within 14 days of the date of the dispatch of your CAN which is noted on your CAN.

If you do not submit *in writing* a request for the accuracy of the information in the CAN to be reviewed, you will incur the debt for the units noted in the CAN.

2.9 Commonwealth Higher Education Student Support Number (CHESSN)

What is a Commonwealth Higher Education Student Support Number (CHESSN)?

A Commonwealth Higher Education Student Support Number (CHESSN) is a unique identifier that all higher education providers, including CHC, must use in communications with the Australian Government concerning a person who:

- is enrolled, or seeking to enrol, in a unit of study with any higher education provider in Australia;
- has indicated that he or she is seeking to access HECS-HELP or FEE-HELP for the unit, or is a Commonwealth supported student for the unit.

This CHESSN will remain linked to you for the remainder of your academic life and, after that, for the purposes identified below.

What is the CHESSN used for?

The CHESSN is used to manage the:

- Higher Education Loan Program (HELP); and
- Commonwealth Scholarships.

The CHESSN is limited in its use to monitoring Commonwealth Assistance to eligible higher education students, including the provision of data to the Tax Office regarding HELP debts.

You can use your CHESSN to access information regarding your student assistance record via the private records area of the *Study Assist* website.

2.10 Accessing your student assistance record

You can use your CHESSN to log in to the 'My Uni Assist' area of the *Study Assist* website. The table below indicates the information which is contained in this area.

It is important that you are familiar with the information which can be accessed via this portal and with the need to ensure that you provide CHC with up-to-date personal details. Information regarding the collection and use of your personal details, and how to change your personal details, can also be found on the *Going to Uni* website.

'My Uni Assist' area	Available information
FEE-HELP assistance	<ul style="list-style-type: none"> • available FEE-HELP assistance • use of FEE-HELP assistance • remaining FEE-HELP assistance • FEE-HELP debt reported to the Australian Taxation Office (ATO) • FEE-HELP assistance, loan fees and total debts incurred for each unit of study that has incurred a FEE-HELP debt
Commonwealth supported units	<ul style="list-style-type: none"> • total HECS-HELP debt • remission of HECS-HELP debts due to special circumstances • HECS-HELP debts and discounts incurred for each Commonwealth supported unit of study

2.11 Code of Conduct

In accordance with its foundation on Christian principles, CHC is concerned to maintain the highest levels of personal and professional, moral and ethical conduct. Further, CHC aims to create a constructive environment for academic achievement, for Christian community and for personal growth. The Scriptures establish basic principles of behaviour and respect, and the basis for dealings among members of the CHC community should be one of mutual respect. The CHC *Code of Conduct* aims to engender a commitment to these values.

The CHC *Code of Conduct* encourages all members of the CHC community to recognise the potential of each individual for personal growth and transformation, and acknowledge, with grace, the varied life journeys of individuals. It promotes academic integrity and seeks to allow reasonable freedom for students to pursue study and research and to participate in community life at CHC, as well as respect the property of CHC, the wider Citipointe campus and members of the CHC community. The CHC *Code of Conduct* also provides clear guidelines regarding the grounds on which any suspension or cancellation of enrolment at CHC may occur.

The CHC *Code of Conduct* can be found on the CHC website.

2.12 Course Assurance arrangements for Domestic students

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

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

The full details of the course assurance arrangements for Domestic students are available on the CHC website.

2.13 *Domestic Student Grievances* policies

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

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

Three separate *Student Grievances* policies exist for Domestic students, depending upon the specific nature of the grievance.

- Academic grievances

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

- Non-academic grievances

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

- Applications for re-crediting of HELP debts

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

For complete statements of the *Domestic Student Grievances* policies, please see the CHC website.

Section 3: Administrative Matters – Overseas Students

- 3.1 Classification of students
- 3.2 The ESOS Act (2000) (Cth)
- 3.3 Other legislation
- 3.4 Overseas student tuition fees
- 3.5 Courses and units
- 3.6 Completion within the expected duration of study
- 3.7 Equivalent Full-Time Student Load (EFTSL)
- 3.8 Study loads
- 3.9 Modes of study
- 3.10 Census dates
- 3.11 Satisfactory course progress
- 3.12 Code of Conduct
- 3.13 Course Assurance arrangements for Overseas students
- 3.14 *Overseas Student Grievances policy*

Further information regarding most of the topics presented in this section can be found on the Australian Government website, 'Study Assist', at www.studyassist.gov.au.

CHC advises all overseas students to become familiar with this website during their course.

3.1 Classification of students

The Commonwealth Government's *Higher Education Support Act (HESA) 2003* classifies students as **Domestic students** or **Overseas students**.

Domestic students are Australian citizens, New Zealand citizens (including a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative), or holders of a permanent visa (see Sections 2 and 4).

All other students are considered to be **Overseas students**.

Overseas students who come to Australia for the purpose of undertaking a course of study do so under the provisions of a **student visa** issued by the Department of Immigration and Citizenship (DIAC) of the Australian Government. Student visas are a type of temporary visa and, as with holders of all types of temporary visas, overseas students must observe the conditions of their visa. These conditions are outlined in legislation such as the *Education Services for Overseas Students (ESOS) Act* of the Australian Government (see Sections 3.2 and 3.3), and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (the National Code) which is established under the ESOS Act.

There may be circumstances when individuals who are in Australia on other types of temporary visas, such as Business visas or Spousal visas, may wish to apply to undertake a course of study. In this case, DIAC should be consulted for advice regarding whether the conditions of the particular visa held by an individual include the right to study. If the right to study is allowed and an application for admission is approved, the student is classified as an Overseas student and pays Overseas student tuition fees (see Section 3.4), but is not subject to the conditions of the ESOS Act (2000) or the National Code (2007).

The information which is included in Section 3 applies to Overseas students who are studying under the conditions associated with student visas. Overseas students who are in Australia on other types of temporary visas are to contact the Registrar's Office to ensure that their enrolment at CHC does not contravene the conditions of their visas.

3.2 The ESOS Act (2000) (Cth)

The Department of Education, Employment and Workplace Relations (DEEWR) of the Australian Government regulates the education and training sector's involvement with Overseas students studying in Australia on student visas. It does this through the *Education Services for Overseas Students (ESOS) Act (2000) (Cth)* and associated legislation which protects the interests of these students. The legislation mandates a nationally consistent approach to registering education providers so that the quality of the tuition, and associated pastoral services offered to students, remains high. The professionalism and integrity of the industry is further maintained by the ESOS legislation's interface with immigration law. This imposes visa related reporting requirements on both students and providers.

CHC is registered with the Australian Government to provide higher education courses to Overseas students and complies with the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (the National Code). A description of the ESOS framework is available on the DEEWR website at: http://aei.dest.gov.au/AEI/ESOS/QuickInfo/ESOS_FrameWork_pdf.pdf.

3.3 Other legislation

CHC is also registered with the Queensland Government to provide higher education courses to Overseas students. This registration is based on compliance with Queensland Government legislation, in particular the *Education (Overseas Students) Act 1996* and the Education (Overseas Students) Regulation 1998, and leads to the inclusion of CHC and its courses on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

3.4 Overseas student tuition fees

Tuition fees for Overseas students at Christian Heritage College are calculated in accordance with guidelines set by the Australian Government, which indicate minimum indicative fees for Overseas students. Overseas students should be aware that their tuition fees are subject to annual increase as these minimum indicative fees are reviewed annually, and that the revised annual fee will apply to all Overseas students.

Overseas students are not eligible for FEE-HELP or HECS-HELP assistance and are to pay their tuition fees upfront on a semester-by-semester basis, following the payment of the first year's fees as part of the enrolment process.

3.5 Courses and units

At Christian Heritage College, students enrol in a **course** which is the complete award with which a student graduates upon the completion of the requirements for that course. Courses consist of **units**, which are individual components of a course which are usually one **semester** in length. The academic year is divided into two compulsory semesters, each of 16 weeks (excluding holidays): Semester 1 runs from February/March to June, and Semester 2 from July to November. CHC also offers a Summer Semester for a limited number of its courses. This is a non-standard, non-compulsory teaching period in the academic year, running between December and mid-February, which has fewer teaching weeks than Semesters 1 or 2 and in which selected units are available in Intensive or External modes.

All units in CHC courses carry 10 **credit points (cp)**, unless otherwise indicated. Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. Therefore, for each 10 credit point unit, a student is expected to complete 10 hours of study per week for a full semester.

3.6 Completion within the expected duration of study

Each course at CHC has an **expected duration of study** based upon the number of units required to complete the course and the full-time study load in each semester (compulsory study periods only) associated with that course. For example, a course which requires 24 units for completion with a full-time study load of four units per semester (compulsory study periods only) will have an expected duration of study of six semesters, or three years.

The expected duration of study of a course is used to determine the **course end date** which is specified on your Confirmation of Enrolment (CoE).

CHC is able to extend the expected duration of your course in a limited number of circumstances only. These include:

- compassionate or compelling circumstances (for example, illness where a medical certificate states that you are unable to attend classes or if CHC is unable to provide a prerequisite unit); or
- CHC has implemented its intervention strategy for students who are at risk of failing to meet satisfactory academic progress requirements (see *Satisfactory Course Progress* below); or
- an approved leave of absence has been granted due to compassionate or compelling circumstances, or CHC has suspended your enrolment due to misconduct (see Section 5.4).

Where any of these circumstances result in the expected duration of your course being increased, CHC will notify DEEWR of this extension and will issue you with a new Confirmation of Enrolment (CoE) which indicates a revised expected course end date. Please note that any such change to your expected course end date will require you to apply to DIAC for a new student visa.

3.7 Equivalent Full-Time Student Load (EFTSL)

Equivalent Full-Time Student Load is known as **EFTSL**. It is a measure of the study load, for a year, of a student undertaking a course on a full-time basis. This means that each unit you undertake has an EFTSL value attached to it which indicates its value in relation to a normal full-time study load. A normal full-time study load over one year in any given course is equivalent to a value of '1'.

Each unit in which you enrol in an academic year has an EFTSL value which is related to the number of units that constitutes a normal full-time study load in your course, and is an equal fraction of '1', as follows:

- for courses in which a normal full-time study load for one year is eight units, each of those units will have an EFTSL value of one-eighth of 1, which 0.125;
- for courses in which a normal full-time study load for one year is ten units, each of those units will have an EFTSL value of one-tenth of 1, which 0.1.

For further information, please consult the 'EFTSL Values for Units of Study in 2012' on the CHC website.

3.8 Study loads

Australian student visa conditions require that Overseas students maintain a study load which results in the completion of their course within the expected duration of study. Overseas students will normally need to undertake a standard full-time study load in each semester (compulsory study periods only) in order to complete their course within this timeframe.

However, the conditions of your student visa allows some flexibility in your study program by permitting you to vary your study loads across semesters – that is, to undertake a *normal*, *reduced* or *increased* study load in each study period – as long as you complete your course by the course end date specified on your Confirmation of Enrolment (CoE).

In advising you of a study program to ensure that you complete your course within the expected duration of study, CHC will assume that you will undertake a standard full-time load in each semester (compulsory study periods only) as applicable to your course.

Importance of the Census date

The Census date is important because it is the **deadline** for all of the following:

- finalising your enrolment with CHC;
- paying your tuition fees upfront.

Census date and your enrolment

The following table outlines the impact of missing the Census date.

If, by the Census date, you do not ...	Then ...
• complete your enrolment requirements	CHC may cancel your enrolment.
• make a full upfront payment of your tuition fees	CHC may cancel your enrolment.

Requesting a remittance of monies paid

If, after the Census date for a semester, you discontinue your enrolment in a unit(s) or course(s) and wish to request a remittance of monies paid, you are to submit your request *in writing* to the CHC Business Manager outlining the reasons for your request and including any information and/or documentation which is relevant to your request.

Please consult the policy, *Refunds for Overseas Students*, for a full statement regarding this process. This policy is available on the CHC website.

3.11 Satisfactory course progress

It is a condition of your student visa that you maintain satisfactory course progress. At CHC, if you fail two or more units in a semester, or if you fail the same unit more than once, you will be identified as being at risk of failing to maintain satisfactory course progress, and a Review of Academic Progress (RAP) will be implemented. The aim of this intervention strategy is to assist you to identify the reasons for you being at risk of failing to maintain satisfactory course progress and to develop an Action Plan to avoid its repetition. This intervention strategy may include reducing your study load to assist you to achieve satisfactory course progress. In the case that this intervention strategy results in an extension to your course end date, CHC will notify DEEWR of this extension and will issue you with a new Confirmation of Enrolment (CoE) which indicates the revised course end date. In such a case, you will need to apply to DIAC for a new student visa.

The policy, *Review of Academic Progress for Overseas Students*, can be found on the CHC website.

If, after this intervention strategy is implemented, you again fail two or more units in a semester or fail a further unit more than once, you will be deemed as failing to maintain satisfactory course progress. At this point, CHC will notify you in writing that it intends to report you to DEEWR for failing to maintain satisfactory course progress and to cancel your enrolment. You will then have 20 working days in which to formally request a review of this decision, as outlined in the *Overseas Student Grievances* policy (Section 3.14). CHC will not report you to DEEWR during this period, or the period of any review process, and your enrolment at CHC will remain active.

Should any review process find in your favour, your enrolment will continue. Should you withdraw from any review process, or should any review process uphold CHC's intention to report, or following the expiration of the 20 working days without CHC having received a request for a review of this decision, CHC will notify DEEWR that you have failed to maintain satisfactory course progress. You should be aware that this will have severe implications for your student visa. You will be required to report to a DIAC officer within 28 days of receiving notice that CHC has reported you for failing to maintain satisfactory course progress, or your student visa will be cancelled and you will be required to leave Australia.

3.12 Code of Conduct

In accordance with its foundation on Christian principles, CHC is concerned to maintain the highest levels of personal and professional, moral and ethical conduct. Further, CHC aims to create a constructive environment for academic achievement, for Christian community and for personal growth. The Scriptures establish basic principles of behaviour and respect, and the basis for dealings among members of the CHC community should be one of mutual respect. The CHC *Code of Conduct* aims to engender a commitment to these values.

The CHC *Code of Conduct* encourages all members of the CHC community to recognise the potential of each individual for personal growth and transformation, and acknowledge, with grace, the varied life journeys of individuals. It promotes academic integrity and seeks to allow reasonable freedom for students to pursue study and research and to participate in community life at CHC, as well as respect the property of CHC, the wider Citipointe campus and members of the CHC community. The CHC *Code of Conduct* also provides clear guidelines regarding the grounds on which any suspension or cancellation of enrolment at CHC may occur.

The CHC *Code of Conduct* can be found on the CHC website.

3.13 Course Assurance arrangements for Overseas students

CHC has in place Course Assurance arrangements in the event that it cannot continue to provide a course in which Overseas students are enrolled. These arrangements vary according to whether the course concerned is covered by CHC's Tuition Assurance Scheme (TAS) or by Ministerial Exemption as granted by the Australian Government.

For those courses which are covered by a TAS, the following arrangements apply:

In the unlikely event that CHC is unable to deliver your course in full, you will be offered a refund of all the course money you have paid to date. The refund will be paid to you within two weeks of the day on which the course ceased being provided. Alternatively, you may be offered enrolment in a suitable alternative course by Tabor College, Adelaide or Avondale College at no extra cost to you.

You have the right to choose whether you would prefer a full refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement.

If CHC is unable to provide a refund or place you in an alternative course, our Tuition Assurance Scheme (TAS) with the Council of Private Higher Education (COPHE) will place you in a suitable alternative course at no extra cost to you.

Finally, if COPHE cannot place you in a suitable alternative course, the ESOS Assurance Fund Manager will attempt to place you in a suitable alternative course or, if this is not possible, you will be eligible for a refund as calculated by the Fund Manager.

Overseas students who accept the offer of a place at an alternative institution must accept that offer in writing and will not be paid any refund for the non-delivery of any course at CHC in which they were previously enrolled.

For those courses which are covered by Ministerial Exemption, the following arrangements apply:

In the unlikely event that CHC is unable to deliver your course in full, you will be offered a refund of all the course money you have paid to date. The refund will be paid to you within two weeks of the day on which the course ceased being provided. Alternatively, you may be offered enrolment in an alternative course by Tabor College Adelaide, or Avondale College at no extra cost to you.

You have the right to choose whether you would prefer a refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement.

Finally, should CHC be unable to provide a refund or place you in a suitable alternative course, the ESOS Assurance Fund Manager will attempt to place you in a suitable alternative course or if this is not possible, you will be eligible for a refund as calculated by the Fund Manager.

3.14 Overseas Student Grievances policy

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

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

Two separate grievances procedures exist for Overseas students, depending upon the specific nature of the grievance.

- Academic grievances

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

- Non-academic grievances

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

For a complete statement of the policy, *Overseas Student Grievances*, please see the CHC website.

Section 4: Enrolment Matters – Domestic Students

- 4.1 Communicating with CHC
- 4.2 Providing your personal details
- 4.3 Course enrolment and unit selection
- 4.4 Enrolment status
 - 4.4.1 Maintaining your 'active' enrolment status
 - 4.4.2 Changing your enrolment status
 - 4.4.3 Non engagement in studies
- 4.5 Changing your unit selection
- 4.6 Remittance of HELP debts
- 4.7 Cross-institutional enrolment
- 4.8 Transfer of Credit/Recognition of Prior Learning (RPL)
- 4.9 Commission for Children and Young People and Child Guardian – 'Working With Children' check
- 4.10 Student identification cards
- 4.11 Cancellation of enrolment

4.1 Communicating with CHC

Who to contact

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table which appears in Section 11 indicates the person(s) to whom you should direct your enquiries depending upon the issue involved.

How to contact

Contact may be made with CHC staff via a variety of means, such as by telephone, email and in writing. Contact details for CHC staff may be found on the CHC website.

The only way in which CHC staff will contact you will be via your **CHC email address** (see Section 8). If you are a commencing student, you will receive information regarding your CHC student account and email address shortly after you accept your offer and finalise your enrolment. It is important that you activate your CHC student account and email address immediately by following the instructions contained in this information. If you are a continuing student, you should have already activated your CHC student account and email address. If you have any trouble with the activation process, please contact resources@chc.edu.au.

Your CHC email address is the **only** email address which CHC staff will use to both send and receive emails from you. Please note that, with the submission of your *Unit Selection* form each semester, you declare that you will access your CHC email account **at least weekly**. It is recommended that you do this on a daily basis. This email address will be used to deliver to you important information and documents regarding your enrolment at CHC, such as your Confirmation of Enrolment form, your Commonwealth Assistance Notice (CAN) and your Statement of Results, as well as communication regarding any applications you may make, for example, for changing your unit selection, requesting a leave of absence, or withdrawing from your course.

If you wish to discuss your enrolment with CHC staff via telephone, you must be able to provide the answer to the **identification verification question** which you have provided on your most recent *Unit Selection* form.

Forms

For all actions associated with your enrolment at CHC you will need to complete and submit the relevant forms to CHC. All such forms are available from the CHC website. Please note that the date on which CHC receives the form is the effective date of submission.

4.2 Providing your personal details

You must ensure that you provide CHC with up-to-date personal and contact details as this information is used for reporting purposes to the Department of Education, Employment and Workplace Relations (DEEWR) of the Australian Government. Please note that no personal identifying information is reported to DEEWR.

To make changes to your personal details as held by CHC, such as your name, address, telephone and mobile number, you are to submit a completed *Change to Personal Details* form. Alternatively, you may inform CHC of changes to your personal details via email or telephone (see Section 4.1).

Please note that certified copies of any official documentation associated with changes to personal details, such as a change of name, marital status or citizenship/residency status, must be submitted to the CHC Reception before such changes will be processed.

4.3 Course enrolment and unit selection

When you received your offer of admission to CHC, you were also provided with a link to the 'Enrolment Information for New students' page on the CHC website, on which could be found a *Unit Selection* form for **commencing** students. On this form you supplied personal data and information which is used for CHC records and for statistical reporting to the Department of Education, Employment and Workplace Relations (DEEWR) in Canberra. You indicated both your course enrolment and unit selection for your commencing semester.

For each of the remaining semesters of your course, you will need to complete a *Unit Selection* form for **continuing** students to indicate your unit selection for the coming semester. This form will normally be available on the CHC website following the release of Statements of Results each semester.

4.4 Enrolment status

All students have an **enrolment status** associated with their enrolment at CHC. This is used to describe your enrolment on a semester-by-semester basis.

Following your acceptance of this offer and your submission of a *Unit Selection* form for commencing students, your enrolment status becomes 'active'. You will retain this status while you remain continuously enrolled in your course. When you have completed your course requirements and have had your award conferred upon you, your enrolment status is converted to 'graduated'.

4.4.1 Maintaining your 'active' enrolment status

To maintain your 'active' enrolment status, you simply need to continue your enrolment in your current course. To do this, all you need to do is to submit the appropriate *Unit Selection* form for continuing students by the advertised date.

4.4.2 Changing your enrolment status

After your enrolment status has been converted to 'active', you may apply to change your enrolment status according to certain actions you may take – either prior to the Census date of a semester in relation to that semester, or at the end of a semester in relation to the coming semester. These actions are explained below:

Taking a leave of absence from your course

To take a leave of absence means that you wish to suspend your enrolment in your course for a specified period of time, after which you intend to return to your course. Formal approval for a leave of absence is required to preserve your enrolment status and/or entitlement to Commonwealth support and/or assistance. Leave of absence applies to Semesters 1 and 2 of a year only: that is, you do not have to apply for a leave of absence if you are not undertaking studies in Semester 3. Please be aware that periods of leave of absence contribute to course completion times.

Please note that leave of absence does not refer to your unit enrolment within a particular semester, but to your enrolment in your course as a whole. If you wish to discontinue your studies in a particular unit(s) in a semester, please see Section 4.5, *Changing your unit selection*.

All applications for leave of absence must be made prior to the Census date of the semester in which the leave of absence is to take effect using an *Application for Leave of Absence* form. The date of application is the date that the form is received by CHC. If you wish to apply for a leave of absence in a semester for which the Census date has passed, you are to contact the CHC Registrar's Office.

If you are granted a leave of absence, your enrolment status will change to 'leave of absence'. You must contact your Course Coordinator by May 31 (if the leave of absence is for Semester 1) or October 31 (if the leave of absence is for Semester 2, or for Semesters 1 and 2) to indicate your intention to return to your studies in the subsequent semester.

The table below provides a summary of this information. 'Census date' refers to the Census date of the semester in which the leave of absence is to take effect (Semesters 1 and 2 only).

Date of application	Action and academic and/or financial implications
Prior to and including Census date	Action: submit a completed <i>Application for Leave of Absence</i> form Academic implications: no academic implications Financial implications: no financial implications
After Census date	Action: contact the CHC Registrar's Office

Transferring to a different CHC course

If you begin your studies at CHC in a particular course but later consider that a different course may better suit your needs and interests, you may apply to transfer to a new course. You may transfer to a course *within a school* (that is, to a course which is offered by the same school as the course in which you are currently enrolled) or you may transfer *across schools* (that is, to a course which is offered by a different school to the course in which you are currently enrolled).

To transfer *within a school*, submit an *Application for Transfer of Course* form by the closing date for applications, which is the second Friday prior to the commencement of the subsequent semester.

To transfer *across schools*, submit a *Direct Application for Admission* form by the closing date for applications, which is the second Friday prior to the commencement of the subsequent semester.

Semester 3 is normally not available for transferring course *across schools*.

If you have completed any previous studies, **other than CHC studies**, which you wish to be considered for transfer of credit into your new course, you must submit a completed *Application for Transfer of Credit* form, and any supporting documentation, with your application form (see Section 4.8).

Please be aware that applications to transfer course are not granted 'automatically' but are subject to issues such as entry requirements, personal suitability and the availability of places.

If your application is successful, you will be made an offer of a place within your new course. You may accept this offer, or reject it and remain in your original course. You do not surrender your place in your original course upon submitting an application to transfer to a new course. If you decide to accept the offer, your enrolment status will change to 'active' upon your submission of all relevant forms. Your enrolment status in your former course will show as 'transferred'.

If you accept the offer of a place in your new course, you become a commencing student in that course. Consequently, you should not complete a *Unit Selection* form for **continuing** students for the semester in which you begin your new course. Rather, you are to complete a *Unit Selection* form for **commencing** students, which will be sent with your offer materials. If you access 'HELP' you will be required to submit a new 'HELP' form. This will be provided with your offer materials.

The table below provides a summary of this information.

Nature of transfer	Action
Within a school	Action: submit a completed <i>Application to Transfer Course</i> form no later than the second Friday prior to the commencement of the subsequent semester
Across schools	Action: submit a completed <i>Direct Application for Admission</i> form no later than the second Friday prior to the commencement of the subsequent semester

Withdrawing from your course

To withdraw means that you wish to cancel your enrolment in your course completely and that you do not intend to return to your course. Your enrolment status will be noted as 'withdrawn'.

Please note that withdrawal does not refer to your unit enrolment within a particular semester, but to your enrolment in your course as a whole. If you wish to discontinue your studies in a particular unit(s) in a semester, please see Section 4.5, *Changing your unit selection*.

You are eligible to withdraw from your course at any time following your acceptance of an offer of admission to CHC, using an *Advice of Withdrawal* form. However, there are academic and financial implications associated with withdrawing from your course which relate to the point in the semester at which the withdrawal is to take effect. The date of the advice is the date that the form is received by CHC.

Please note that, if you withdraw from a course of study, you are able to apply to reenter that course, or to apply for entry to a different course, at any time in the future.

The table below provides a summary of this information. 'Census date' refers to the Census date of the semester in which the withdrawal is to take effect.

Date of application	Action and academic and/or financial implications
Prior to and including Census date	Action: submit a completed <i>Advice of Withdrawal</i> form Academic implications: no academic implications Financial implications: no financial implications
After Census date	Action: submit a completed <i>Advice of Withdrawal</i> form Academic implications: the following grades are awarded: Grades awarded: After Census date to end of Week 8 (S1/S2); After Census date to end of Week 6 (S3)* – W Week 9 to end of semester (S1/S2); Week 7 to end of semester (S3)* – WF Financial implications: liable for full tuition fees or student contribution amount

* Only applies if you withdraw from a course while enrolled in units in Semester 3

Graduating from your course

Upon your fulfilment of the requirements of your course, you will become eligible to graduate with an award from CHC. To graduate you must submit an *Application to Graduate* form by the publicised closing date, return all CHC resources and settle all financial accounts with CHC (including Library fines). Once you receive your award, your enrolment status will be changed to 'graduated'.

There are two occasions in each year when awards are conferred – mid-year, for students who complete course requirements in Semester 1 or Semester 3, and end-of-year, for students who complete course requirements at the end of Semester 2.

All students who have awards conferred in a calendar year are invited to participate in the annual Graduation Ceremony, which is held in December of each year.

It is your responsibility to ensure that you have completed the requirements of your course in order to be eligible to graduate and to submit an *Application to Graduate* form by the closing date for applications.

The table below provides a summary of this information.

Conferral process	Eligibility and action required
Mid-year	Eligibility: for students who complete their course requirements at the end of Semester 1 or Semester 3 Action: submit a completed <i>Application to Graduate</i> form by the date advertised on the CHC website
End-of-year	Eligibility: for students who complete their course requirements at the end of Semester 2 Action: submit a completed <i>Application to Graduate</i> form by the date advertised on the CHC website

4.4.3 Non engagement in studies

It is CHC's intent that students are as up to date as possible with changes to courses and policies. Given CHC's review cycle of courses, units and policies, if you have not engaged in study for a period of more than two years you are to reapply to study at CHC. This helps us make sure that you are aware of any changes that have occurred during your absence.

4.5 Changing your unit selection

Circumstances may arise which mean that you wish to change the units you have selected for a particular semester. This refers both to **adding** units to and **dropping** units from your study load. Please note that advertised Census dates apply to all units, including practicum and internship units, and also to the mode of delivery of a unit (eg internal, intensive, external).

If, after the submission of a *Unit Selection* form you wish to **add** units to or **drop** units from your study load in a particular semester, you are to use an *Application for Change to Unit Selection* form. This should be done in consultation with your Course Coordinator.

Applications to **add** units must be received by the end of Week 2 of the semester in which the units are being offered.

Applications to **drop** units may be made at any time during the semester, but are subject to both academic and financial penalties depending upon the date on which the application is received by CHC. These are shown in the table below. The date of application is the date that the form is received by CHC.

Please note that, if you wish to **drop** all of the units in which you are enrolled in a particular semester, you should first consult your Course Coordinator and then complete an *Application for Change to Unit Selection* form or *Application for Leave of Absence* or *Advice of Withdrawal* form, depending upon your circumstances and upon the point in the semester that you make application.

You will be notified of the outcome of your application to change your unit selection, and should not begin or cease your engagement in the units which form the basis of your application until you have received this advice.

The academic and financial implications of dropping units are as follows:

Date of dropping units		Transcript entry	Financial implications
Semesters 1 & 2	Semester 3		
Prior to and including Census date	Prior to and including Census date	Nil	Nil
After Census date to end of Week 8	After Census date to end of Week 6	W – Withdraw	Full tuition fees/student contribution amount payable
Week 9 to end of semester	Week 7 to end of semester	WF – Withdraw Fail	Full tuition fees/student contribution amount payable

4.6 Remittance of HELP debts

If you do not complete units within a semester due to what you consider to be special circumstances, you may apply to have your HELP debt re-credited. You must apply within twelve months of the date of your withdrawal from the unit(s) concerned or from the end of the semester concerned, as applicable. Applications are to be made in writing to the CHC Registrar. The date of application is the date that the written notification is received by CHC.

Before re-crediting a HELP debt, CHC must be satisfied that the circumstances involved satisfy each of the following requirements, as set by Commonwealth Government legislation:

- were beyond your control;
- did not make their full impact on you until after the Census date for the unit; and
- made it impracticable for you to complete the requirements of the units.

These arrangements do not remove students' rights to take further action under Australia's consumer protection laws. CHC's Grievance Procedures do not circumscribe students' right to pursue other legal remedies.

4.7 Cross-institutional enrolment

In certain circumstances, you may wish to pursue studies at other institutions ('host' institutions) at the same time as you are studying at CHC. This is known as cross-institutional enrolment. Instances when cross-institutional enrolment may be appropriate are:

- you want to complete a major which CHC cannot offer;
- you have an interest in a particular unit offered by another institution; or
- CHC is unable to offer a specific unit at an appropriate time.

Cross-institutional enrolment includes studies undertaken through Open Universities Australia (OUA).

If you are considering cross-institutional enrolment, you should first discuss this with your Course Coordinator. You should be aware that cross-institutional enrolments can be difficult to arrange, and it is the responsibility of individual students to contact other institutions regarding enrolment procedures and other specific requirements. Issues that need to be considered are:

- the admission requirements of the host institution for the particular unit(s);
- the costs that will be incurred for the particular unit(s);
- travelling to another campus and avoiding timetable clashes;
- whether the proposed unit(s) complement your CHC program.

If you wish to apply to study as a cross-institutional student, submit a *Cross-Institutional Enrolment Application Form A* to CHC prior to the beginning of the semester in which the study is to take place. If you wish to undertake cross-institutional study, you should attend to the arrangements as early as possible and within the dates for submission advertised by host institutions.

When the official result from your cross-institutional study is available, you must submit an *Application for Transfer of Credit* form to CHC.

Please be aware that, if you are undertaking a cross-institutional unit in your final semester of study, CHC cannot guarantee the finalisation of your results from the host institution in sufficient time for CHC's graduation processes. This may result in the conferral of your award being delayed until the following conferral period.

4.8 Transfer of Credit / Recognition of Prior Learning (RPL)

The Australian government has established principles and guidelines for transfer of credit. Most commonly, transfer of credit is granted where students have previously undertaken formal higher education studies. It is sometimes possible for students to be granted credit towards a course on the basis of prior learning experiences. However, limited amounts of credit may be granted in recognition of other forms of prior learning (RPL).

In assessing an application for transfer of credit based on prior studies, issues which are taken into consideration include the academic standing of the institution and course in which the student has studied, the standard of achievement obtained by the student and the recency, relevance and equivalence to the CHC program of the prior studies. In terms of other prior learning experiences, assessment is made whether the student could be considered to have gained sufficient prior experience and/or undertaken adequate reflection in relevant areas equivalent to the type of learning experience gained through the unit(s) being considered for credit.

In cases where a student has relevant prior learning in relation to the content of a particular unit, but has not engaged with or reflected on the content in a way commensurate with university level study, it is sometimes possible to grant an **exemption**, as an alternative to credit. Unlike transfer of credit, an exemption does not reduce the total number of units to be completed for the award of the relevant qualification; however, it does allow the student to avoid the need to undertake further study in a content area with which they are already familiar, and opens up the opportunity for them to enrol in an alternative unit more relevant to their current interests and level of personal and academic development.

Students should consult the rules of their particular courses regarding the maximum amount of transfer of credit and/or recognition of prior learning that is allowed. Students should be aware that there are limits which apply to the age of previous studies and also to the length of time which can be taken to complete a course for which transfer of credit has been granted. The policies, *Recency of study for transfer of credit purposes* and *Time limits for course completion*, contain the rules which apply to these issues. These policies are available on the CHC website.

If you wish to apply for transfer of credit or recognition of prior learning, you should submit a completed *Application for Transfer of Credit* form, accompanied by certified copies of relevant documentation, to the CHC Reception. This application will be assessed by your Course Coordinator. Following this assessment, you will be sent a letter which outlines the transfer of credit and/or recognition of prior learning which is being offered to you. You are to respond to this letter either accepting the offer, or declining the offer. If the offer is accepted, you are at that point deemed as having utilised your transfer of credit and/or recognition of prior learning.

4.9 Commission for Children and Young People and Child Guardian – ‘Working With Children’ check

Some professions have specific legal requirements attached to the right to practise in those professions. In professions such as teaching, counselling, youth work and ministry, in which contact will be made with children under the age of 18, practitioners in Queensland are required to hold a Blue Card. Other states and territories have similar restrictions on professional practice. If you are enrolled in a course which leads to a qualification in one of these professions, you must hold a valid Blue Card in order to undertake the practical requirements of the course.

Blue Cards are valid for two years. All students who require Blue Cards should submit applications early in their course in order to allow time for processing prior to the commencement of their practical requirements. Failure to gain a Blue Card prior to the commencement of practical requirements will impede students' progress through their course.

The eligibility requirements for obtaining a Blue Card can be found on the Commission for Children and Young People and Child Guardian website (www.ccydpcg.qld.gov.au). Application forms can be accessed from this site, and are also available from the CHC Reception.

4.10 Student identification cards

Student ID cards are issued free of charge in Orientation Week. These enable access to the CHC Library and, for **full-time internal students**, Queensland Rail and other concessions. Replacement cards are provided at a cost of \$15.00 (see Section 6.3).

All students must carry their ID cards at all times whilst on the Citipointe Church property.

4.11 Cancellation of enrolment

The *Higher Education Support Act 2003* (HESA) stipulates that the enrolment of a student in a Commonwealth supported place must be cancelled if the student has not supplied CHC with a completed *Request for Commonwealth support and HECS-HELP* form by the Census date in the initial semester of enrolment.

CHC reserves the right to cancel the enrolment of any student who has not paid their Tuition fees in full by the relevant Census dates, or submitted a completed *Request for FEE-HELP Assistance* form by the Census date in the semester in which the initial request for FEE-HELP is made.

Section 5: Enrolment Matters – Overseas Students

- 5.1 Communicating with CHC
- 5.2 Changing your personal details
- 5.3 Course enrolment and unit selection
- 5.4 Enrolment status
 - 5.4.1 Maintaining your 'active' enrolment status
 - 5.4.2 Changing your enrolment status
 - 5.4.3 Failure to apply for a change to your enrolment status
- 5.5 Changing your unit selection
- 5.6 Transferring to another provider
- 5.7 Transfer of Credit/Recognition of Prior Learning (RPL)
- 5.8 Commission for Children and Young People and Child Guardian – 'Working With Children' check
- 5.9 Student identification cards

5.1 Communicating with CHC

Who to contact

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table which appears in Section 11 indicates the person(s) to whom you should direct your enquiries depending upon the issue involved.

How to contact

Contact may be made with CHC staff via a variety of means, such as by telephone, email and in writing. Contact details for CHC staff may be found on the CHC website.

The only way in which CHC staff will contact you will be via your **CHC email address** (see Section 8). If you are a commencing student, you will receive information regarding your CHC student account and email address shortly after you accept your offer and finalise your enrolment. It is important that you activate your CHC student account and email address immediately by following the instructions contained in this information. If you are a continuing student, you should have already activated your CHC student account and email address. If you have any trouble with the activation process, please contact resources@chc.edu.au.

Your CHC email address is the **only** email address which CHC staff will use to both send and receive emails from you. Please note that, with the submission of your *Unit Selection* form each semester, you declare that you will access your CHC email account **at least weekly**. It is recommended that you do this on a daily basis. This email address will be used to deliver to you important information and documents regarding your enrolment at CHC, such as your Confirmation of Enrolment form, your Commonwealth Assistance Notice (CAN) and your Statement of Results, as well as communication regarding any applications you may make, for example, for changing your unit selection, requesting a leave of absence, or withdrawing from your course.

If you wish to discuss your enrolment with CHC staff via telephone, you must be able to provide the answer to the **identification verification question** which you have provided on your most recent *Unit Selection* form.

Forms

For all actions associated with your enrolment at CHC you will need to complete and submit the relevant forms to CHC. All such forms are available from the CHC website. Please note that the date on which CHC receives the form is the effective date of submission.

5.2 Changing your personal details

Australian student visas require that Overseas students inform their higher education provider of any changes to their contact details. It is important that CHC has up-to-date Australian residential addresses, phone numbers and email addresses for its Overseas students.

To make changes to your personal details as held by CHC, such as your name, address, telephone and mobile number, you are to submit a completed *Change to Personal Details* form to CHC. Where necessary, certified copies of official documentation are to be submitted with this form, such as in the case of a change of name or marital status, or a change to your citizenship/residency status.

You must ensure that you provide CHC with up-to-date personal and contact details as this information is used for reporting purposes to the Department of Education, Employment and Workplace Relations (DEEWR) of the Australian Government. Please note that no personal identifying information is reported to DEEWR.

If you wish, you may inform CHC of changes to your personal details via email or telephone. Please note that any documentation which is associated with changes to your personal details must be submitted to CHC before the changes will be processed.

5.3 Course enrolment and unit selection

When you received your offer of admission to CHC, you were also provided with a link to the 'Enrolment Information for New students' page on the CHC website, on which could be found a *Unit Selection* form for **commencing** students. On this form you supplied personal data and information which is used for CHC records and for statistical reporting to the Department of Education, Employment and Workplace Relations (DEEWR) in Canberra. You indicated both your course enrolment and unit selection for your commencing semester.

For each of the remaining semesters of your course, you will need to complete a *Unit Selection* form for **continuing** students to indicate your unit selection for the coming semester. This form will normally be available on the CHC website following the release of Statement of Results each semester.

5.4 Enrolment status

All students have an **enrolment status** associated with their enrolment at CHC. This is used to describe your enrolment on a semester-by-semester basis.

When you are made an offer of admission to CHC via your *Written Agreement*, your enrolment status is listed as 'on offer'. Following your acceptance of this offer by returning your signed *Written Agreement* and *Unit Selection* form for commencing students, and paying the required upfront fees, your enrolment status becomes 'active'. You will retain this status while you remain continuously enrolled in your course. When you have completed your course requirements and have had your award conferred upon you, your enrolment status is converted to 'graduated'.

5.4.1 Maintaining your 'active' enrolment status

To maintain your 'active' enrolment status, you simply need to continue your enrolment in your current course. To do this, all you need to do is to submit the appropriate *Unit Selection* form for continuing students by the advertised date.

5.4.2 Changing your enrolment status

After your enrolment status has been converted to 'active', you may apply to change your enrolment status according to certain actions you may take – either prior to the Census date of a semester in relation to that semester, or at the end of a semester in relation to the coming semester. These actions are explained below:

Deferring the commencement of your course

Following the submission of your Written Agreement, the conditions of your student visa allow you to apply to defer the commencement of your studies where there are compassionate or compelling reasons to do so. These are generally circumstances which are beyond your control and which have an impact upon your course progress or wellbeing. Such grounds could include, but are not limited to:

- serious illness or injury, where a medical certificate states that you are unable to attend classes;
- bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided);
- major political upheaval or natural disaster in your home country which requires emergency travel;
- a traumatic experience, such as involvement in or witnessing of a serious accident, or witnessing or being the victim of a serious crime (these cases should be supported by police or psychologists' reports);
- CHC not being able to offer a prerequisite unit; or
- your inability to begin studying on the course commencement date due to a delay in receiving a student visa.

Commencement is available in Semesters 1 and 2 only. If your offer is to commence in Semester 1 of a year, you may apply for a deferment of one year. If your offer is to commence in Semester 2 of a year, you may apply for a deferment of one semester.

Please note that deferment does not refer to your individual unit enrolments within a particular semester, but to enrolment in your course as a whole.

All applications to defer must be made prior to the Census date of the original semester of commencement. The date of application is the date that the appropriate form is received by CHC. Applications to defer do not attract a fee.

If you are granted a deferment, your enrolment status will change to 'deferred'.

All Library borrowing rights and access to CHC services are suspended for the period of deferment.

Should you wish to defer the commencement of your course, you should consult the CHC Registrar's Office for advice concerning your student visa; should you then wish to proceed with the deferment you are to submit a written application, and any documentary evidence to support your application, to the CHC Reception. CHC will assess your application and advise you in writing of its decision.

If your application is approved, CHC will notify DEEWR of the deferment of your enrolment and any impact it has upon your expected course end date. Should your expected course end date be extended as a result of the deferment, you will be issued with a new Confirmation of Enrolment (CoE), either prior to beginning your period of deferment or upon your notifying CHC of the date of your intended return. You will also be notified of the date by which you will need to contact your Course Coordinator regarding the processes which apply to your return from the period of deferment.

In the event that your application is denied, you have 20 working days in which to request a formal review of this decision, as outlined in the *Overseas Student Grievances* policy (see Section 3.14). Should you choose to access this policy, your enrolment will be maintained and CHC advises that you should remain in your classes until the process is complete. You will be advised in writing of the outcome of any review process.

If your application is denied, either as an initial decision by CHC or as the result of a review which upholds this decision, or if you request a review of the decision but then withdraw from the process, your enrolment will continue unchanged.

In general, if you have been granted a deferment which is 28 days or longer you are required to return to your home country, unless special circumstances exist. While it is CHC which determines your enrolment status, it is DIAC that decides whether you may remain in Australia during the period of deferment or if you must return home. You should contact DIAC if you have any questions regarding whether or not you are allowed to remain in Australia throughout the period of your deferment.

Please note that a decision which grants you permission to defer the commencement of your course such that your expected course end date is extended will affect your student visa. In this case, you will need to contact DIAC to apply for a new student visa.

Leave of Absence

The conditions of your student visa allow you to apply for a leave of absence from your studies where there are compassionate or compelling reasons to do so. These are generally circumstances which are beyond your control and which have an impact upon your course progress or wellbeing.

Please note that a leave of absence does not refer to your individual unit enrolments within a particular semester, but to enrolment in your course as a whole. If you wish to discontinue your studies in a particular unit(s) in a semester, please contact the Deputy Registrar.

For further information, please see the policy, *Leave of Absence for Overseas Students*, which is located on the CHC website.

Suspension of enrolment

Under the guidelines which govern the enrolment of Overseas students in Australia, CHC is able to suspend a student's enrolment on the grounds of misconduct.

For further information, please refer to Provision 3 of the policy, *Leave of Absence for Overseas Students*, which is located on the CHC website.

Transferring to a different CHC course

If you wish to transfer to a different course which is offered by CHC, you may transfer to a course *within a school* (that is, to a course which is offered by the same school as the course in which you are currently enrolled) or you may transfer *across schools* (that is, to a course which is offered by a different school to the course in which you are currently enrolled).

To transfer *within a school*, submit an *Application for Transfer of Course* form by the closing date for applications, which is the second Friday prior to the commencement of the subsequent semester.

To transfer *across schools*, submit a *Direct Application for Admission* form by the closing date for applications, which is the second Friday prior to the commencement of the subsequent semester.

Please note that, while these are the CHC closing dates, it is recommended that you apply to transfer course as early as possible as you will be required to contact DIAC to apply for a new student visa.

In making a decision regarding an application to change course, CHC will assess your meeting of the entry requirements for your proposed course. If it is determined that you meet these entry requirements, CHC will then consider any applications for Transfer of Credit, as well as any completed CHC studies, and apply them to your proposed course in order to determine a new course end date.

You will be advised in writing of the outcome of your application.

If your application to change your course is approved, you will be sent a new *Written Agreement* which sets out your new course details. Once you have signed and returned this agreement, and paid any associated fees, CHC will issue you with a new Confirmation of Enrolment (CoE). You should be aware that this action will affect your student visa, and that you will need to contact DIAC to apply for a new student visa.

When you have been sent your new *Written Agreement* your enrolment status will show as 'on offer'. If you accept the offer into your new course, your enrolment status will change to 'active' upon your submission of all relevant forms. Your enrolment status in your former course will show as 'transferred'.

In accepting the offer of a place in your new course, you become a commencing student in that course. Consequently, you should not complete a *Unit Selection* form for **continuing** students for the semester in which you will begin your new course. Rather, you will be sent a *Unit Selection* form for **commencing** students with your offer materials, which you are to complete and return to the CHC Reception.

If you have completed any previous studies, other than CHC studies, which you wish to be considered for transfer of credit into your new course, you must submit a completed *Application for Transfer of Credit* form, and any supporting documentation, with your *Application to Transfer Course* form (see Section 5.7).

Should your application to change your course be denied, you are able to request a formal review of this decision (see Section 3.14). Your enrolment will be maintained in your original course of study during any such review process. If a review process finds in your favour, the process will proceed as described above. If a review process upholds CHC's original decision, you may choose to remain in your original course or to cancel your enrolment at CHC (see below).

The table below provides a summary of this information.

Nature of transfer	Action
Within a school	Action: submit a completed <i>Application to Transfer Course</i> form no later than the second Friday prior to the commencement of the subsequent semester
Across schools	Action: submit a completed <i>Direct Application for Admission</i> form no later than the second Friday prior to the commencement of the subsequent semester

Canceling your enrolment (Withdrawal)

CHC recognises that the needs of Overseas students can change during their studies and that at times it may be necessary for students to cancel their enrolment in their course. This may be due to students wishing to return to their home countries – for example, due to changed family circumstances or an inability to meet the academic demands of their course – or to transfer to another registered provider to undertake a different course of study (see *Transferring to another provider* below).

Under the guidelines which govern the enrolment of Overseas students in Australia, CHC is able to cancel a student's enrolment on the grounds of failing to make satisfactory course progress or gross misconduct (see Sections 3.11 and 3.12).

Please note that cancellation does not refer to your individual unit enrolments within a particular semester, but to enrolment in your course as a whole.

For further information, please see the policy, *Cancellation of Enrolment for Overseas Students*, which is located on the CHC website.

Graduating from your course

Upon your fulfilment of the requirements of your course, you will become eligible to graduate with an award from CHC. To graduate you must submit an *Application to Graduate* form by the publicised closing date, return all CHC resources and settle all financial accounts with CHC (including Library fines). Once you receive your award, your enrolment status will be changed to 'graduated'.

There are two occasions in each year when awards are conferred – mid-year, for students who complete course requirements in Semester 1 or Semester 3, and end-of-year, for students who complete course requirements at the end of Semester 2.

All students who have awards conferred in a calendar year are invited to participate in the annual Graduation Ceremony, which is held in December of each year.

It is your responsibility to ensure that you have completed the requirements of your course in order to be eligible to graduate and to submit an *Application to Graduate* form by the closing date for applications.

The table below provides a summary of this information.

Conferral process	Eligibility and action required
Mid-year	Eligibility: for students who complete their course requirements at the end of Semester 1 or Semester 3 Action: submit a completed <i>Application to Graduate</i> form by the date advertised on the CHC website
End-of-year	Eligibility: for students who complete their course requirements at the end of Semester 2 Action: submit a completed <i>Application to Graduate</i> form by the date advertised on the CHC website

5.4.3 Failure to apply for a change to your enrolment status

If you fail to notify CHC of your intentions regarding your enrolment status for a particular semester prior to the commencement of that semester, CHC will inform you that it intends to cancel your enrolment and, if you are on a student visa, to inform DIAC (see *Cancelling your enrolment* above).

5.5 Changing your unit selection

Circumstances may arise which mean that you wish to change the units you have selected for a particular semester. This refers both to **adding** units to and **dropping** units from your study load. Please note that advertised Census dates apply to all units, including practicum and internship units, and also to the mode of delivery of a unit (eg internal, intensive, external).

If, after the submission of a *Unit Selection* form you wish to **add** units to or **drop** units from your study load in a particular semester, you are to use an *Application for Change to Unit Selection* form. This should be done in consultation with your Course Coordinator and the Deputy Registrar.

Applications to **add** units must be received by the end of Week 2 of the semester in which the units are being offered.

Applications to **drop** units may be made at any time during the semester, but are subject to visa conditions and to both academic and financial penalties depending upon the date on which the application is received by CHC. These are shown in the table below. The date of application is the date that the form is received by CHC.

Please note that, as an Overseas student, you are not permitted to drop all of the units in which you are enrolled in a particular semester unless that action is associated with an application for a leave of absence (see *Leave of Absence* above). Further, you must maintain a study load in each semester such that you complete your course within the nominated duration (see Section 3.6).

If you wish to change your unit selection for a particular semester, you should consult your Course Coordinator and the Deputy Registrar for advice regarding whether to complete an *Application for Change to Unit Selection* form or *Application for Leave of Absence* or *Advice of Withdrawal* form, depending upon your circumstances and upon the point in the semester that you make application.

You will be notified of the outcome of your application to change your unit selection, and should not begin or cease your engagement in the units which form the basis of your application until you have received this advice.

The academic and financial implications of dropping units are as follows:

Date of dropping units		Transcript entry	Fees payable
Semesters 1 & 2	Semester 3		
Prior to and including Census date	Prior to and including Census date	Nil	Nil
After Census date to end of Week 8	After Census date to end of Week 6	W – Withdraw	Full Tuition fees payable
Week 9 to end of semester	Week 7 to end of semester	WF – Withdraw Fail	Full Tuition fees payable

5.6 Transferring to another provider

If you begin your studies at CHC in a particular course but later consider that it does not suit your needs and interests, you may apply to transfer to a course offered by another provider. If you wish to enquire about changing your course, you are to consult the Registrar's Office regarding the processes involved and the implications of this action for your student visa.

Students who are in Australia on a student visa are able to transfer their enrolment from CHC to another registered provider following the completion of six months of study in their principal course of study at their original provider. In some circumstances, transfer may be permitted prior to this six-month period.

In the event that you wish to transfer from CHC to another registered provider, you should consult your Course Coordinator and the CHC Registrar's Office for advice concerning your student visa; should you then wish to proceed with the transfer, the following provisions apply according to whether you are seeking to transfer after or prior to the six-month period.

If you wish to transfer from CHC to another registered provider after the completion of the six-month period, you must submit an *Advice of Withdrawal* form to the CHC Reception. You should be aware that there are academic and financial implications associated with withdrawing from your course depending upon the time in the semester that you withdraw, and that certain fees and charges apply to withdrawing from your course (see *Cancelling your enrolment* above). Please note that transferring providers may require that you be granted a new visa, and you should seek advice from DIAC in this regard. Following the completion of these processes, CHC will notify DEEWR of your transfer and your Confirmation of Enrolment (CoE) will be cancelled.

If you wish to transfer from CHC to another registered provider prior to the completion of the six-month period, you must provide CHC with a certified copy of a valid offer of enrolment from another registered provider and an *Advice of Withdrawal* form, after which CHC will provide you with a Letter of Release for sighting by your new provider. You should be aware that there are academic and financial implications associated with withdrawing from your course depending upon the time in the semester that you withdraw, and that certain fees and charges apply to withdrawing from your course (see *Cancelling your enrolment* above). Please note that transferring providers may require that you be granted a new visa, and you should seek advice from DIAC in this regard. Following the completion of these processes, CHC will notify DEEWR of your transfer and your Confirmation of Enrolment (CoE) will be cancelled.

5.7 Transfer of Credit / Recognition of Prior Learning (RPL)

If you have completed previous higher education studies, you may be granted Transfer of Credit towards your course at CHC where these previous studies are comparable with CHC course requirements. You may also be eligible for exemption from units of your course, or parts of units, under Recognition of Prior Learning (RPL) provisions. RPL involves the determination of the competencies you have obtained through previous formal training, work experiences and/or life experiences and the advanced standing to which you are entitled as a result of these competencies.

It is your responsibility to make application for Transfer of Credit and/or Recognition of Prior Learning. While CHC staff may be able to make suggestions and give advice, the onus is on students to complete the appropriate application form(s), assemble the necessary documentation and submit the application(s).

A non-refundable application fee is charged to cover the costs of processing applications Transfer of Credit and/or Recognition of Prior Learning. Where applications are successful, a further fee per credit point granted is charged. Information regarding fees and charges at CHC are available on the CHC website.

It is CHC's policy that Overseas students must apply for Transfer of Credit and/or Recognition of Prior Learning at the same time as making Application for Admission to CHC in order that any credit and/or exemptions granted are taken into consideration when determining the course end date which will appear on your Confirmation of Enrolment (CoE). These evaluation processes include the development of a personal study plan which you are required to follow so that you finish your course within the proposed length of time. Applications for Transfer of Credit and/or Recognition of Prior Learning will not be accepted after you commence your studies.

For the processes associated with Transfer of Credit, please consult the *Courses Guide for Overseas Students*. Policies which apply to Transfer of Credit are available on the CHC website.

5.8 Commission for Children and Young People and Child Guardian – 'Working With Children' check

Some professions have specific legal requirements attached to the right to practise in those professions. In professions such as teaching, counselling, youth work and ministry, in which contact will be made with children under the age of 18, practitioners in Queensland are required to hold a Blue Card. Other states and territories have similar restrictions on professional practice. If you are enrolled in a course which leads to a qualification in one of these professions, you must hold a valid Blue Card in order to undertake the practical requirements of the course.

Blue Cards are valid for two years. All students who require Blue Cards should submit applications early in their course in order to allow time for processing prior to the commencement of their practical requirements. Failure to gain a Blue Card prior to the commencement of practical requirements will impede students' progress through their course.

The eligibility requirements for obtaining a Blue Card can be found on the Commission for Children and Young People and Child Guardian website (www.ccydpcg.qld.gov.au). Application forms can be accessed from this site, and are also available from the CHC Reception.

5.9 Student identification cards

Student ID cards are issued free of charge in Orientation Week. These enable access to the CHC Library and, for **full-time on campus students**, Queensland Rail and other concessions. Replacement cards are provided at a cost of \$15.00 (see Section 6.5).

All students must carry their ID cards at all times whilst on the Citipointe Church property.

Section 6: Financial Information

- 6.1 Fees and charges for Domestic students
- 6.2 FEE-HELP and HECS-HELP
- 6.3 Notification of tuition fees and student contribution amounts
- 6.4 Refunds for Domestic Students
- 6.5 Fees and charges for Overseas students
- 6.6 *Refunds for Overseas Students* policy
- 6.7 Financial assistance
- 6.8 Commonwealth government scholarships

Further information regarding most of the topics presented in this section can be found on the Australian Government website, 'Study Assist', at www.studyassist.gov.au.

CHC advises all students to become familiar with this website during their course.

6.1 Fees and charges for Domestic students

Domestic students are those students who are Australian citizens, New Zealand citizens or holders of a permanent visa (see Section 2). Depending upon students' course of enrolment and their individual eligibility, domestic students occupy either a Full-fee place or a Commonwealth supported place.

Students who are in Full-fee places incur **tuition fees**. Students who meet the residency eligibility requirements may choose to defer the payment of their tuition fees through FEE-HELP. Those students who do not meet the residency eligibility requirements or who do not wish to defer their tuition fees through FEE-HELP must pay their tuition fees upfront.

Students who are in Commonwealth supported places incur a **student contribution amount**. Students who meet the residency eligibility requirements may choose to defer the payment of their student contribution amount through HECS-HELP. Those students who do not meet the residency eligibility requirements or who do not wish to defer their student contribution amount through HECS-HELP must pay their student contribution amount upfront.

CHC must declare additional fees and charges on the CHC website. For further information, please consult the 'Fees and Charges for 2012' information sheet on the CHC website.

6.2 FEE-HELP and HECS-HELP

Domestic students who meet eligibility requirements have access to Higher Education Loan Programs (HELP). Students in Full-fee places may defer all or part of their tuition fees through **FEE-HELP**. The Commonwealth government charges undergraduate students an administration fee of 25% for access to FEE-HELP.

Eligible students in Commonwealth supported places may defer all or part of their student contribution amount through **HECS-HELP**. Full upfront payments or payments of \$500 or more attract a discount of 10%. Please note this discount was previously 20% and has been reduced to 10% from 1 January 2012 through legislation passed in 2011.

Overseas students are not eligible for HECS-HELP or FEE-HELP loans.

FEE-HELP and HECS-HELP are income-contingent loans which become repayable when a student or graduate earns a specified income level. Please consult the appropriate booklet(s), *FEE-HELP Information 2012* and *Information for Commonwealth Supported Students 2012* or access the information via the CHC website or the *Study Assist* website.

6.3 Notification of tuition fees and student contribution amounts

CHC will notify you of your tuition fees or student contribution amount via a Tax Invoice. If you are an eligible student and wish to defer your tuition fees or student contribution, submit a completed FEE-HELP or HECS-HELP form as appropriate. Students who choose **not** to defer their tuition fees or student contribution amount through FEE-HELP and/or HECS-HELP, or who are not eligible to do so, must make full payment of each semester's tuition fees or student contribution amount by the commencement of that semester. Those students who choose to defer any or all of their tuition fees or student contribution amount through FEE-HELP and/or HECS-HELP will receive a Commonwealth Assistance Notice (CAN) after the Census date.

6.4 Refunds for Domestic Students

Students should be aware that fees are **not** refunded nor are loan debts remitted upon withdrawal from units after the Census date for the specific unit.

Information regarding the circumstances under which refunds or remission of debt is applicable is available in the *Grievance Policy and Procedures for Domestic Students – Recrediting and Review of Decisions* policy on the CHC website, and in the booklets, *FEE-HELP Information 2012* and *Information for Commonwealth supported students 2012*.

6.5 Fees and charges for Overseas students

Overseas students are students who do not meet the classification of Domestic students and are in Australia on a *temporary visa*, which includes student visas and other temporary visas, such as business visas and spousal visas, which grant holders the right to study. The Australian Government sets minimum indicative fees for Overseas students and institutions must set their fees accordingly.

For further information, please consult the 'Fees and Charges for 2012' information sheet on the CHC website.

6.6 Refunds for Overseas Students policy

Students should be aware that fees are **not** refunded upon withdrawal from units after the Census date for the specific unit.

Information regarding the circumstances under which a refund of fees is applicable is available in the *Refunds for Overseas Students* policy on the CHC website. This policy sets out the process which is to be followed when applying for a refund.

6.7 Financial assistance

Youth Allowance (for students under 25 years of age), ABSTUDY Living Allowance (for indigenous students) and Austudy (for students over 25 years of age) are available for eligible students enrolled in eligible courses. Other forms of income support are available for members of the community undertaking study such as the Pensioner Education Supplement (PES). Please contact your nearest Centrelink Student Services Centre for specific information concerning your course and duration of payment.

6.8 Commonwealth government scholarships

The Commonwealth Government makes available the *Student Start-up Scholarship* and the *Relocation Scholarship* to eligible students.

Student Start-up Scholarship

If you are a full time student undertaking an accredited course at a higher education institution and are receiving Youth Allowance, Austudy or ABSTUDY Living Allowance, you will receive the Student Start-up Scholarship. You will receive this scholarship at the beginning of each traditional tertiary semester to help with the up-front costs of studying, such as textbooks and specialised equipment. If you are eligible you will receive the full amount of the Start-up Scholarship, even if you are not on the maximum payment rate from Centrelink. The Start-up Scholarship will be reduced in 2012. It will then be indexed by the Consumer Price Index (CPI), starting from 1 January 2013.

To be eligible for this payment you must be:

- studying full time in an approved scholarship course
 - receiving ABSTUDY Living Allowance, Austudy or Youth Allowance as a full-time student
 - receiving at least \$1 of Youth Allowance or Austudy basic benefit, or \$1 of ABSTUDY Living Allowance in the fortnight that a scholarship is payable (i.e. you must be receiving more than just the Pharmaceutical Allowance and Rent Assistance component of Youth Allowance, Austudy or ABSTUDY)*.
- * You will not be able to receive a scholarship in the scheduled pay period if you do not qualify for at least \$1 of Youth Allowance or Austudy basic benefit, or ABSTUDY Living Allowance within that pay period. If you are eligible, you will be able to receive the scholarship in the next pay period in which you receive at least \$1 of basic benefit, or ABSTUDY Living Allowance.

You will not get this scholarship if:

- you also receive, or qualify for, a Commonwealth Education Costs Scholarship or a Student Start-up Scholarship paid by the Department of Veterans' Affairs
 - you do not start (or resume) full time study within 35 days of qualifying for the scholarship
 - you do not undertake full-time study for at least 35 days after qualifying for the scholarship
 - there are less than 35 days left in the relevant period*.
- * In most cases, the relevant periods for the Student Start-up Scholarship are 1 January to 30 June, and 1 July to 31 December.

The relevant period for an individual student may be shorter, depending on your actual study dates, and when you first qualify for ABSTUDY Living Allowance, Austudy or Youth Allowance as a full-time student.

In 2012, the Student Start-up Scholarship will be \$1,025 for each 6 months of eligible study (a total of \$2,050 in 2012). This amount will be indexed each year. You do not need to make a separate claim to receive this scholarship. When you claim a Centrelink payment, your eligibility for the Student Start-Up Scholarship is assessed at the same time.

For further information regarding the *Student Start-up Scholarship*, please contact the Registrar's Office or access the following website: http://www.centrelink.gov.au/internet/internet.nsf/payments/start_up_scholarship.htm

Relocation Scholarship

The Relocation Scholarship is an annual payment for eligible Youth Allowance and ABSTUDY Living Allowance customers who have to live away from the family home to study. You will receive this scholarship at the beginning of the academic year to help with the costs of living away from home. If you are eligible, you will receive a larger amount of the Relocation Scholarship for your first year of study, with subsequent years being at a lower rate, even if you are not on the maximum payment rate from Centrelink.

To be eligible for this payment, you must:

- be studying full time in an accredited course at a higher education institution; and
- be in receipt of ABSTUDY Living Allowance or Youth Allowance as a full time student; and

- receive at least \$1 of Youth Allowance basic benefit or \$1 of ABSTUDY Living Allowance in the fortnight that a scholarship is payable (i.e. you must be receiving more than just the Pharmaceutical Allowance and Rent Assistance component of Youth Allowance or ABSTUDY)*;
- be a dependent person who has to live away from home to study; or
- meet specific scholarship independence criteria.

* You will not be able to receive a scholarship in the scheduled pay period if you do not qualify for at least \$1 of Youth Allowance basic benefit or ABSTUDY Living Allowance within that pay period. If you are eligible, you will be able to receive the scholarship in the next pay period in which you receive at least \$1 of basic benefit or ABSTUDY Living Allowance.

You will not be eligible for this scholarship if:

- you also receive, or qualify for, a Commonwealth Accommodation Scholarship or a Relocation Scholarship paid by the Department of Veterans' Affairs;
- you do not start (or resume) full time study within 35 days of qualifying for the scholarship;
- you do not undertake full time study for at least 35 days after qualifying for the scholarship;
- there are less than 35 days left in the year;
- you have received the ABSTUDY Residential Costs Option in the current study year;
- you have reached the age of independence and have not previously received a Relocation Scholarship under one of the specific scholarship independence criteria, or have not previously received a Commonwealth Accommodation Scholarship.

Note: the Relocation Scholarship is no longer payable to you once you turn 25 years of age, or if you stop undertaking the course you started before you turned 25 years of age, whichever is later.

From 1 January 2012 the amount of Relocation Scholarship a student can receive each year will depend on:

- whether their family home is in an area classified as Inner Regional Australia, Outer Regional Australia, Remote Australia or Very Remote Australia, and
- what year of study they are undertaking

In 2012, the Relocation Scholarship for students whose family home is in an area classified as Inner Regional Australia, Outer Regional Australia, Remote Australia or Very Remote Australia will be:

- \$4,000 if it is the first year required to live away from home to undertake full-time study in an approved scholarship course
- \$2,000 if it is the second or third year
- \$1,000 if it is the fourth year or subsequent year

In 2012, the Relocation Scholarship for students whose family home is in an area that is **not** classified as Inner Regional Australia, Outer Regional Australia, Remote Australia or Very Remote Australia will be:

- \$4,000 if it is the first year required to live away from home to undertake full-time study in an approved scholarship course
- \$1,000 in any subsequent years

For further information regarding the *Relocation Scholarship*, please contact the Registrar's Office or access the following website: http://www.centrelink.gov.au/internet/internet.nsf/payments/relocation_scholarship.htm

CECS and CAS

Continuing students who are in receipt of a Commonwealth Education Costs Scholarship (CECS) or Commonwealth Accommodation Scholarship (CAS) will continue to receive them according to the conditions under which they were granted and subject to the normal eligibility requirements.

Section 7: College Life

- 7.1 Student services
- 7.2 Student Council
- 7.3 Pastoral Care Department
- 7.4 General information

7.1 Student services

CHC is a place where students are encouraged and supported in their academic, professional, personal and spiritual growth. Services are available to support students and facilitate the successful completion of their studies.

Accommodation

CHC operates a limited number of off campus student residences in close proximity to the CHC campus. It also holds a register of families within the vicinity of the CHC campus who have boarding facilities. Details regarding accommodation are available from the CHC Student Accommodation Officer.

A statement regarding expectations regarding the conduct of students within student residences is contained within the *Student Accommodation Handbook*, which is available from the CHC Reception and on the CHC website.

Food facilities

Rivers Café, located in the Citipointe Church building, offers a range of meals and food and drink items, and is open each week day of the semester. Opening hours are reduced during vacations.

The Student Common Room contains vending machines.

Noticeboards

CHC noticeboards are available for the displaying of information for students. CHC reserves the right to remove any information which is deemed to be inappropriate. Telephone messages, mail and other personal notices are displayed on the noticeboard in the Library.

Notices

Important notices are posted on CHC notice boards. Students are asked to keep themselves informed by checking noticeboards regularly. Notices from full-time lecturers will be displayed on the noticeboards outside their offices. Notices from part-time staff will be displayed at the CHC Reception.

Orientation program

CHC runs an Orientation Program in the week prior to the beginning of Semesters 1 and 2. New students are encouraged to engage CHC life, and activities are designed to cover a range of issues, from academic life to social activities which aim to connect students to others in their courses, as well as the wider CHC community, with particular activities to orient those students new to Brisbane.

Details of the Orientation Programs are available from Student Administration. Details of the Orientation Program for students in School of Ministries courses are available from the School of Ministries office.

CHC's Orientation activities are run jointly by the CHC Community Development Officers, CHC Student Representative Council, UniNet (a ministry of Citipointe Church) and various schools of CHC.

Student common room

The Student Common Room is an air conditioned space in which students can relax and get to know their fellow students. It contains refrigerators, vending machines and tea and coffee facilities. Students are expected to exercise personal responsibility for the maintaining of a clean, hygienic and welcoming space.

7.2 Student Representative Council

The Student Representative Council is elected as a representative body each year, and includes students from across schools and year levels. It aims to organise events which enrich student life and the CHC student experience, such as sporting activities, beach days, BBQs and other social activities. It also plays a prominent role in CHC functions such as Orientation Week and Open Day. See the SRC page on the CHC website for details and information regarding the SRC.

7.3 Pastoral care

CHC provides pastoral care for its students and seeks to support the growth of individual lives and encourage the development of a thriving CHC community through both its own activities and joint initiatives with bodies such as the Student Representative Council, the CHC Community Development Officers and UniNet

Pastor Tina McCrystal coordinates pastoral care for the School of Ministries. Please feel free to make an appointment to see her at any stage throughout your studies regarding professional or personal issues.

7.4 General information

Attendance

Attendance requirements may vary from school to school and course to course. Students have a responsibility to ensure that they are fully aware of such requirements as they relate to the unit(s) of study in which they are enrolled. For the attendance requirements which apply to your School, please see Section 10.

While many students may hold part-time employment during their studies at CHC, it should be noted that work schedules are not to interfere with the CHC timetable, practicum and/or internship arrangements and examination schedules.

Chapel

Each Wednesday during term, between 11:10-12:00, the CHC community meets for Chapel. Chapel is a vital part of campus life at CHC. In worshipping, praying and sharing together, staff and students grow together as a supportive, faith-built, encouraging community. Chapel includes a speaker each week, either from within the CHC community or an invited guest.

If you would like to be involved in Chapel, please contact the Chapel Pastor, David Pohlmann [dpohlmann@chc.edu.au].

The School of Ministries conducts Chapel times from 8.30-8.50am from Tuesday to Thursday during term time in Lecture Room L1 (located in the Citipointe Church building).

Dress code

CHC seeks to encourage an atmosphere conducive to study and positive social relationships. Dress is considered to be important for Christian witness in the community. Thus, students should dress modestly, in good taste and be neat and clean at all times, as good personal hygiene is an important part of a wholesome and Christ-honouring appearance. According to Workplace Health and Safety regulations, shoes must be worn on campus.

Social guidelines

Scripture establishes principles of godly living which should guide and govern Christian character and behaviour in personal and social relationships. Issues of personal conduct which are declared to be morally wrong according to Scripture should be regarded as unacceptable in the CHC community.

Students at CHC will be encouraged to grow in grace and in their love for one another, so that the fruit of their walk with God is increasingly evident in their relationships with others and in their words and actions.

The Scriptures do not provide specific guidelines covering every social practice or situation, but do advocate moderation and self-restraint in that which is offensive or harmful to others (Romans 14: 1-7).

Christians are also called to abstain from all appearance of evil (1 Thessalonians 5:22) and CHC takes seriously its responsibility to exemplify Christian values and standards in its institutional life. CHC specifically prohibits gambling and the possession or consumption of alcohol or illegal drugs on campus. The CHC campus is a smoke-free zone.

Please see the CHC *Code of Conduct* for further information about guidelines in this area.

Vehicles and parking

Car parking is provided free of charge to all students. Vehicles are parked at the owners' risk.

It is expected that drivers will exercise due care and attention at all times and observe the property speed limits as posted. Drivers should be aware of the *school zone reduced speed limit* which applies to Wecker Road.

Christian Outreach Centre International reserves the right to prohibit the entry of drivers who fail to exercise due care and attention at all times and to observe the property speed limit.

Section 8: Resources

- 8.1 Library
- 8.2 Computing and printing facilities
- 8.3 Use of CHC equipment
- 8.4 Text books
- 8.5 CHC website
- 8.6 IT services
 - 8.6.1 Your CHC student account
 - 8.6.2 Your CHC email address
 - 8.6.3 Your CHC Moodle™ account

8.1 Library

The CHC Library holds a significant collection of books, journals and non-print resources including special curriculum and Australian literature collections. There is also a range of academic journal databases accessible online. Please consult the *Library Guide* for details regarding all aspects of the work of the Library.

Library hours

During CHC terms	
Monday - Thursday	8:30am – 8:00pm
Friday	8:30am – 5:00pm
Saturday	9:00am – 2:00 pm
Sunday	CLOSED
During CHC vacations	
Monday to Friday	9:00am – 4:00pm
Saturday and Sunday	CLOSED

The Library is closed on public holidays and during Chapel (Wednesday 11:10-12:00). These hours are subject to change without notice. Please check the CHC website for any changes.

Contacting the Library

The Library may be contacted regarding loan requests, reservations and renewals on:

- Phone [07] 3347 7908
- Email circulation@chc.edu.au

General enquiries may be directed to:

- Phone [07] 3347 7941
- Email library@chc.edu.au

Library policies

The CHC website contains a number of policies which relate to students' use of the Library:

- The *Library Borrowing* policy outlines the number and type of resources that students are able to borrow from the Library, and the periods of borrowing that apply.
- The *Library Conduct* policy details the conduct expected of students while they are in the Library. Please note that food and drink are prohibited in the computer rooms but cold drinks and nibblies may be consumed in the study areas

8.2 Computing and printing facilities

The Library provides a range of computing facilities:

- Wireless access
- Free internet access
- Two computer rooms: all computers have access to the Library catalogue, internet and printing facilities
- Quick reference computers for catalogue and internet
- Interactive whiteboard installed for student use in Seminar Room 2
- Secure facility for charging laptops

Students are advised to save their documents to portable storage devices, as CHC cannot take responsibility for documents deleted from the computers.

Photocopying/printing costs 10 cents per A4 side. Students can enter money on their printing accounts at the Circulation Desk. Scanning is free.

Comb-binding and laminating facilities are also provided in the Production alcove adjacent to the photocopiers/ printers. Materials can be purchased at the Circulation Desk.

Students should be aware that the illegal copying of copyrighted software, and the use of illegally copied software, is prohibited on CHC computers. Any student found illegally copying or using such software will be banned from using CHC computers for a period of at least six months and will be placed on notice that, should a subsequent occurrence be proved, they will automatically be excluded from CHC under terms and conditions determined by the CHC Principal and staff.

8.3 Use of CHC equipment

Students who wish to use the laptop and data projector facilities located in the classrooms are to enquire with the CHC Reception .

Students are responsible for the costs of any repairs or replacement resulting from damage to any CHC equipment while in their use.

8.4 Text books

Lists of required text books and other materials for each unit offered in a semester of study are available from the CHC website. Students are to purchase the required texts and/or materials for each unit in which they enrol.

Students are free to purchase their textbooks from their choice of supplier. The following are some suggestions:

- The American Bookstore www.americanbookstore.com.au
- Amazon www.amazon.com
- The Book Depository www.bookdepository.co.uk
- Koorong www.koorong.com.au
- Word Bookstore www.word.com.au

8.5 CHC website

The CHC website contains many documents and forms, including handbooks and timetables, as well as policies regarding many of the items in this Handbook. Students should familiarise themselves with the website and make appropriate use of it as a source of information during their enrolment at CHC.

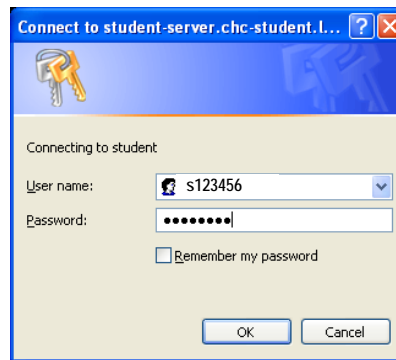
8.6 IT services

8.6.1 Your CHC student account

With your CHC student account, you can log into the student server which will provide you with space to store files whilst on campus. At this stage, we don't have remote access available but we are looking into that as well. Here is some important information that will help you get the most out of your account.

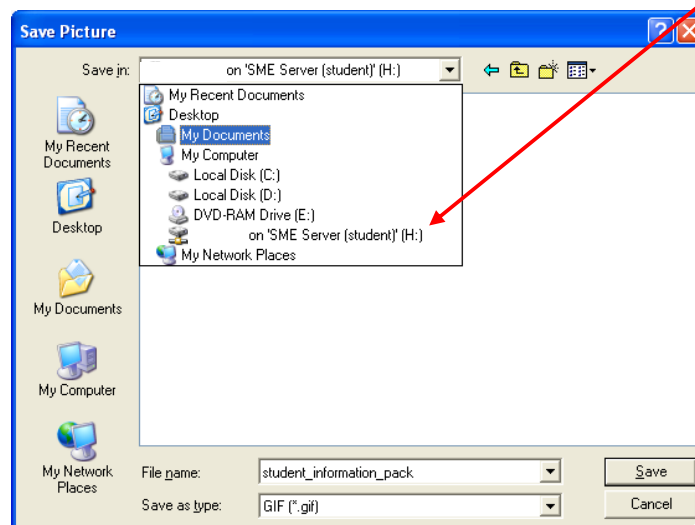
Logging in to your account

When you use the student computers in the library, you will be prompted for a username and password. Fill in your student number with an 's' in front. For example, if your student number is 123456, your username will be s123456. Your password is the password that has been supplied to you.



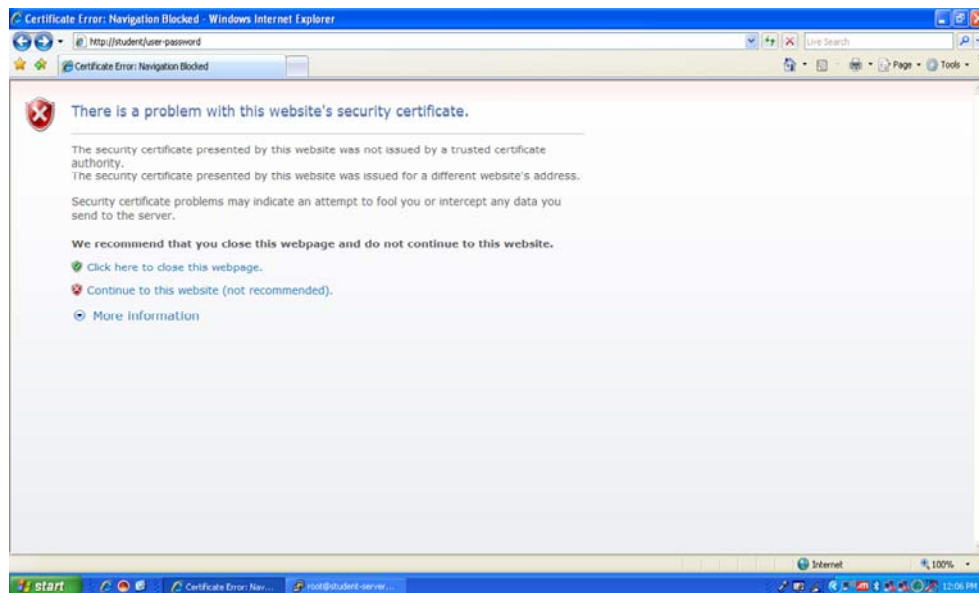
Saving files to your home area

When saving files to your home area on the student server, you will need to select your home area (H drive) in the drop-down box. If you don't do this and save files to the computer, you will lose those files the next time the computer reboots.

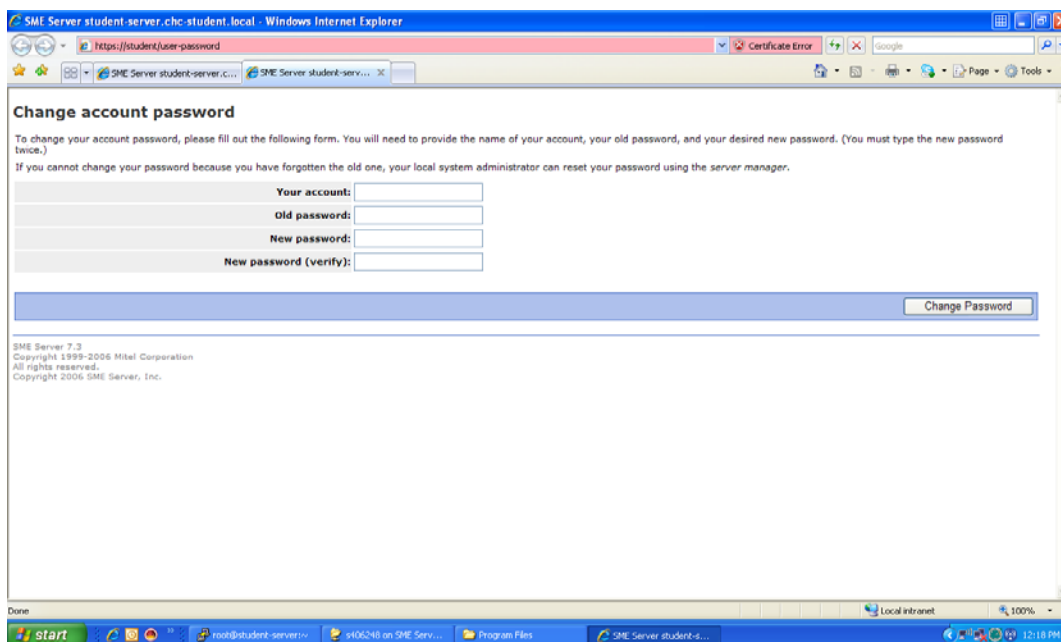


Changing your password

To change your user password, open the web browser and type in <https://student/user-password>. You will be brought to the screen below.



Click on "Continue to this website (not recommended)" and you will be brought to the password screen.



In the 'Your account' field, type in your student number with an 's' in front (see 'Logging in to your account').

In the next field, type in your current password and then, in the next two fields, type in the new password you have chosen.

Please note that it is most important that you remember to **log off** when you finish using the computer, otherwise you are giving other people access to your home area on the server.

Students with laptops

If you are on campus with a laptop, you may connect to the wireless network. The security settings are:

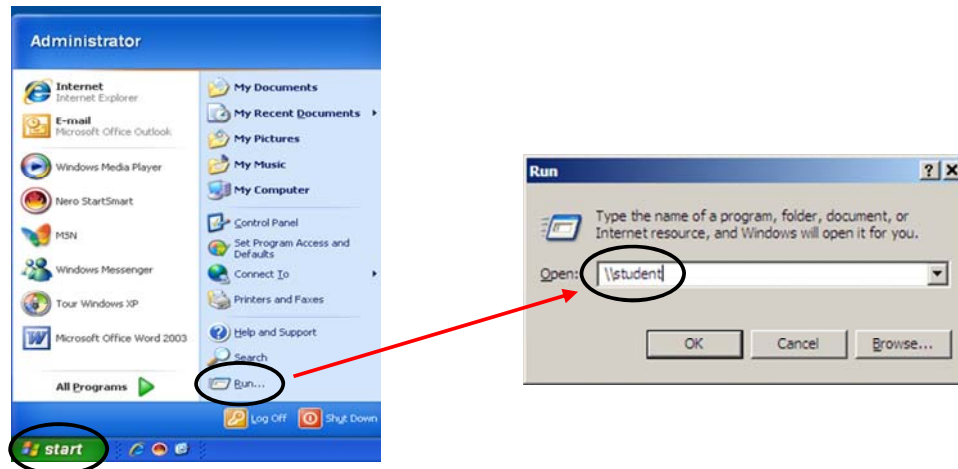
Network Authentication: WPA-PSK or WPA2-PSK

Data Encryption: AES

Network Key: This is available from the Library Frontdesk when you present your student card as identification

You are not to share the wireless access details with anyone who is not a CHC student.

Once you have connected to the wireless network, you can connect to the student server by clicking on 'Start', then clicking on 'Run' and typing in '\\student'.



For instructions on how to log in, please see 'Logging in to your account' (above).

Please note that documents which you save in to your home area on the server will not be available to you away from the CHC campus as a Remote Access facility has not been instigated on the server at this stage.

Contact

If you experience problems, please contact the CHC IT Administrator at resources@chc.edu.au.

8.6.2 Your CHC email address

With your CHC email account, you can access your CHC emails from anywhere that you have internet access.

Logging in to your email account

To log in to your email account, simply open a web browser and type: <http://www.mail.chc.edu.au>.

The screen below is the log in screen for your email account:

Your username and password have been sent to your preferred mailing address.

When you log in to your email account, ensure that the box, 'Remember me on this computer', is not checked as it is not a good policy to have your passwords stored on a computer.

The first time you log in, you will be required to change your password. Please remember this new password as you will require it to access your emails in the future.

Contact

If you forget your password, you may have it reset by contacting resources@mail.chc.edu.au.

8.6.3 Your CHC Moodle™ account

While studying at CHC, it may be the case that you will enrol in units that are complemented by an online learning environment supported by Moodle™. Such units may be offered in either the Internal or External mode.

If you enrol in such a unit in the Internal mode the use of a digital learning space is not designed to replace face-to-face teaching and learning. As such, your engagement in face-to-face classes and activities remains the most significant avenue for teaching and learning, and the resources, materials and activities provided via the CHC Moodle™ website will be designed to support this learning.

If you enrol in such a unit in the External mode the use of a digital learning space will facilitate teaching and learning by providing you with immediate and timely access to resources and an opportunity to be involved with a community of learners.

Units that are supported by Moodle™ are referred to as 'Moodle™ units' and have their resources, materials and activities accessed via a Moodle™ unit page which is housed within the 'CHContheweb' site (see below).

Generally speaking, there are four items or tasks that you can expect to be used on all CHC Moodle™ unit pages:

1. *News Forum* – This is a specialised forum which lecturing staff will use to provide news and information relating to the unit.

2. *Calendar* – All important dates for a unit, such as assessment due dates, intensive dates and other special event dates, will be included in the Calendar. These will also appear as 'Upcoming Events' on the Moodle™ unit page or as highlighted dates on the Calendar (if included). You can download this information to other calendars, such as Outlook, if you wish.
3. *Dissemination of resources and materials* – The type and number of resources and materials uploaded to a Moodle™ unit page will depend on the nature of the particular unit. For units offered in the Internal mode, resources may be uploaded on a weekly basis, with the selection of resources provided being at the discretion of the lecturer.

Moodle™ is the preferred means for disseminating all resources for units that are offered in the External mode.

4. *Facilitation of online interaction* – At least one, but probably more, online interactive activities will be provided. These may include chatrooms, forums, wikis or one of the other activities supported by Moodle™. Lecturing staff will provide information about the expectations of students in relation to these activities. You may be required to participate in one or more of these activities as part of an assessment task or as a pre-requisite for completing a unit.

Logging into your Moodle™ account

The Moodle™ unit pages are accessed via the 'CHContheweb' site. Prior to logging into this site each semester, you will receive an email from the Moodle™ Student Administrator. Provided that your *Unit Selection* form has been submitted by the on time date, you will receive this email to your CHC email address on the last day of Orientation Week. Until you have received this email you will not have access to the units on the Moodle™ site.

At the beginning of the first semester in which you will be using the Moodle™ site, the email will provide you with the details of your username and an initial password. These will be in the following format:

Username: yourpreferredfirstname.lastname (eg. bruce.almighty)
 Password: (this will be a temporary password)

This username will remain the same for all subsequent semesters, but you may be required to change your password from time to time.

To log in to the Moodle™ site for the first time

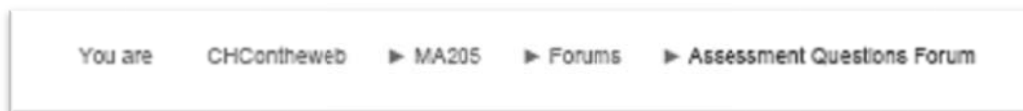
1. From the Student Portal on the CHC website, select the "Moodle™" button. This will redirect you to the 'CHContheweb' site.
2. Click on the 'Login' link in the top right-hand corner of the Moodle™ site.
3. Enter the username that you have been given.
4. Enter the temporary password that you have been allocated.
5. Click the 'Login' button that is next to the password box.
 - a. *The Moodle™ site will then take you to a 'Change Password' screen.*
6. Enter your temporary password in the 'Old Password' box.
7. Enter a different password in the 'New Password' boxes.
 - a. *Make sure that it is something that you will remember, but others won't easily work out.*
 - b. *You may use the same password that you use to login to other CHC sites if you wish.*
 - c. *You have to put it in twice to ensure that you've got it right.*
 - d. *Do not share this password with anyone else, including another CHC student.*
8. Click the 'Save Changes' button at the bottom of the screen.
 - a. *A page should appear that says 'Password has been changed'.*
9. Click on the 'Continue' button.
 - a. *This will take you to your 'Profile' page.*
 - b. *You can edit this now or come back later to do so.*
10. Click on the 'CHContheweb' button at the bottom of the page.
 - a. *This will take you back to the home page where all the different Schools are listed. You can then navigate to the Moodle™ unit page that you need from this home page.*
 - b. *Please note that you will only have access to pages to which you have been allocated as a student.*

To login to the Moodle™ site after that

1. Use the Student Portal to connect to 'CHContheweb' or enter the url www.chc.moodle.com.au in your internet browser to access 'CHConthe web' directly.
2. Click on the 'Login' link in the top right-hand corner of the Moodle™ site.
3. Enter the username that you have been given.
4. Enter the Moodle™ password which you created.
5. Click the 'Login' button that is next to the password box.
 - a. *This will take you back to the home page where all the different Schools are listed. You can then navigate to the Moodle™ unit page that you need from this home page.*

Navigating around 'CHContheweb'

Generally speaking, 'CHContheweb' is navigated by following hyperlinks between the various parts of the site. These hyperlinks appear as blue text. However, once you have navigated away from the home page, a navigation 'ribbon' appears near the top of the page which will look something like this:



Each of the steps in the ribbon is also a hyperlink back to another part of the site: for example, from this ribbon the 'MA205' link will take you to the MA205 Moodle™ unit page; the 'CHContheweb' link will take you to the home page.

Another useful navigation tool is the button at the very bottom of the page. When you are inside a Moodle™ unit page, this will have the unit code on the button and it will take you back to the main page for the unit. When you are in other parts of Moodle™ site, such as in the profiles section, it may say 'CHContheweb'. If this is the case, the button will take you back to the home page.

Contact

If you are experiencing difficulties with your Moodle™ account you should firstly make contact with the lecturer for the unit. If they are not able to assist you, then each School has a Local Moodle™ Administrator. Please contact your School Administration Office for the name and contact details of your Local Moodle™ Administrator.

Section 9: Academic Guidelines and Procedures

- 9.1 Credit points
- 9.2 Levels of study
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9.1 Credit points

Each credit point indicates an expected student involvement of one hour per week for one semester in both formal contact hours and individual study. A standard unit carrying a weighting of 10 credit points will normally involve an expectation of ten hours of study and research per week for one semester.

9.2 Levels of study

Undergraduate courses

The first number of each unit code indicates the relative difficulty of the unit. 100-level units are introductory units which generally have no prerequisite units; 200-level and 300-level units are advanced units which generally have introductory and/or advanced units as prerequisites. In the case of the preservice Bachelor of Education courses, 400-level units are part of the undergraduate course.

Postgraduate courses

Postgraduate courses generally consist of 400-level, 500-level and/or 600-level units, the latter two of which indicate studies at Masters level. Course rules will indicate any prerequisite units required.

All CHC courses have rules governing the number of units which can be undertaken at particular levels. Students should consult the rules of their course to ensure that they fulfil all course requirements.

9.3 Modes of study

There are three modes in which units at CHC may be offered. These modes are *Internal*, *Intensive* and *External*.

Units which are offered in the *Internal* mode are conducted on campus in a face-to-face context and have classes which are scheduled weekly across the semester. Each unit normally has 3 hours of classes per week.

Units which are offered in the *Intensive* mode are scheduled in such a way that the total number of contact hours for the semester are condensed into a number of whole days. These may be scheduled together as consecutive days, or as a series of one-, two- or three-day sessions at various points during the semester, and may be held both at weekends and during holiday periods.

All arrangements regarding *Internal* and *Intensive* units are advertised prior to the beginning of the semester in which they are being offered, in the Timetable and Intensives Calendar, respectively.

Units which are offered in the *External* mode are those which are offered off campus. This is explained further below.

What are External studies?

External studies simply involves learning from a location that is not on campus. It is traditionally provided for students who do not live within a comfortable travelling distance from their institution. It makes use of telephone, CD and DVD, software and mail to deliver information.

If you are new to External studies, please don't feel alone. Though you may not be in actual classrooms, you are part of a very large body of students. Partly due to the vast distances between populated areas in this country, Australia has a strong tradition in External studies, and has been offering External studies programs for more than a century. As a result, Australia is considered by some to be a model as far as External studies are concerned.

It is our prayer that you complete the course in which you are enrolled. Unfortunately, there are many reasons that students do not complete their studies. Here are some ideas to keep you going.

- **Contact your lecturer**

External study is not necessarily a more difficult study mode, but it is different from what you may have experienced in the past. Please contact your lecturers whenever a need arises. Regular and focused communication with lecturers is not only an enriching experience, but also highly motivating: your lecturers can encourage, challenge, clarify, expound and enable learning. Too often, the only indication lecturers have of students' difficulties with their studies is when they fail to send in assignments. Your lecturers want to hear from you!

- **Use the Library**

Please refer to the pages giving information about the CHC Library, which include contact details. The Library will mail you loan items free of charge, on the understanding that you bear the cost of their safe and prompt return. The Library staff are most willing to help, and can assist you by sending photocopies, normally within 24 hours of receiving your request. Please phone or email them if you require any advice or assistance.

- **Be organised, manage your time and stay motivated**

It is important that you choose your course carefully, so that your motivation is maintained because the units have interest and relevance for you. You will need a place to work where you are free from distraction, and can store your study materials undisturbed. It is vital that you develop effective study habits and can organise your study time separate from your leisure and family time, with regular time spent on study *each week of the semester*. Some students find it helpful to write out a weekly study schedule to organise a balanced plan of study, recreation and other responsibilities. If you are working or caring for children, it is important to plan your course so that you manage your weekly study commitments in addition to your other responsibilities. Most units normally require 10 hours of study per week (including reading, assessment preparation, assessment writing, etc).

9.4 Unit outlines

At the beginning of each unit, students will receive a unit outline. The unit outline must be distributed to students at the first class for the semester (for students undertaking the unit in the Internal mode), or provided with the unit study materials (for students undertaking the unit in the External mode).

The unit outline must contain at least the following information:

- Staffing information, including contact details;
- Unit rationale and learning outcomes;
- Program or schedule of content for the unit (this may be presented in 'Weekly' or 'Topic' format);
- Requirements and conditions for all summative assessment tasks, including genre, amount, details of the task, due date and assessment criteria;
- Required texts and suggested reading for the unit.

Each unit outline should indicate the requirements for students to exit the unit successfully. Some units require that all assessment items be completed and submitted, while for other units all assessment items are to be completed and submitted *and receive at least a passing grade*.

Students are to retain unit outlines for reference during and beyond the semester. Replacement unit outlines can be obtained from the CHC Library at students' cost.

To assist you in choosing units the Unit Outline from the previous offering of the unit will be available on the CHC website from Semester 1, 2012.

For further information regarding unit outlines, please refer to the *Assessment* policy which is available on the CHC website.

9.5 Style Guide

Please ensure that you access the CHC *Style Guide*. This important publication is available on the 'Documents and Forms' page of the CHC website and may be downloaded to your computer or printed for use when preparing written assignments.

The *Style Guide* contains information about essay writing, style, use of quotations, acknowledging sources, presenting a bibliography and appendices and general notes on assignment presentation. It also contains a statement regarding plagiarism (see Section 9.14).

Please also ensure that you use the version of the *Style Guide* which is relevant to your School – Harvard for the School of Business, School of Education and Humanities and School of Ministries; APA for the School of Social Sciences. The *Style Guide* is available to download as a complete document and also as separate 'Harvard' and 'APA' volumes.

9.6 Academic transcripts

Academic institutions maintain transcripts of past and current students which contain students' academic histories. A transcript is the only official academic record issued by CHC. Upon graduation, CHC issues each student with an official transcript. Should students request a transcript prior to graduation, or request additional or replacement copies, these may be requested from the CHC Reception at a cost of \$15.00 each (see Sections 6.3 and 6.5).

9.7 Academic Freedom

CHC considers that a fundamental pre-requisite to the fulfilment of its mission statement is a commitment to the principle of academic freedom. Academic freedom may be broadly defined as the freedom of the teacher to teach, of the student to learn, and of CHC to be truly an educational institution. While some have seen a contradiction between a commitment to academic freedom and a commitment to the authority of the Bible, CHC holds that, far from contradicting Biblical principles, academic freedom is mandatory for any institution seeking to be Christian in its principles and practice.

CHC's commitment to academic freedom is justified on four grounds: theological, academic, social and historical.

The theological justification acknowledges academic freedom as expressing the true volitional freedom and individuality with which God has endowed humanity. Thought, like faith, love or obedience, cannot be coerced without being destroyed. While CHC holds the Bible to be true, intellectual assent to the truth of Scripture must be the entirely free and voluntary act of an individual. If all truth is God's truth, then all must be free to explore and encounter it in their own ways as free individuals. Coercion of thought is intellectual suicide: rather than confirming truth, it will drive people from it; rather than defending orthodoxy, it renders it suspect to the inquiring mind. A coerced commitment to a Christian ethos debases the central values of that ethos. Far from prescribing Christian ethos, CHC seeks to model it and to declare its truth by demonstration and example, and thereby win and retain voluntary commitment to it. Thus, academic freedom represents an acknowledgement of the true human freedom which is the very essence of Christianity.

Academic freedom is essential to the academic task. A liberal education means the stretching of minds and imaginations, the engagement with honest inquiry, the appropriation of a cultural heritage, the transmission of ideas and values, and an exposure to the frontiers of learning. By definition, it requires freedom to grow, to meet great minds of the past and present and interact rigorously with ideas and values; freedom to analyse, criticise and evaluate the orthodoxies of past and present; freedom to explore and extend the frontiers of learning. A truly liberal education is founded upon academic freedom.

In serving its students and preparing them for life, a Christian college must teach its students to think, to decide truth for themselves, and to form their own values and make their own judgements. Thought which is isolated from challenge and criticism is likely to be poor thought; judgements formed on partial evidence to be imperfect judgements. Difficult questions ignored do not disappear. In preparing students to function as professionals in a world which is often hostile to Christian thought and faith, CHC needs to ensure that students are exposed within CHC to that which they will encounter outside it. The best training for clarifying and defending one's thinking is the experience of facing criticism and challenge. Furthermore, if Christianity is intellectually defensible, then its truth is best demonstrated by openly facing the challenge of scrutiny and criticism. Thus students' interests, CHC's mission and the course objectives are best served by an environment where orthodoxy is open to challenge within a context of a commitment to free inquiry, critical scholarship and the search for truth.

Thirdly, there is a social justification for academic freedom. CHC seeks to serve the wider society and, as academic freedom is essential to the self-scrutiny and improvement of society, it provides the basis for informed and responsible social criticism and contributes to the common good.

Fourthly, CHC holds to a historical justification for its commitment to academic freedom. The history of the Church indicates the futility of suppressing or ignoring opposing ideas; on the contrary, the Church has been reformed and religious liberty advanced where academic freedom has prevailed. As the experiences of Christian institutions from medieval universities to the present show, academic freedom is not only compatible with Christian conviction, but expresses basic Christian honesty, provides impetus for valuable criticism and reform of the church, and protects the church from subversion or coercion for political or personal ends.

This justification and rationale for CHC's real commitment to academic freedom is offered as a response to the criticism that the doctrinal position of CHC in some way inhibits the operation of freedom of thought or speech. In responding to this criticism, CHC would endorse the words of the American philosopher, Arthur Holmes:

If intellectual objectivity is presuppositionless thinking or learning without guiding purposes, then it exists neither in the Christian college nor anywhere else. Neutrality on matters of belief and value is humanly impossible. Objectivity consists rather in acknowledging and scrutinizing one's point of view and testing presuppositions. It is more a matter of honesty than neutrality. Every scholar has commitments. The Christian college is unique only because its faculty and administration have common commitments of a religious and moral sort, rather than the variegated commitments of a secular institution (*The Idea of a Christian College*, Rev. ed. Grand Rapids: Eerdmans, 1987, p71).

It is clear of course that the right to academic freedom is moderated by the responsibility for academic integrity. Academic integrity, on the part of both staff and students, implies a commitment to a genuine search for truth, to personal honesty and self-criticism, to scholarship, and to a responsible use of academic freedom. Matters involving academic integrity fall within the jurisdiction of the Academic Board.

For the teaching staff, academic freedom implies the freedom, within the constraints of course design, to teach without either prescription or proscription of unit content. This freedom is protected by staff representation on the Council, Boards and committees of CHC.

For students, academic freedom implies the freedom to learn, inquire, question and make judgements without being subject to a prescription of belief.

For CHC, academic freedom provides a defence against indoctrination, dogmatism and politicisation, and thereby guarantees CHC the freedom to be truly an educational institution. This freedom is guaranteed by the independence and board membership of the Council.

9.8 Assessment

CHC has adopted a criterion-referenced approach and thus student results reflect the extent to which the unit outcomes have been achieved in the light of the evidence developed and used for exit purpose, rather than representing students' achievements relative to group norms.

For further information regarding assessment, please consult the *Assessment* policy on the CHC website.

9.9 Assignment presentation

You should consult the CHC *Style Guide* regarding specific details for assignment presentation. The following guidelines also apply to the presentation of assignments:

- Details of approved referencing systems are outlined in the *Style Guide*. You should ensure that your assignments conform to the guidelines appropriate to your School.
- Where it is appropriate, you should make use of audio-visual equipment in your assignments, using non-print media such as audio, video or computer file formats. You are encouraged to use a wide range of display skills in the communication of your assessment work.
- You are to submit the originals of your work. *However, you are to keep copies of all work submitted for assessment in the possible event that the work is damaged or misplaced. This also applies if you choose to submit assessment tasks by mail. If you cannot produce copies of assessment tasks upon request and within the parameters defined by lecturers, the work in question will be considered as not submitted and the appropriate penalties applied.* Please note that the Declaration which appears on the CHC Assignment Folder includes a statement that you have kept a copy of the work being submitted.
- You are expected to use a computer to produce CHC assignments. A few simple precautions can help avoid common problems, such as data loss and virus infection.

Back up all data:

Most importantly, back up all your data. It cannot be emphasised too much that everyone using a computer to produce original material (such as assignments) needs to keep more than one copy of each file. Computers can be unreliable, and lost files are a fact of life for computer users. *If you have only one copy of an assignment, and that copy is corrupted, you will not be granted an extension on that assignment.* It is your responsibility to ensure that your data is backed up, so that such data loss cannot happen.

Saving data – in order of preference:

1. Save it on a hard drive and another media, such as a flash drive or CD.
2. Save it on two different computers (if necessary, you can protect your file with a password).
3. Save it on a single hard drive. Hard drives are generally reliable, but are still vulnerable to mechanical and/or electronic failure or virus infection. The older the drive is, the more unreliable it is likely to be.

Install Anti-Virus Software:

You should ensure that your computer is protected by anti-virus software. Some viruses are able to corrupt every file on a computer, requiring a complete reinstall of the operating system and programs. If this is the case, all personal data on the computer will be lost.

9.10 Assignment submission

The following guidelines apply to the submission of assignments:

- All assignments are to be securely fastened to an official CHC assignment cover (or CMC assignment cover for School of Ministries students) which can be downloaded from the CHC website. You are to complete all required information on the cover and to sign the Declaration before assignments are submitted. If this information is incomplete, or the Declaration not signed, assignments may be returned to you for resubmission. In such cases, original due dates will remain in force: consequently, you may be penalised for the late submission of assignments (see Section 9.9). Plastic folders using transparent sleeves and the like are **NOT** to be used for assignments.

Please note that assignments will not be processed unless they are received with an official assignment cover, and the appropriate sections completed.

- Assignment covers should only be used once, except where resubmitting an assignment, in which case the original cover should be used.
- Assignments may be submitted in person or by mail. **Assignments must not be forwarded directly to Lecturers.**
- Assignments which are personally delivered should be submitted to the CHC Reception (or CMC Reception for School of Ministries students). Assignments may be submitted between **8.30am** and **5.00pm**. No responsibility is accepted by CHC (or CMC for School of Ministries students) for assignments which are left at the front door of the CHC foyer (or CMC foyer for School of Ministries students).
- Assignments which are delivered by mail must bear a postmark date and time no later than 5.00pm on the due date of the assignment. You should ensure that you retain your postal receipt as proof of posting should your assignment fail to be delivered by the due date.
- It is strongly recommended that all assignments that are submitted by post are sent either by **registered post** or **overnight express post** in order that they may be tracked should they not arrive at CHC within the expected period. It is your responsibility to keep the tracking number secure in the event that you need to access this service.
- Assignments which are delivered by mail are to be addressed to:

*Assignments
Christian Heritage College
PO Box 2246
Mansfield BC QLD 4122*

Assignments for School of Ministries units which are delivered by mail are to be addressed to:

*Assignments
Citipointe Ministry College
PO Box 2111
Mansfield BC QLD 4122*

Assignments must be mailed in A4 envelopes only and must not be folded to fit into A5 envelopes or business-size envelopes.

- Students are responsible for collecting graded assignments. Assignments not collected within six months after the semester in which they were submitted will be destroyed.

9.11 *Extensions policy*

At the beginning of each semester, you will receive a unit outline for each unit in which you are enrolled for that semester. These unit outlines will indicate the dates on which the assessment tasks for those units are due. In some cases, such as student presentations, due dates may be negotiated between the unit lecturer and students.

You are expected to meet the due date for each assessment task. In certain cases, you may be granted an extension of the due date for a particular assessment task, with or without penalty.

The *Extensions* policy sets out the process for applying for an extension to the due date for an assessment task, the circumstances under which an extension may be given, and the conditions which may apply to such an extension.

To apply for an extension to a due date for an assessment task, please follow the steps described in the *Extensions* policy.

You should be aware that the *Extensions* policy allows each School to apply its own conditions, including penalties, to the granting of extensions. The details of the conditions applied by your School are indicated in Section 10.

Please note that students are subject to the particular policies of the Schools which house the units in which they enrol. Information regarding particular School policies may be found in the relevant Student Handbook.

The *Extensions* policy is available on the CHC website.

9.12 *Examinations policy*

The end-of-semester Exam Week which is held in Week 16 of Semesters 1 and 2 of the academic year are an official part of the CHC calendar. As such, you are expected to be available for examinations at any time during the end-of-semester Exam Week, until the date declared as the end of the semester. Each end-of-semester Exam Week also has an associated Deferred and Supplementary Exam Week in which exams are held for students who were unable to attend sittings in the declared Exam Week due to issues such as illness, and for those students who are granted supplementary exams following their School Examiners' Meeting for the semester.

The *Examinations* policy contains the guidelines which apply to the preparation and implementation of exams which are conducted during the end-of-semester Exam Week and associated Deferred and Supplementary Exam Week. Please note that exams which are held outside of these times, such as mid-semester exams, are the responsibility of the relevant School and are subject to school-based policies.

Special Consideration

The *Examinations* policy indicates the procedures and timelines which apply if you wish to seek special consideration for exams which are conducted during the end-of-semester Exam Week and associated Deferred and Supplementary Exam Week. Special consideration can take a range of forms, such as extra time allowed for the completion of exams and access to aids and resources such as laptop computers, and is based upon declared and documented medical and other conditions. Particular attention should be given to the timelines which apply to requests for special consideration, as there is a date prior to each end-of-semester Exam Week after which such applications will not be accepted.

The *Examinations* policy is available on the CHC website.

Examinations in External Units

If you are enrolled in a unit in the External mode and live within 150 kilometres of CHC, you are to attend the on campus sitting of any examination which forms part of the assessment schedule for that unit. Such examinations will be scheduled to occur at the same time as the sitting of the examination for students who are enrolled in the unit in the Internal mode.

If you do not live within 150 kilometres of CHC you may request an off campus sitting of an examination at a location and time approved by CHC. This examination will be supervised by an invigilator who has been approved by CHC.

If you live within 150 kilometres of CHC but consider that you have special circumstances which prevent you from travelling to CHC, you may apply in writing to the Registrar to attend an off campus sitting of an examination at a location and time approved by CHC. This examination will be supervised by an invigilator who has been approved and appointed by CHC.

The processes which apply to the nomination of external invigilators and to the administering of off campus examinations can be found in the policy, *Invigilation of External Examinations*, which is located on the CHC website.

9.13 Completion of unit assessment tasks

All unit assessment tasks are to be completed and submitted before a unit result is awarded. The requirements concerning the awarding of unit exit grades vary, and students should consult unit outlines for these requirements. Some units require all assessment items to be completed and submitted, while some units require that all assessment items be completed and submitted *and receive at least a passing grade*. It is the students' responsibility to understand the requirements regarding the completion of assessment tasks for each of the units in which they are enrolled.

No due dates, unless in exceptional circumstances which have been approved by the Course Coordinator, will be extended past the School Examiners' Meeting, where student work is moderated and authorised (see Section 9.10). At this meeting, a unit result of **INCOMPLETE FAIL (IF)** will be awarded unless the Course Coordinator has granted an extension.

9.14 Academic integrity

In accordance with its foundation on Christian principles as informed by Scripture, CHC is concerned to maintain the highest levels of personal and professional, moral and ethical conduct. Students have a responsibility to maintain the highest standards of academic integrity in their work. Honesty and integrity is at the heart of all academic discourse and is a value which is central to Christianity.

Any assignment submitted as part of CHC work must be the original work of the student who submits it. Although the thinking which goes into preparing the assignment rests on and builds on the work and ideas of others, the paper submitted should constitute the student's own ideas or an evaluation and critique of the ideas of others, and should be written in the student's own words. The ideas and words of others that have been used in forming opinions must be acknowledged through appropriate referencing where they occur in the text.

Please ensure that you read and are familiar with the policy, *Academic Integrity*, and the CHC *Code of Conduct*, which are located on the CHC website.

9.15 Unit results and Grade Point Average (GPA)

The various results awarded to students at the end of each academic semester are indicated in the table below.

Result	Grade
HD : High Distinction	7
D : Distinction	6
C : Credit	5
P : Pass	4
PC : Pass Conceded	3
F : Failure	1
IF : Incomplete Fail	1
N : Supplementary Task Granted	N/A
NP : Pass Following Supplementary Task	4
UP : Ungraded Pass	N/A
W : Withdrawal	N/A
WF : Withdrawal Fail	1
IX : Incomplete – Extension Granted	N/A
RP : Results Pending	N/A
TC : Transfer of Credit	N/A

Grade Point Average (GPA)

Where applicable, these results have corresponding numerical values, or grades, which are used to determine an individual's Grade Point Average (GPA). A GPA is calculated by dividing the sum of the grades for a particular period by the number of units to which a grade is attached. A GPA is usually only calculated for a single semester or for a course as a whole. It can be used as a means of comparing and/or ranking students' achievement during a particular period, or as a minimum requirement which must be met for entry to or progression within a course.

Guidelines regarding 'Pass Conceded'

The following guidelines apply in relation to a **Pass Conceded ('PC')** result:

- a) a PC will not be awarded in any 100-level unit which is a core unit for a particular course;
- b) a PC will not be awarded in any unit which is a prerequisite for a subsequent or advanced core unit;
- c) only one (1) PC is permitted in each strand of a course;
- d) *for Bachelor of Education students*, a PC will not be awarded for Field Studies or Professional Experiences units.

Statement of Results

At the end of each semester, a *Statement of Results* for that semester is forwarded to each student via their CHC email address. Please note that a *Statement of Results* is not an official academic record (see Section 9.5).

9.16 Review of academic decisions

Should you wish to request a review of an academic decision, such as the result for an individual assessment task or the awarding of a unit exit grade, you should consult the student grievances policies for the processes which apply to this action.

The policies, *Domestic Students Grievances* and *Overseas Student Grievances*, are available on the CHC website.

9.17 Review of Academic Progress (RAP)

CHC is interested in the success of its students in their studies. A central task of the Examiners' Meetings held at the end of each semester is to review students' progress through their courses in order that any indications of unsatisfactory progress are identified and, therefore, patterns of failure avoided. CHC recognises that unsatisfactory progress usually points to problems of some kind, often in areas such as study skills, background, ability, calling, motivation, commitment, self-discipline, finance, health, relationships, spiritual life and so on.

If your academic performance indicates that you are at risk of failing to progress through your course, you will be invited to participate in a Review of Academic Progress. The Review of Academic Progress is intended to identify any issues affecting your progress and assist you in deciding on a course of action to address these issues in the subsequent semester.

The conditions under which a Review of Academic Progress is conducted, and the processes which apply to it, are available in the policy, *Review of Academic Progress*, which is available on the CHC website.

The provisions of the Review of Academic Progress do not negate the right of CHC to require a student to show cause why enrolment should not be cancelled at any time where there is evidence of gross failure or academic impropriety.

9.18 Review of Enrolment Process (REP)

If the circumstances which resulted in a student being invited to participate in a Review of Academic Progress are found to recur, they will be required to engage in a Review of Enrolment Process. The Review of Enrolment Process is intended to ascertain the reasons that the actions undertaken as part of the previous Review of Academic Progress were not effective, and whether a student's enrolment in their course of study will continue.

The conditions under which a Review of Enrolment Process is conducted, and the processes which apply to it, are available in the policy, *Review of Enrolment Process*, which is available on the CHC website.

Section 10: School of Education and Humanities Information

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 - 10.1.1 Staff of the School
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10.1 Introduction to the School of Education and Humanities (SEH)

Welcome to the School of Education and Humanities! We are very excited to offer both undergraduate and postgraduate degrees in Education. We pray that your studies with us are inspirational and that your time with the SEH makes a contribution to both your personal and professional life.

We are committed to CHC's mission to, '*Transform people to transform their world*', and seek to see this transformation play a role in education in Queensland, Australia and across the globe.

10.1.1 Staff of the School

The following people work in the SEH:

Full-time academic staff

Colette Alexander
Garth Hentzschel
Dr Robert Herschell
Ian Hoddinott
Richard Leo
Sadie Praeger
Angela Pratt

Fractional academic staff

Dr Terry Dachs
Dr Peter Price
Karen Webster
Mishal Whyle

Sessional academic staff

Each semester the SEH contracts sessional lecturers and tutors to teach a range of units in its courses. In the main, these faculty members are practising teachers and other education specialists with expertise in the areas related to the units for which they are responsible.

Administrative Staff

Andrew Hill
Hayley Jakins
Sylvia Kaiser

10.1.2 Contacting staff members

From time to time you will need to make contact with the staff of the SEH 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 types of 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 in the SEH.

SEH Administration Office

The SEH Administration Office is available to help students with general questions, and to direct you to the right person when you are unsure about what to do.

Administration Officer

Andrew Hill is responsible for the running of the SEH Administration Office. He will be able to assist you with general questions and with making appointments with other SEH staff.

Administrative Assistant

Hayley Jakins looks after the front desk of the SEH Administration Office. She is available to help you with your questions, make appointments with other SEH staff and find the answers you need.

Course Coordination Staff

The Course Coordinators are responsible for assisting students with their progress through a course. You should contact them when you have questions about your course progress, unit selections or if you have an academic concern.

Dean

Dr Robert Herschell Robert is the Dean of the School and is responsible for the overall academic direction and requirements of the SEH. Please contact the SEH Administration Office to make an appointment to see Robert.

Preservice Education Course Coordinator

Colette Alexander looks after course progression for all students undertaking a course that leads to registration with the Queensland College of Teachers (QCT). Please contact the SEH Administration Office to make an appointment to see Colette.

Postgraduate Course Coordinator (Acting)

Sadie Praeger looks after course progression for all students undertaking postgraduate courses for registered teachers. Please contact Sadie directly to make an appointment to see her.

Year Level Coordinators

Year Level Coordinators are available to students to help with study and time management skills. Students who are experiencing difficulties during the semester should make contact with the relevant Year Level Coordinator. They will be able to help with making study plans, understanding assessment requirements and arranging extensions if applicable.

Year 1 Coordinators

Mishal Whyte and Karen Webster

Please contact Mishal or Karen directly to make an appointment to see them.

Year 2 Coordinator

Angela Pratt

Please contact Angela directly to make an appointment to see her.

Year 3 Coordinator

Sadie Praeger

Please contact Sadie directly to make an appointment to see her.

Year 4 Coordinator

Robert Herschell

Please contact the SEH Administration Office to make an appointment to see Robert.

Graduate Diploma Coordinator

Richard Leo

Please contact Richard directly to make an appointment to see him.

Professional Experience Program Office

The Professional Experience Program Office (PEP Office) looks after all of the arrangements relevant to the professional experience components of the preservice courses. This includes organising for school-based professional experiences and verifying the completion of the required number of days of wider field experiences. As the Professional Experience Program involves working with children, the PEP Office also looks after Blue Card issues. All questions about placements and blue cards should go to the PEP Office.

Professional Experience Program Coordinator

Garth Hentzschel

Garth looks after school-based placements and provides oversight of the PEP program. Please contact the PEP Office to make an appointment to see Garth.

PEP Office Administration Assistant

Sylvia Kaiser

Sylvia assists with the administration of the PEP Office. She can help you with Blue Card issues and with making an appointment to see Garth.

10.1.3 Mid-year entry

Mid-year entry is offered into most SEH courses. For undergraduate courses, study programs for mid-year entry have been devised through a re-sequencing of existing units. Information about these alternative arrangements can be found in each of the relevant sections below. 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. You can get further information regarding mid-year entry from your Course Coordinator.

10.1.4 Transfer of Credit

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

During your course of study, you may also apply to engage in cross-institutional study towards the requirements of a particular course. Applications for cross-institutional study are only accepted where the requested unit fits into a student's program and an equivalent unit is not available through CHC. If you are planning to engage in cross-institutional enrolment you should discuss this with your Course Coordinator early in the semester before you intend to undertake the study.

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

10.1.5 Blue Card Requirements

All preservice education students must be eligible to obtain a Blue Card issued by the Commission for Children and Young People and Child Guardian. This card is a requirement of the Queensland government to cover activities where students are engaging with children. Students are required to engage with children to complete assessment tasks, wider field experiences and school-based placements. As such, all preservice education students must possess a valid Blue Card for the duration of their course and that card must be authorised for Christian Heritage College.

Students who **do not possess** a Blue Card at the time of enrolment must submit an application form, while students who **do possess** a Blue Card at the time of enrolment must submit an authorisation form.

All preservice education students must contact the PEP Office no later than the census date of their first semester of enrolment to deal with Blue Card requirements.

Students are responsible for ensuring the currency of their Blue Card throughout the duration of their course and must complete any requirements for renewal in a timely fashion. Students who do not hold a current Blue Card will not be permitted to engage in any aspects of the course which involve contact with children and young people under the age of 18, and their progress and successful completion of units may be impacted as a result. For example, students are not eligible to enrol in a Professional Experience unit without a Blue Card that is valid for the entire duration of the relevant semester.

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

10.1.6 SEH calendar

The following pages provide an overview of Semesters 1 and 2 for SEH students. They list teaching weeks, PEP blocks, examination weeks, study breaks and holidays. It is important to remember that you are required to be available to attend classes, examinations and other activities across the entire semester for which you are enrolled. You should also be available in the supplementary examination week which is listed on the CHC Calendar.

SCHOOL OF EDUCATION AND HUMANITIES

Semester 1, 2012 ^(v1)



Commencing	CHC Week	GradDipEd	Year 1 – BEd; BA/BEd	Year 2 – BEd; BA/BEd	Year 3 – BEd; BA/BEd	Year 4 – BEd; BA/BEd
20 February	0	<i>Orientation/PD Program</i>	<i>Orientation Week</i>	<i>Orientation Week</i>	<i>Orientation Week</i>	<i>Orientation Week</i>
27 February	1	Teaching Week 1	Teaching Week 1	Teaching Week 1	Teaching Week 1	Teaching Week 1
5 March	2	TW2	TW2	TW2	TW2	TW2
12 March	3 [⊗]	School-Based Orientation	TW3	TW3	TW3	TW3
19 March	4 [★]	TW3	TW4	TW4 [^]	TW4 [^]	TW4 [^]
26 March	5	TW4	TW5	TW5 [^]	TW5 [^]	TW5 [^]
2 April	6 ^❶	TW5	TW6	TW6 [^]	TW6 [^]	TW6 [^]
9 April*	- ^❷	<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break</i>
16 April	7	TW6	<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break</i>
23 April	8 ^❸	Professional Experience Program Week 1	TW7	Professional Experience Program Week 1	Professional Experience Program Week 1	Professional Experience Program Week 1
30 April	9	PEP W2	TW8	PEP W2	PEP W2	PEP W2
7 May	10 ^❹	PEP W3	TW9	PEP W3	PEP W3	PEP W3
14 May	11	PEP W4	TW10	PEP W4	PEP W4	PEP W4
21 May	12	TW7	TW11	TW7	TW7	TW7
28 May	13	TW8	TW12	TW8	TW8	TW8
4 June	14	TW9	TW13	TW9	TW9	TW9
11 June	15 ^❺	TW10	<i>Study Week</i>	TW10	TW10	TW10
18 June	16	<i>Exam Week</i>	<i>Exam Week</i>	<i>Exam Week</i>	<i>Exam Week</i>	<i>Exam Week</i>
25 June	-	<i>Winter Break</i>	<i>Winter Break</i>	<i>Winter Break</i>	<i>Winter Break</i>	<i>Winter Break</i>
2 July	-	<i>Winter Break</i>	<i>Winter Break</i>	<i>Winter Break</i>	<i>Winter Break</i>	<i>Winter Break</i>

* Universities Australia common vacation week

[^] Certain units will have four hours of classes per week for the weeks indicated. See the Semester 1, 2012 timetable for details.

Important Dates Semester 1, 2012: [⊗] Last day for commencing units: Monday, 12 March [★] Census Date: Wednesday, 21 March

Public Holidays Semester 1, 2012: ^❶ Good Friday: Friday, 6 April ^❷ Easter Monday: Monday, 9 April ^❸ ANZAC Day: Wednesday, 25 April ^❹ Labour Day: Monday, 7 May ^❺ Queen's Diamond Jubilee: Monday, 11 June

SCHOOL OF EDUCATION AND HUMANITIES

Semester 2, 2012 ^(v1)



Commencing	CHC Week	GradDipEd	Year 1 – BEd; BA/BEd	Year 2 – BEd; BA/BEd	Year 3 – BEd; BA/BEd	Year 4 – BEd; BA/BEd
9 July		Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
16 July	0	PD Program	Orientation / Def & Supp Exams	Orientation / Def & Supp Exams	Orientation / Def & Supp Exams	Orientation / Def & Supp Exams
23 July	1	Teaching Week 1	Teaching Week 1	Teaching Week 1	Teaching Week 1	Teaching Week 1
30 July	2	TW2	TW2	TW2	TW2 [Ⓜ]	TW2 [Ⓜ]
6 August	3	Ⓜ TW3	TW3	TW3	TW3 [Ⓜ]	TW3 [Ⓜ]
13 August	4	★ TW4	TW4	TW4	TW4 [Ⓜ]	TW4 [Ⓜ]
20 August	5	① TW5	TW5	TW5	TW5 [Ⓜ]	TW5 [Ⓜ] ePortfolio Presentation Day
27 August	6	TW6	TW6	TW6	TW6 [Ⓜ]	TW6 [Ⓜ]
3 September	7	TW7	TW7	TW7	TW7	TW7 [Ⓜ]
10 September	8	TW8	TW8	TW8	TW8	TW8 [Ⓜ]
17 September	9	TW9	TW9	TW9	TW9	Professional Experience Program Week 1
24 September*	-	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
1 October	10	② TW10	Spring Break	Spring Break	Spring Break	Spring Break
8 October	11	Professional Experience Program Week 1	TW10	TW10	Professional Experience Program Week 1	PEP W2
15 October	12	PEP W2	TW11	TW11	PEP W2	PEP W3
22 October	13	PEP W3	TW12	Study Week	PEP W3	PEP W4
29 October	14	PEP W4	TW13	Study Week	PEP W4	PEP W5
5 November	15	TW11 ePortfolio Presentation Day	Study Week	Study Week	Study Week	PEP W6
12 November	16	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week
19 November		Summer Break	Summer Break	Summer Break	Summer Break	Summer Break
26 November		Summer Break	Summer Break	Summer Break	Summer Break	Summer Break
3 December		Summer Break	Summer Break	Summer Break	Summer Break	Summer Break

* Universities Australia common vacation week

Ⓜ Certain units will have four hours of classes per week for the weeks indicated. See the Semester 2, 2012 timetable for details.

Important Dates Semester 2, 2012: Ⓜ Last day for commencing units: Monday, 6 August

★ Census Date: Thursday, 16 August

CHC Events for Semester 2, 2012: ① Open Day: Saturday, 25 August

➤ Graduation: Friday, 7 December

Public Holidays Semester 2, 2012: ① Brisbane Exhibition Holiday: Wednesday, 15 August

② Queen's Birthday: Monday, 1 October

10.1.7 Course completion

Successfully completing a course involves a number of components, all of which must be finalised before a student can graduate.

For all preservice courses, the following general requirements apply to course completion and graduation:

- successful completion of all core units,
- successful completion of sufficient elective units to attain the required number of credit points for the course,
- fulfilment of the course rules in the selection of units for all majors and minors,
- submission of an *ePortfolio* that provides evidence that the Professional Standards for Queensland Teachers (graduate level) have been demonstrated,
- participation in *ePortfolio* presentation activities as arranged by the SEH,
- evidence of the completion of all of the required days of field experiences; including all required wider field experiences, school-based professional experiences units, and, where applicable, the school-based internship program,
- evidence of Senior First Aid certification (eg St John, Red Cross, QAS) and Cardio-Pulmonary Resuscitation (CPR) accreditation,
- evidence of an accredited swimming/lifesaving award (eg at least the Royal Life Saving Society's Dry Rescue or equivalent),
- submission of an application to graduate by the due date for graduation in the relevant year, and
- payment of all monies, including tuition fees, student contribution amounts, accommodation costs and/or library fees.

Students must also apply to the QCT for registration as a teacher in Queensland. However, student applications for teacher registration cannot be finalised by the QCT until advice is received from CHC that a student's course is completed. The abovementioned requirements must be completed before students' names will be communicated to the QCT. Students will also need to provide other information and fulfil additional requirements to gain registration in Queensland. These additional requirements may include (but are not limited to):

- evidence of English language proficiency (eg IELTS score of 7 in each area),
- successful completion of pre-registration testing (for primary and middle years applicants), and
- information about prior qualifications (for graduate entry students).

For all postgraduate courses, the following general requirements apply to course completion and graduation:

- successful completion of all core units,
- successful completion of sufficient elective units to attain the required number of credit points for the course,
- fulfilment of the course rules in the selection of units,
- submission of an application to graduate by the due date for graduation in the relevant year, and
- payment of all monies, including tuition fees, student contribution amounts, accommodation costs and/or library fees.

10.2 Teaching and learning practices in the SEH

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

10.2.1 Academic Integrity

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

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

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

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

Practices	
Actively engaging in scholarly and research activities through personal reading and research and appropriate discussions with others, either face-to-face and/or online.	<p><i>When undertaking your studies you need to research information and read about the topic and about the way you need to write and present the task. It is not acceptable to rely on information collected by others. It is your responsibility to engage with the work of the unit.</i></p> <p><i>When preparing your assessment items it is also very useful to talk with others (students and staff) about the task to clarify your thoughts and ideas as well as extend your learning.</i></p>
Engaging with the relevant academic literature at the depth and breadth expected of the level of the unit being undertaken.	<p><i>When undertaking an assessment task you need to make use of a range academic literature. This literature may take the form of textbooks, reference books, journal articles, reports, research articles (all available through the library) and websites. Some of the sources may in fact be journal articles or reports which have been published online.</i></p> <p><i>You need to ensure that you have used a range of sources not just one type of source. For example, an assessment task which only used websites would more than likely fail the criteria for academic literature as it would not meet the required depth and breadth of sources.</i></p>
Maintaining appropriate records of all sources used in the development of academic work.	<p><i>When collecting information for your assessment tasks you must keep a record of all the information you will need to correctly reference your sources. When you start taking notes from a book, or any source, the first thing you should do is take down the referencing details for inclusion in the reference list and in-text referencing.</i></p> <p><i>If you take it down in the way you need to use it for referencing then it will be ready to include in your reference list. Also remember to take note of the pages where the information comes from as this needs to be included in the in-text referencing.</i></p>

<p>Preparing academic work that is substantially written in one's own words.</p>	<p><i>When writing your assignment you need to take the information you have gathered and write it into your own words making sure you acknowledge where the information has come from by using in-text references. It is not acceptable to string together a series of quotes with a few of your own words in between, even if you use in-text references. Remember that lengthy quotes should be used very sparingly in your work.</i></p>
<p>Providing in-text references and developing reference lists that acknowledge the contribution of the work of others in the development of academic work.</p>	<p><i>It is very important to acknowledge where you found your information and audio-visual resources used. The authors, artists, photographers and producers you use in your learning have put a great deal of time and effort into publishing their work and they deserve acknowledgement for their contributions. To give them this credit you should reference the information and other artefacts (such as images, sounds and videos) by using in-text referencing and a reference list.</i></p> <p><i>It is very important that this referencing is done according to the Harvard referencing style outlined in the Style Guide. It should become your 'study bible' and is available on the college website.</i></p>
<p>Attending to the requirements regarding the presentation of the relevant assessment genre.</p>	<p><i>It is important that you know what is required by each of the assessment genres. For example what does an essay require? How should you present a report and what is a learning plan? You also need to make sure that you are aware of how the task is to be submitted; either on paper or electronically.</i></p> <p><i>Each assessment task will be accompanied by a guide and a rubric which outline the requirements of the task. Make sure you are very clear on the genre and other requirements. If you are unclear make sure you ask your lecturer.</i></p>
<p>Securing all paper and electronic copies of academic work to minimise the opportunity for inappropriate academic practice by others.</p>	<p><i>When you are working on your assessment you need to make sure that other students cannot copy or modify your work. Do not share your electronic files with other students and make sure you do not leave your flash drive or an open electronic file on a college computer where others may have access to your work.</i></p> <p><i>You also need to make sure that the paperwork used in the construction of your assessment task is also kept in such a way that it cannot be taken and misused by another student. Do not leave printed copies of your assessment tasks lying around and be careful about how you dispose of copies you no longer need.</i></p>

10.2.2 Modes of Study

There are three modes in which units at CHC may be offered. These modes are *Internal*, *Intensive* and *External*. Each of these modes involves lecturers and students engaging with each other in relation to the subject matter of the unit.

Internal Mode	Intensive Mode	External Mode
<p>Involves:</p> <ul style="list-style-type: none"> - on campus lectures & tutorials - weekly schedule - generally 3 hours/week - face-to-face contact - digital communication - digital learning support 	<p>Involves:</p> <ul style="list-style-type: none"> - on campus activities - in whole-day blocks - generally 4-5 day/semester - face-to-face contact - digital communication - digital learning support 	<p>Involves:</p> <ul style="list-style-type: none"> - off campus activities - study materials - digital communication - digital learning support - appointments can also be made with lecturing staff

Units in the preservice teacher education courses are normally offered in the *Internal* mode, while units in postgraduate courses are normally offered in *External* mode. In both cases, a small number of units are offered in alternate modes.

All arrangements regarding *Internal* and *Intensive* units are advertised prior to the beginning of the semester in which they are being offered, in the Timetable and Intensives Calendar, respectively.

Engaging with studies in the External mode

External study simply involves learning in a location that is not on campus. It is traditionally provided for students who do not live within a comfortable travelling distance from their institution. It makes use of telephone, video and audiotape, and digital technologies to deliver information. Partly due to the vast distances between populated areas in this country, Australia has a strong tradition in external studies, and has been offering external studies programs for more than a century. As a result, Australia is considered by some to be a model as far as external studies are concerned.

If you are new to external studies, please don't feel alone. Though you may not be in actual classrooms, you are part of a body of students. It is our prayer that you complete the course in which you are enrolled. Unfortunately, there are many reasons that students studying externally do not complete their studies, so here are some ideas to keep you going:

- **Contact your lecturer:** External study is not necessarily a more difficult study mode, but it is different from what you may have experienced in the past. Please contact your lecturers whenever a need arises. Regular and focused communication with lecturers is not only an enriching experience, but also highly motivating; your lecturers can encourage, challenge, clarify, expound and enable learning. Too often, the only indication lecturers have of students' difficulties with their studies is when they fail to send in assignments. Your lecturers want to hear from you!
- **Use the Library:** Please refer to the pages giving information about the CHC Library, which include contact details. The Library will mail distant students loan items free of charge, on the understanding that you bear the cost of their safe and prompt return. The Library staff are most willing to help, and can assist you by sending photocopies, normally within 24 hours of receiving your request. Please phone or email them if you require any advice or assistance.
- **Be organised, manage your time and stay motivated:** It is important that you choose your course carefully, so that your motivation is maintained because the units have interest and relevance for you. You will need a place to study where you can work free from distraction. It is vital that you develop effective study habits and can organise your study time separate from your leisure and family time, with regular time spent on study *each week of the semester*. Some students find it helpful to write out a weekly study schedule to organise a balanced plan of study, recreation and other responsibilities. If you are working or caring for children, it is important to plan your course so that you manage your weekly study commitments in addition to your other responsibilities.

10.2.3 Attendance

In light of the importance of your engagement in your own learning, the SEH is committed to upholding the value of class attendance. Data from previous years indicates that class attendance greater than 75% is one of the most significant indicators of likely success. The SEH 'motto' for attendance, *'If you want to pass, turn up to class'*, is backed up by the data from previous students. This is particularly important towards the end of the semester when the temptation to skip classes to finish assessment tasks is high. At this point, attendance in classes is really important for engaging with the subject matter and successfully completing assessment.

Furthermore, commitment to becoming responsible disciples and self-directed learners, and to the culture and values of Christian scholarship and the teaching profession is shown through a commitment to your personal learning, and this is evident in your commitment to your studies. Preservice education courses are preparing you for a career and ministry in learning and teaching and it is paramount that you accept responsibility for maximising your own learning and engaging in the learning opportunities and activities of your course.

Therefore, the SEH has the following regulations relating to attendance. It is your responsibility to ensure that you are fully aware of the attendance policies which apply and to fulfil these requirements. It should also be noted that attendance rules may vary between Schools and you should check the attendance requirements when you are studying units with other Schools.

The following regulations relate to units being studied in the *Internal* and *Intensive* mode:

1. Students are expected to attend all scheduled classes and to be punctual in their attendance. The SEH recommends that students attend at least 80% of class time unless a *reason for absence* (such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies) has been accepted by the lecturer.
2. Lecturers will keep records of student class attendance. Students who arrive more than 10 minutes late or leave more than 10 minutes early may be marked as absent.
3. Students who are unable to attend classes should make contact with the lecturers concerned within one week of the absence.
4. Students should provide documentation (such as a medical certificate) to substantiate reasons for absences of more than two days. This documentation should be lodged with the SEH Administration Office within one week of the absence. The administration staff will notify all lecturing staff concerned.
5. Students may place their semester results in jeopardy or even fail a unit if they do not satisfy the course attendance requirements.
6. Students are required to attend at least 80% of all tutorial activities.
7. Lecturers may prescribe compulsory attendance requirements for lectures and/or tutorials in individual units. This information will be published with unit outlines and provided to students by the end of Week 1.

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

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

1. Failure to attend the required activities without following these regulations **will** result in failure of the unit to which the activities are attached.
2. *Reasons for absence*, such as illness, traffic hold-ups, mechanical breakdown, attendance at family ceremonies, may be accepted by the Professional Experience Program Coordinator (PEPC).
3. Students who are unable to attend a PEP activity should make contact with the PEPC or the lecturer concerned on the day of the activity.
4. Students who are unable to attend a formal PEP activity should also phone the school or organisation concerned by 8.00am and leave a message for their mentors and the school's Practicum Coordinator.
5. Students should provide documentation (such as a medical certificate) to substantiate reasons for absences of more than two days. This documentation should be lodged with the PEPC.
6. Should a student be absent for more than one day during school-based placements, special arrangements must be made with the PEPC to make up these days in order to fulfil the requirements set by the QCT.

10.2.4 Classroom conduct

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

Respect for your fellow students and lecturers during learning sessions will include the following:

- polite and appropriate engagement in the planned learning activities,
- appropriate use of personal computers (see note below),
- turning mobile phones off or on silent mode,
- turning other electronic devices off (eg games, ipods, mp3 players),
- ignoring calls and messages during class times, and
- avoiding eating in classes.

Students may have circumstances where they need to be aware of and respond to calls or messages during class times. In these situations you should speak with the lecturer concerned and sit in a location that will not disturb other students if you have to take a call. You should also make sure that you leave the room before answering.

Students may bring water or other appropriate refreshments to classes. You are, however, asked to eat outside of class times and to place all rubbish in the waste bins provided.

Students are welcome to use laptops, netbooks or tablets for class note-taking. In doing so, you should ensure that such use does not interfere with fellow students. While some power sources are available in classrooms, you should ensure that your device is fully charged before class as there is no guarantee that a power point will be available. If your batteries fail in the middle of a class you should wait till a break to connect to a power source to ensure that you do not disturb others. Electronic devices should not be used during a class for purposes which are not related to that class and lecturers are entitled to ask you to turn a device off if it is a distraction to teaching and learning. You should also remember that appropriate security of your valuables remains your responsibility.

10.2.5 Workload

At CHC the workload required for a unit of study is calculated using a system of credit points. Each unit has a credit point load attached. A standard unit carries a weighting of 10 credit points, though some units may have other credit points allocations. Each credit point indicates an expected student involvement of one hour per week for one semester. This means that the standard weighting of 10 credit points involves 10 hours of study and research per week.

Full-time students in the SEH normally undertake four units per semester with a weighting of 40 credit points and an expectation of 40 hours of work per week over a semester. This means that full-time study is the equivalent of a full-time job. By enrolling in a full-time load you are committing to completing the work required before all set due dates. If you are planning to undertake full-time study it is important that you are careful about the other paid and voluntary commitments that you make. Personal and work commitments are generally not considered valid reasons for receiving alternate assessment or examination arrangements, or extensions of due dates.

Occasionally, students need or want to take more than a full time load. This usually happens when students have missed a unit or when students are attempting to complete double degrees. Programs that include overload may be approved where students have demonstrated successful completion of a normal full time load. Students wishing to take overload should consult with the relevant Course Coordinator in order to seek approval for the planned program.

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

10.2.6 Resource Requirements

Computing Facilities

All students will require computer and internet access for engaging with their studies. All 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. While a desktop at home is a useful investment, we recommend that preservice teachers consider acquiring and using a portable device (such as a laptop, netbook or tablet) in class and whilst on school-based placement.

Textbooks

Each semester a textbook list for each School 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 purchase all required texts, to read them as required by the lecturer and to use them as relevant in the preparation of assessment tasks. While the library does maintain copies of all textbooks, class sizes and reading requirements may make it impossible to access in a timely fashion the information as required for classes without a personal copy of the text.

10.3 Assessment Practices in the SEH

10.3.1 Assessment Framework

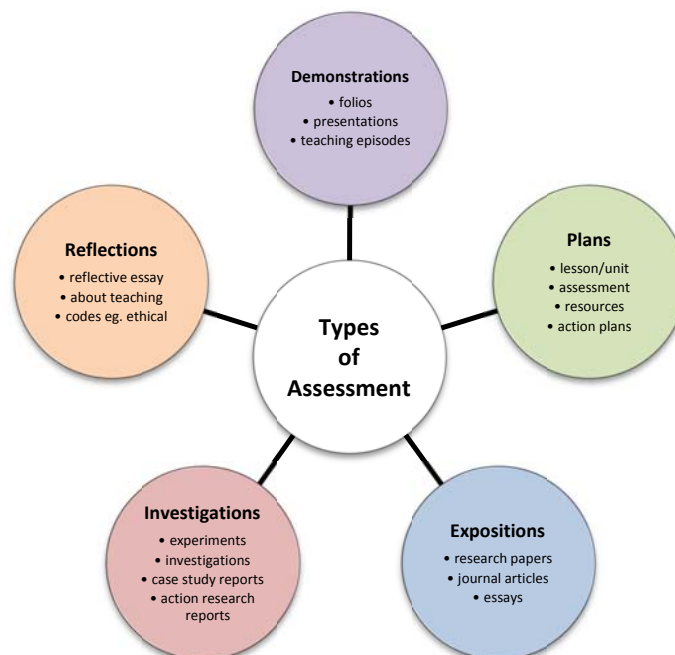
All assessment in the SEH is linked to the philosophical, theoretical and practical foundations of the discipline of education. This means that the tasks that you undertake as students are designed to authentically engage you with the work of educators at a personal, professional and academic level.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

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

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

- *Unit Outline*: includes brief information about the assessment type, genre, word count and weighting of each task. It also includes an indication of the link between the assessment tasks and the learning outcomes you must demonstrate.
- *Assessment Guide*: includes more detailed information about the requirements of the individual assessment tasks and how to go about completing them. It also provides information and advice about requirements that must be met to pass a unit and avoiding inappropriate academic practice.
- *Rubrics*: outlines the criteria and standards expected for each assessment task. The criteria are the things that the marker will be looking for you to demonstrate and the standards provide information about the level of expectation for each criteria.
- *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.

Secondly, the following diagram outlines the five core assessment types that are typically used in the SEH. This serves as a framework for thinking about the nature of different types of assessment and how assessment tasks are related to and build upon each other.



10.3.2 Assessment genres

In order to maximise your understanding of the expectations for the different types of assessment tasks, you should make sure you are familiar with the following general guidelines about genres.

Expositions

<i>Definition</i>	An exposition is a persuasive task designed to take, explain and justify a position about a particular topic. It often includes comparisons with other positions and justifies the chosen position in the light of these comparisons.		
<i>Core Social Process</i>	<i>To persuade</i> : involves choosing a particular perspective and then developing a logical argument to support it.		
<i>Purpose</i>	The main purpose of an exposition is to demonstrate that you have engaged at an appropriate academic standard with the discipline of the unit and the topic of the task. You demonstrate this by: <ul style="list-style-type: none"> accurately defining and correctly using the discourse of the particular discipline and/or topic (discourse includes both concepts and vocabulary), and using a range of academic sources to support your points. 		
<i>Audience</i>	The lecturer/marker is the main audience for an exposition. While they obviously know a lot about the discipline and topic, you need to remember that you must demonstrate what you know. This means that you will need to explain things clearly, even if you know that the lecturer already understands. The marker is looking for what you know about the topic or question.		
<i>Message</i>	An exposition should have one clear message that is stated in the introduction as a thesis statement. The rest of the paper should elaborate this statement through a series of points that support it. Each point needs to be clearly explained and supported with evidence from academic sources.		
<i>Example Text-Types</i>	e.g. Argument Map; Essay; Research Paper; Term Paper; Journal Article NB: Most standard written assignments required for tertiary study are expositions.		
<i>Top-Level Structure</i>	<i>Cause and Effect</i> : the argument has to unpack the relationship between thesis statement and the points showing how each point leads to and supports the thesis statement; <i>and/or</i> <i>Compare-Contrast</i> : the arguments have to make clear the differences between alternative perspectives, showing the logic of one and the flaws in the other/s.		
<i>Generic Structure</i>	The basic generic structure of an exposition is as follows:		
	<i>Introduction</i>	Outlining the thesis statement and summarising the core points to be made.	
	<i>Point 1</i>	These points should flow on from each other with the most convincing point first.	
	<i>Point 2</i>		...
	<i>Point 3</i>		...
	...		You may also incorporate objections to the thesis statement, but only if you provide a rebuttal.
	<i>Conclusion</i>	Links back to the introduction and restates the thesis statement and the points made in support of it.	
<i>Reference List</i>	Acknowledging all academic sources referred to in the report.		
<i>Linguistic Features</i>	You will need to use: <p><i>Conceptual Categories</i>: ideas and information needs to be organised into no more than 3-5 core concepts that make up the points in your argument.</p> <p><i>Evaluative Language</i>: that shows that you are taking a particular position; this shows that you have made a judgement about the question or topic.</p> <p><i>Modality</i>: language that indicates degrees of doubt, certainty, caution or conviction, while avoiding absolute statements that could be challenged.</p> <p><i>Conjunctions</i>: words that show the relationships between concepts are ideas; these help the flow of the argument by creating logical cohesion between the points.</p>		
<i>Presentation</i>	Expositions are usually presented as written papers and information about formatting and presenting assignments is included in the CHC <i>Style Guide</i> . Expositions may also be presented orally and information about seminar presentations is included in Section 9 of this Handbook. It is important, however, to be sure that you are following the guidelines for the particular text-type as these differ on some points. For example, if the exposition is described as a 'research paper' or 'term paper' you are permitted to use headings to assist you in structuring the text, but if it is described as an 'essay' it should not have any headings or sub-headings in it.		

Investigations

<i>Definition</i>	An investigation is an inquiry task that asks and then responds to a particular question or problem. It involves undertaking research activity to find a response to the question and should describe this research action and the data collected and then use this as evidence for conclusions that are reached.	
<i>Core Social Process</i>	<i>To explain:</i> involves responding to a question or problem by analysing and synthesising data so that it can be used as evidence for outcomes, conclusions and/or recommendations.	
<i>Purpose</i>	The main purpose of an investigation is to demonstrate that you have engaged in a research process that involved the collection, analysis, synthesis and evaluation of data relevant to a particular question or problem. You demonstrate this by: <ul style="list-style-type: none"> • clearly and succinctly describing the action/s undertaken, • presenting, analysing and synthesising the data collected, • drawing conclusions using the data as evidence, and • using a range of academic sources that support your methods, analysis and conclusions. 	
<i>Audience</i>	The lecturer/marker is the main audience for an investigation. They will need to be able to follow the logic of your investigation, particularly in relation to the links between your data and conclusions. You will need to make the evidentiary links very clearly.	
<i>Message</i>	An investigation will generally respond to one core question or problem, though there may be supporting questions that facilitate your response. It is important to keep the word length in mind, remember that one simple but thoroughly articulated question, action and response is better than brief responses to multiple issues.	
<i>Example Text-Types</i>	e.g. Experiments, Investigations, Case Study Reports, Action Research Reports	
<i>Top-Level Structure</i>	<i>Problem-Solution:</i> the investigation needs to present and justify a question or problem, and then describe the actions, analyses and evaluations undertaken to investigate the problem and come to conclusion/s (whether it 'solves' the problem or not).	
<i>Generic Structure</i>	The basic generic structure of an investigation includes but is not limited to:	
	<i>Introduction</i>	Outlines the question or problem that is being investigated and justifying the focus of the investigation.
	<i>Methodology</i>	Lists, describes and/or explains the research actions that have been undertaken with reference to academic sources that support the methods used.
	<i>Results</i>	Provides analytical summaries, with evidence, of the data that has been collected. This may include reference to academic sources used to undertake the analysis.
	<i>Conclusion</i>	Outlines the outcomes or findings of the research action you have undertaken. It should include implications and/or recommendations for future action for yourself as the researcher and for the other participants, where applicable.
	<i>Reference List</i>	Acknowledging all academic sources referred to in the report.
	<i>Appendices</i>	The actual evidence bank that has been collected and then referred to in the report. The appendices should provide evidence that the research has been undertaken as described and provide sufficient actual data for the marker to confirm your findings.
<i>Linguistic Features</i>	You will need to use: <p><i>Headings:</i> each of the sections of an investigation needs to be clearly identified and sequenced according to the conventions of the discipline.</p> <p><i>Ordered Lists:</i> components of the report that include the listing of equipment, actions or data need to be presented in an orderly fashion; for example in order of time, logic or significance.</p> <p><i>Noun and Verb Groups:</i> participants and actions need to be clearly and precisely identified and articulated; avoid generic terms.</p> <p><i>Varied Tense:</i> use present tense to describe question and conclusions but past tense to describe actions and results or findings.</p> <p><i>Modality:</i> language that is very circumspect about the breadth of application of findings and conclusions is important, avoid generalising or overstating conclusions.</p> <p><i>Conjunctions:</i> words that show the relationships between data and conclusions.</p>	
<i>Presentation</i>	Investigations are usually presented as written papers and information about formatting and presenting assignments is included in the CHC <i>Style Guide</i> . When investigations are presented in writing, consistently formatted headings should indicate each required section. These should be sequenced according to the convention for the particular discipline of type of report. A Reference List and relevant Appendices should be appended to the end of the document. All references and appendices must be referred to within the actual report. It is acceptable to submit appendices in electronic formats when they would otherwise be too bulky. When investigations are presented orally the sequence of the presentation should follow the sequence required of a written report of an investigation.	

Plans

<i>Definition</i>	A plan is an instructional task that lists, describes and/or explains the action to be taken in a particular circumstance. Generally, plans are pedagogical and relate to teaching, learning and/or assessment. They can be both organisational and/or conceptual.	
<i>Core Social Process</i>	<i>To instruct:</i> providing a sequence of actions or steps that are required to complete a task or activity; generally this is pedagogical.	
<i>Purpose</i>	The main purpose of a plan is to demonstrate that you understand and can sequence actions for a particular pedagogical purpose with a specific group of learners. You demonstrate this by: <ul style="list-style-type: none"> • identifying and sequencing appropriate teaching and learning actions, • providing all required details for the particular type of plan, • articulating the match between these actions and educational purposes, and • using academic sources that support the actions and approaches used. 	
<i>Audience</i>	A plan always has two key audiences; the lecturer/marker and the cohort of learners. It is important to focus on the intended learners when preparing plans. Judgements made by the lecturer/marker will consider the appropriateness of the activities and sequence in connection to curriculum documentation and for the developmental level and needs of the intended learners.	
<i>Message</i>	All plans need conceptual and organisational clarity. That is, a plan should lead to a core pedagogical outcome that has depth and breadth appropriate to the type of plan and be within the developmental grasp of the identified group of learners. This core outcome needs to be generated from a relevant syllabus document and all parts of the plan need to be clearly and logically connected to it.	
<i>Example Text-Types</i>	e.g. Mini-Sessions, Learning Plans, Unit Plans, Work Programs, Assessment Plans	
<i>Top-Level Structure</i>	<i>List:</i> a plan needs to list the actions to be undertaken in the order that they are to occur. The sequence must also be pedagogically appropriate; that is, it must lead learners towards achievement of the teaching, learning and/or assessment goals articulated on the plan.	
<i>Generic Structure</i>	For most types of plans the SEH provides templates to be used and explanations of the purpose and structure of the various components of them. These templates should be used for all assessment tasks named as such. For example, all tasks labelled 'Unit Plan' should be completed using the SEH Unit Plan Template. The basic generic structure of a plan includes but is not limited to:	
	<i>Instructional Outcomes</i>	A list of the pedagogical purpose/s for the plan with reference to appropriate syllabus documentation.
	<i>Teaching, Learning and Assessment Activities</i>	Lists, describes and/or explains the activities using the headings provided on the relevant template. The list should be sequenced pedagogically and in time. The level of detail required is dependent upon the nature of the particular plan.
	<i>Reflections</i>	Describes, evaluates and makes recommendations about future actions based on the plan. (Please see the section on Reflections below for further information).
	<i>Reference List</i>	Acknowledging all academic sources used in selecting, preparing and sequencing pedagogical actions.
	<i>Appendices</i>	When required, teaching, learning and assessment resources needed to actually undertake the plan with a group of students should be provided as appendices.
<i>Linguistic Features</i>	You will need to use: <i>Varied Linguistic Structures:</i> various components of the templates require different linguistic structures and you should use the templates and examples provided for assistance on how to structure each part. For example, some parts of a plan can be completed in dot-points while others required fully articulated sentences. <i>Assumed Subjects:</i> it is generally clear from the format who must do what; constantly repeating 'the teacher' or 'the students' is unnecessary. <i>Verb Selection:</i> actions and behaviours need to be clearly and precisely identified and articulated; avoid generic terms and use a taxonomy to assist in developing precision.	
<i>Presentation</i>	Plans are usually presented on the provided SEH templates and students should follow the provided examples for information about formatting and presentation. Where templates are not provided the formatting and presenting information provided in the <i>CHC Style Guide</i> should be followed. A Reference List and relevant Appendices should be appended to the end of a plan. All references and appendices must be referred to within the actual plan. It is acceptable to submit appendices in electronic formats when they would otherwise be too bulky. For information about plans that are actually undertaken with a cohort of learners please also see the section below about Demonstrations.	

Demonstrations

<i>Definition</i>	A demonstration is a performance task that demonstrates a particular set of skills and/or practices. These can either be 'live' tasks or ones where you are required to collect and organise an evidence bank. While all demonstrations must be planned, some demonstrations require the submission of a plan either before or after the event. You need to be aware of both the planning and demonstration requirements for these types of tasks.
<i>Core Social Process</i>	The core social process of a demonstration changes with the nature of different tasks. For example, a dramatic performance will generally be designed to entertain through narration of a story, while a learning session will be designed to describe and explain particular ideas or concepts. Any one of the five core social processes might be relevant to a demonstration task.
<i>Purpose</i>	The main purpose of a demonstration is to provide evidence of a set of skills or practices. You demonstrate this by: <ul style="list-style-type: none"> • identifying the skills and practices that are required, • purposefully evidencing these in the actions and/or items that you plan, and • articulating the match between your demonstration and the skills and practices, and • using academic sources that support the items, actions and approaches used.
<i>Audience</i>	A 'live' demonstration always has two key audiences; the lecturer/marker and the intended participants in the demonstration, for example a class or an audience. As with plans, it is important to focus on the actual audience rather than the lecturer/marker when undertaking a demonstration task. Judgements made by the lecturer/marker will consider the appropriateness of the experience for the actual audience. A demonstration task that requires the collection of an evidence bank generally has the lecturer/marker as its key audience. The organisation of the evidence needs to facilitate the process of identifying and confirming the required skills and practices have been evidenced.
<i>Message</i>	As a demonstration is focussed on skills and practices, rather than content and concepts, the message is only important in relation to the connections being made with the actual audience. That is, it is sometimes possible, but not often desirable, to successfully demonstrate skills and practices using completely made up information. For example, you can successfully demonstrate the use of PowerPoint to make a presentation using information that is completely wrong. As such, it is important to focus your attention on the skills and practices that you are being asked to demonstrate (which may include use of accurate content).
<i>Example Text-Types</i>	e.g. <i>Live Demonstrations</i> : Mini Sessions, Lessons, Presentations, Performances e.g. <i>Evidence Banks</i> : Professional Diary, Folio, Portfolio, ePortfolio
<i>Top-Level Structure</i>	<i>List</i> : demonstrations usually need to be logically sequenced to provide evidence of competence with the required skills and practices. For example, learning sessions need to follow the pedagogical sequence developed in a plan, while folios need to be organised so that the markers can easily find the required items, skills or practices. However, other structures might be required for specific demonstration tasks; for example, dramatic performances designed to narrate a story should use the problem-solution structure of a narrative text.
<i>Generic Structure</i>	There is no set or general structure required of a demonstration task. For 'live' demonstrations the nature of the task will determine the structure to follow. For example, dramatic performance might follow the structure of a narrative while learning sessions follow the structure of a pedagogical approach to learning. When the demonstration requires the collection of an evidence bank you will need to create a framework that helps to organise the various components that make up the demonstration. The framework should organise the various components of the demonstration and help the marker to navigate around the evidence bank. For some tasks the lecturer will provide you with a set framework while other tasks require that you develop the framework as part of the demonstration. As for all other tasks, any paperwork or resources that accompany or are used in a demonstration must be appropriately referenced. This means that in-text references and a Reference List are required for all paper-based and electronic materials prepared for a demonstration task. For example, a PowerPoint used in a presentation or a lesson should be referenced using the same guidelines as for all other assessment tasks.
<i>Linguistic Features</i>	The required linguistic features will also be determined by the nature of the task. The one consistent expectation is a use and development of literacy skills and practices for academic purposes.
<i>Presentation</i>	Where structures and/or frameworks have been provided, students should follow these as they facilitate the demonstration and marking of the required skills and practices. Where structures or frameworks are not provided the formatting and presenting information provided in the <i>CHC Style Guide</i> should be followed. A Reference List should be appended to all paper-based or electronic materials used. It is acceptable to submit demonstrations in electronic formats when they would otherwise be too bulky. However, all electronic evidence banks will require a means for the marker to navigate between items included in the bank.

Reflections

<i>Definition</i>	A reflection is an introspective task that considers the nature and outcome of a particular event or experience. Reflections should focus on an analysis of the situation in the light of philosophical, theoretical and practical knowledge and should lead to growth and development in what you know, do and value.	
<i>Core Social Process</i>	<i>To narrate:</i> involves identifying, sequencing and describing the key or critical actions and events in a particular situation. <i>and</i> <i>To explain:</i> involves analysing both actions and responses for their underlying meanings and relationships.	
<i>Purpose</i>	The main purpose of a reflection is to demonstrate that you are thinking about critical incidents, actions and responses in the light of the academic disciplines relevant to your course or unit of study and to use to for growth and development. You demonstrate this by: <ul style="list-style-type: none"> • identifying and succinctly describing critical incidents that have occurred, • analysing the meanings and relationships between actions and responses, • considering future actions in response to the analysis, and • using a range of academic sources to support your analysis. 	
<i>Audience</i>	The lecturer/marker is the main external audience for a reflection. They will need to be able to get a clear picture of the critical incident you are describing and will be looking for how you have analysed it in relation to academic disciplines. However, reflections should also be written for yourself as an internal audience. The desired outcome of a reflection is for you to grow and develop in what you know, do and value both professionally and personally. As such, they need to be focussed on the incidents and actions of importance to you in your journey.	
<i>Message</i>	A reflection should lead to an outcome that is clear, practical and able to be actioned. The rest of the reflection should logically lead the reader from the nature of the critical incident to this outcome using academic sources to explain and support the conclusions reached about both the incident and its meanings and consequences.	
<i>Example Text-Types</i>	e.g. Reflective Essay; Codes; Self-Reflections (included on planning templates)	
<i>Top-Level Structure</i>	<i>Cause and Effect:</i> the reflection has to unpack the relationship between the critical incident and the conclusions being made about the meanings and relationships between actions and responses.	
<i>Generic Structure</i>	The basic generic structure of a reflection is as follows:	
	<i>Introduction</i>	Providing the details of the critical incident (who, what, where, when).
	<i>Analysis of Events</i>	Summarising the sequence of actions and responses that made up the critical incident with reference to academic sources to explain the meanings and relationships between them.
	<i>Synthesis of Meanings</i>	Explaining the relationships between the actions and responses identified through the critical incident.
	<i>Future Action</i>	Identifying the personal and/or professional response required in future situations and scenarios.
	<i>Reference List</i>	Acknowledging all academic sources referred to in the report.
<i>Linguistic Features</i>	You will need to use: <i>First Person:</i> unlike all other academic work, reflections are about personal incidents and should be written in first person. <i>Evaluative Language:</i> that shows that you are making a judgement about the incident. <i>Modality:</i> language that indicates degrees of doubt, certainty, caution or conviction, while avoiding absolute statements that could be challenged. <i>Conjunctions:</i> words that show the relationships between concepts or ideas; these help the flow of the reflection by creating logical cohesion that shows cause and effect.	
<i>Presentation</i>	Reflections are usually presented as written papers or in the relevant section of a planning template. Please follow either the information about formatting and presenting assignments in the CHC <i>Style Guide</i> or the formatting required on the template.	

10.3.3 Assignment Submission

SEH students should follow the guidelines for assessment submission found in Section 9 of this Handbook. However, the following additional guidelines should also be taken into consideration.

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

- Where items other than paper (eg CDs or flash drives) are required these should be named and securely attached to the assignment cover. It is also important that the lecturer can detach and re-secure the item. It is recommended that a zip-loc bag is used for this purpose.
- For bulky assignments a folder, comb binding or document wallet may be used. In these cases it is important that individual pages are not inside plastic sleeves.
- In all cases, the assignment cover needs to be readily accessible to the administration staff.

For each Professional Experience unit students are required to submit original copies of a number of documents that have been prepared and signed by lecturing and school-based staff. It is the student's responsibility to ensure that these originals are delivered to the PEP Office. As such, students are strongly encouraged to deliver these in person. Where this is not possible, students should not trust the ordinary postal service with these documents. Students are advised to use either registered or express post where a tracking number is provided to ensure the safety of these documents.

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

- Maintain a second copy of all files on the CD or flash drive should the first copy be lost or corrupted.
- Use up-to-date antivirus software to scan all files before they are submitted. You must not submit files electronically from a computer that has not been checked.
- Label files so that the lecturer can readily identify each one from its name. If a task has several files you may need to number them for ease of access.
- Test your submission on a different computer once it is saved to make sure that any links work as intended.
- Never submit assessment tasks on a floppy disc.
- Ensure that files are as small as reasonably possible. Edit graphics before inserting them in documents to reduce their size; use MP3 files rather than .wav or other uncompressed sound file formats. The maximum size for a single, uncompressed file for electronic submission is 1 MB. If this limit is exceeded, the item may not be accessed or assessed.
- Acknowledge the author/creator of all electronic media included in an electronic submission. This applies to all graphics, photos and sound files, as well as text. Failure to do this is regarded as inappropriate academic practice.

10.3.4 Inappropriate academic practice

The SEH is committed to upholding the values of academic integrity as described and explained in *Section 10.2.1 Academic Integrity* and to facilitating your understandings about quality academic practice. However, in upholding these values it is also important for the staff and students of the SEH to be aware of and to avoid inappropriate academic practice.

Inappropriate academic practice is any practice that contravenes the values of academic integrity. It includes:

1. *Plagiarism*

Plagiarism is taking the ideas of another and using them as one's own in academic work. Self-plagiarism is recycling or double-dipping by submitting an assessment task or part of a task that was previously submitted for another task without appropriate referencing.

2. *Collusion*

Collusion is inappropriate collaboration by students with others in the development of assessment tasks. If a marker notes identical layout, identical mistakes, identical arguments and/or identical presentation this would be considered clear evidence of collusion.

3. *Misrepresentation*

Misrepresentation is making false claims in relation to academic work. It can include over-using direct quotations, not referencing, using an inappropriate referencing style and falsifying data in academic work.

4. *Cheating*

Cheating is dishonest dealings to gain an advantage with assignments and examinations.

5. *Aiding others*

Aiding others is providing assistance to another person in any of the above four inappropriate practices.

Lecturers in the SEH are required to ensure that student work does not include identifiable evidence of inappropriate academic practice and may use electronic resources to assist in this process. They are also required to respond to all cases of inappropriate academic practice that are either found by or reported to them. All cases of inappropriate practice will be dealt with as either poor academic conduct or academic misconduct. The consequences and penalties for poor academic conduct and academic misconduct are listed in the *Academic Integrity* policy. This policy also provides further information about inappropriate academic practice and you are responsible for being familiar with and actively avoiding these practices. As a student of CHC you are also required to report cases of inappropriate practice or breaches of assessment security to lecturing staff.

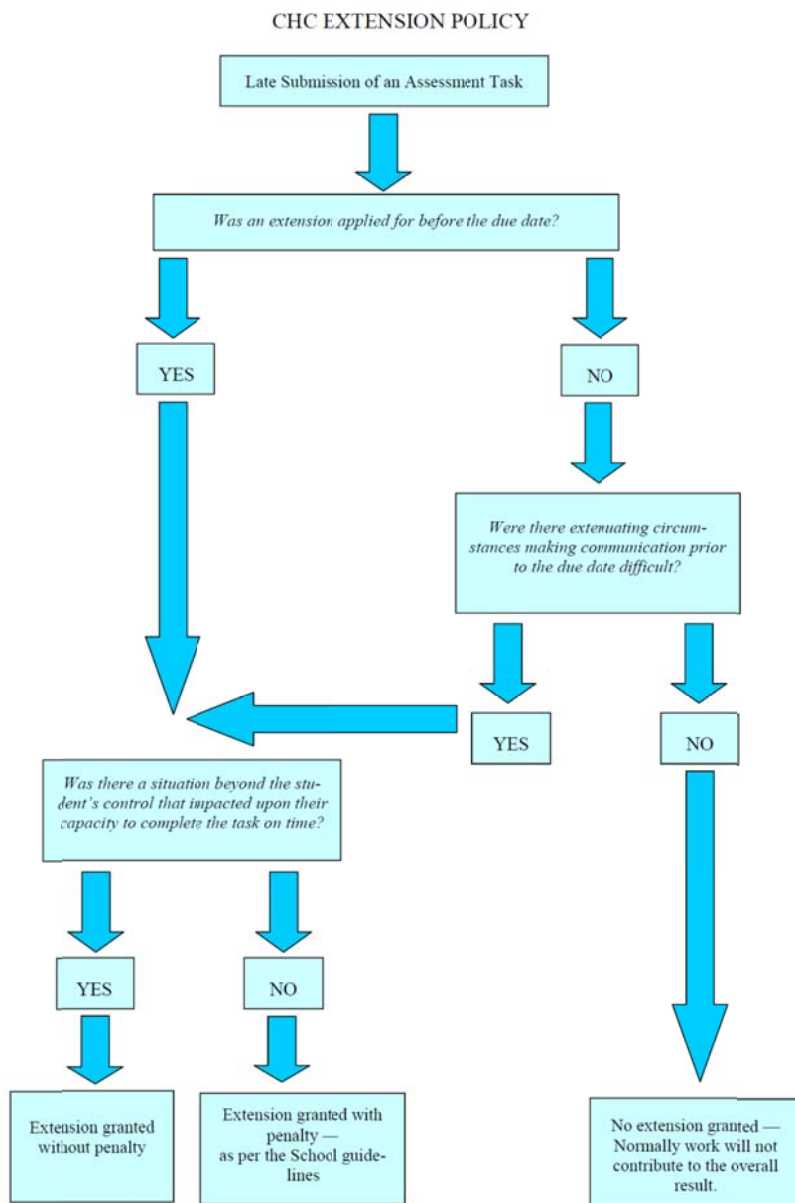
10.3.5 Extensions

The *Extensions* policy sets out the circumstances under which extensions to due dates for assessment tasks may be given, and allows each School to apply its own conditions for the granting of extensions, including penalties. The policy is available on the CHC website at <http://chc.edu.au/images/uploads/profiles/Extensions.pdf> and contains details regarding the process for applying for an extension.

The details of the conditions applied by the SEH are indicated below:

- Requests for extensions can be submitted using the provided form or by direct email. If you submit a request by email you should include all of the information listed on the form.
- All requests for extensions and any required documentation must be submitted to the SEH Administration Office (education@chc.edu.au) **before** the due date. Extension requests should not be sent directly to lecturers or tutors.
- The due date for a task is taken to be 5:00pm on the day that it is due; unless specified otherwise in the unit outline.
- An application for extension does not guarantee that an extension will be granted.
- 24 hours is required to process an application for extension and you should take this into account if you want to ensure that your request has been approved before the time when you are supposed to submit your assignment.
- When an extension has been approved, the new due date is binding. Should a further extension be required, another request for extension must be submitted.
- The penalty which applies to assessment tasks for which an extension has been granted with penalty will generally be **one grade level per day**.
- Unless an extension has been approved, **an assignment which is submitted late will not contribute to the overall result for the unit**, though it may be used to confirm the student's success against the learning outcomes for the unit. The student should contact the lecturer in these circumstances.
- In the case where a student fails to pass a unit due to the penalties imposed by the submission of late assessment tasks, a student may apply to the SEH Board of Studies for a supplementary assessment task. Upon successful completion of this task, an exit grade of Supplementary Pass (NP) will be awarded for the unit.

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



10.3.6 Calculation of Exit Results

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

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

Eligibility to Pass

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

- achieving the minimum required class attendance (generally 80% of all tutorials),
- submitting all assessment tasks and requirements, and
- successfully attaining all of the identified learning outcomes.

In addition, unit lecturers may list additional requirements in the relevant unit outline and/or assessment guide. These requirements may include:

- successful completion of specific tasks and/or criteria,
- successful completion of all tasks,
- attendance at compulsory activities or experiences, and
- submission of evidence of required field experiences.

Determining an Exit Result

The correlation between standards statements given for individual assessment items and exit results is as follows:

Standard	Assessment Results	Exit Results
Standard 1	Outstanding+ Outstanding Outstanding-	High Distinction
Standard 2	High Quality+ High Quality High Quality-	Distinction
Standard 3	Commendable+ Commendable Commendable-	Credit
Standard 4	Satisfactory+ Satisfactory Satisfactory-	Pass
Standard 5	Unsatisfactory+ Unsatisfactory Unsatisfactory-	Fail

In order to receive a particular Exit Result a student must achieve at the selected standard for the majority (generally 50%) of the weighted assessment with some of that at a higher level (at least 20%), or achieve at the standard for a vast majority (generally 70%) of the weighted assessment tasks. In both cases, the majority of the rest of the weighted assessment should fall only one standard below.

It should also be noted that all exit grades are moderated by the SEH Examiners' Meeting at the conclusion of the 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.

10.4 Professional Experience Program

The Professional Experience Program (PEP) is designed to engage preservice teachers in a range of school-based and wider field experiences. These experiences facilitate preservice teachers engagement in real-world contexts and experiences connected to the work of teachers and teaching. All students in both the four-year Bachelor of Education and one-year Graduate Diploma in Education courses are considered preservice teachers and are required to complete a set number of field experience days. Field experience days are divided into two categories; supervised professional experience (SPE) and wider field experience (WFE).

More information about the PEP program can be found in:

- *Professional Experience Handbooks*: a separate handbook is provided for each PEP unit and available through the Moodle site for the unit.
- *Wider Field Experience Handbook*: outlines the requirements and expectations for completing and providing evidence of wider field experiences.
- *The PEP Portal*: a dedicated Moodle portal for all of the documentation required to successfully complete the professional experience requirements of your course.

The following table summarises the number of field experience days required for both the four-year and one-year course.

	Supervised Professional Experience	Wider Field Experience
4 Year Courses: BEd (Pri), BEd (MY), BEd (Sec), BA/BEd (Sec)	4 x 4 week blocks 1 x 6 week block (Internship) = 110 days	10 days of Unit Directed Experiences 10 days of Community or Mission Experiences = 20 days
1 Year Courses: GradDipEd (Pri), GradDipEd (Sec)	1 x 1 week orientation 2 x 4 week blocks 2 x 5 individual days = 55 days	5 days of PD Program 11 days of Unit Directed Experiences 4 days of Community or Mission Experiences = 20 days

10.4.1 Professional Experience – Bachelor of Education [BEd (Pri), BEd (MY), BEd (Sec) and BA/BEd (Sec)]

The Professional Experience strand in the Bachelors courses covers the two categories listed above. These studies provide for the number of days of field experience that are required for registration with the QCT.

1. Supervised Professional Experience Program (80 days plus 30+ days of internship) consists of:

- a. four PEP blocks, each four weeks in duration with a full day orientation prior to the block, and
- b. one internship block, of at least six weeks with a full day orientation prior to the internship.

2. Wider Field Experience program (20 days) consists of:

- a. *Unit Directed Experiences*: ten days embedded and assessed in a number of units, and
- b. *Community or Mission Directed Experiences*: ten days of engaging with the wider community in a volunteer capacity.

10.4.2 Professional Experience – Graduate Diploma in Education [GradDipEd(Pri)and GradDipEd(Sec)]

The Professional Experience strand in the Graduate Diploma courses covers the two categories listed above. These studies provide for the number of days of field experience that are required for registration with the QCT.

1. Supervised Professional Experience Program (55 days) consists of:

- a. one block of five days of orientation to schools,
- b. ten individual days (5 days each semester) in connection with specific units, and
- c. two PEP blocks, each four weeks in duration with a full day orientation prior to the block.

2. Wider Field Experience program (20 days) consists of:

- a. *Professional Development Program*: five days of Professional Development, including *ePortfolio* presentation and review,
- b. *Unit Directed Experiences*: eleven days embedded and assessed in a number of units, and
- c. *Community or Mission Directed Experiences*: four days of engaging with the wider community in a volunteer capacity.

10.4.3 Professional Experiences Program Requirements

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

Blue Card and Identification

The PEP Office must hold all required information about a student's Blue Card before enrolment in a PEP Unit can be accepted. Preservice teachers must wear a CHC lanyard and produce their Blue Card when requested while undertaking school-based placements.

Character and Conduct

CHC has established close partnerships over many years, predominantly with Christian Schools, for school-based placements. The highly valued relationships between schools and CHC which have been developed as a result of these partnerships are integral to PEP. It is expected by these schools that the preservice teachers from CHC will model high standards of personal and professional conduct. In making decisions regarding the placement of preservice teachers on PEP in Christian schools, CHC therefore requires that preservice teachers demonstrate personal and professional Christian conduct and character that is of a high standard. Preservice teachers need to consider carefully whether their actions, lifestyle, behaviour or conduct may potentially impact upon their suitability for placement within these specific contexts.

It is also expected that preservice teachers will gain knowledge of and enact the schools' and the PEP Office's Code of Conduct for teachers, Workplace Health and Safety policies (including dress code, behaviour management policies and other documents) that ensure a safe and conducive learning environment.

Academic Suitability

In order to be considered for placement in a PEP unit, each student must demonstrate good academic progress. Teaching requires many personal and professional skills and capacities, including planning, diligence, following advice, implementing established routines and procedures, and so on. A lack of ability in these areas will often be evident in coursework studies: therefore, failure of two or more units in a single semester will have consequences for preservice teachers' commencement of and progression through PEP units. For example, a preservice teacher who fails first year units may not be permitted to enrol in the first PEP unit until Semester 5 of their course.

Pre- and Co-requisite Units

Due to the developmental nature of the PEP, students are required to follow a particular sequence of units as they progress through the Professional Experiences strand. Please see *Section 10.12.1 Pre- and Co-requisites* for more information.

Students who wish to enrol in a schedule of units which differs from the developmental sequence or believe they are eligible for a modified PEP block should consult the Preservice Education Course Coordinator and the PEP Coordinator to discuss the proposed schedule. Following this, a written application may be required. Where required, this written application should be made to the SEH Board of Studies outlining specific reasons for the requested changes to the sequence or modified PEP block and accompanied by any relevant documentary evidence to support these changes.

Attendance at Professional Experience Meetings

Each time you engage in a unit that involves a PEP experience you will be required to attend a number of compulsory activities and meetings designed to prepare you for the activities you will be required to undertake during the school-based placement. You **must attend** all listed meetings and activities in order to be eligible to complete the PEP activities.

In Week 1 of each semester you will be provided with information about these compulsory attendance requirements. The list may include:

- Compulsory lectures and/or tutorials that cover relevant academic issues and practices before the PEP block,
- A PEP meeting prior to the advertised PEP block relating to practical matters, and
- Compulsory lectures and/or tutorials that facilitate de-briefing after the PEP block.

The information, processes, expectations and skills that are conveyed at these meetings are critical to your potential success as a preservice teacher in the relevant school-based experience and it is therefore essential that you attend all of these meetings each semester. If you are unable to attend any of the listed meetings and activities you will need to provide a doctor's certificate or other documentation supporting a valid reason for non-attendance. You will also be required to attend alternative meetings or complete additional activities in order to ensure that the required learning and experiences have been undertaken. Acceptance of a preservice teacher's reason for non-attendance will only be granted at the discretion of the unit Coordinator or PEP Coordinator. Failure to attend to the compulsory meetings and activities may result in withdrawal from the PEP block.

10.4.4 Withdrawal from Professional Experience units

Preservice teachers may withdraw from PEP units where reasons can be justified; for example, in cases such as major illness (evidenced by a medical certificate), bereavement or major accident. When applying for withdrawal from PEP units, preservice teacher should submit a written application to and have an interview with the PEP Coordinator. Please note that advertised Census Dates and associated rules also apply to all PEP units.

10.5 *ePortfolio* requirements

All students in preservice education units are required to complete an *ePortfolio* that documents their progress towards beginning teaching, both personally and professionally, and their achievement of the *Professional Standards for Queensland Teachers (graduate level)*. There are two parts to the *ePortfolio* process; collating and submitting the required evidence and presenting the evidence to an *ePortfolio* Review Panel. Students in the final year of their course can find the date of the *ePortfolio Presentation Day* in *Section 10.1.6 SEH Calendar*.

As the *ePortfolio* procedures, processes and guidelines are being re-developed in 2012, further information will be provided in a separate handbook to assist you with fulfilling the requirements of the *ePortfolio*.

10.6 Preservice courses

10.6.1 Bachelor of Education (Primary) (ED21)

The Bachelor of Education (Primary) is designed to prepare students for teaching in primary school contexts. The course consists of two streams: General Primary and Early Phase.

Stream A - General Primary

The general primary stream has an emphasis on teaching in Years 4-7 in the Queensland context. The course is designed to:

- engage students in teaching and learning within primary school contexts,
- introduce students to the learning and developmental needs of children between 5-12 years of age, and
- cover the content, curriculum and pedagogy of the eight key learning areas, with a specialisation in one key learning area (KLA).

Stream B – Early Phase

The early phase stream has an emphasis on teaching in early years contexts that are considered to be part of formal schooling. In the current Queensland context this includes Prep to Year 3. The course is designed to:

- engage students in teaching and learning within primary and early years contexts,
- introduce students learning and development of children, with particular attention to 0-8 years, and
- cover the content, curriculum and pedagogy of both early learning(ELA) and key learning areas (KLA).

Course Structure

The BEd(Pri) 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 as follows:

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

Strands consist of units which are at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions which allow the sequencing of units to achieve a logical progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students will not be allowed to enrol in advanced units unless all prerequisite conditions have been successfully fulfilled.

Differences between the Streams

The differences between the two streams relate to the completion of professional experience and discipline studies. The first year of the course is exactly the same for both streams, after that students will need to ensure that they are following the correct course structure for the stream they are completing.

The differences between the streams are as follows:

	Stream A – General Primary	Stream B – Early Phase
Discipline Studies	Discipline Content: 7 units	Discipline Content: 6 units
	Curriculum & Pedagogy: 7 units	Curriculum & Pedagogy: 6 units
	Electives: 2 units (in one KLA)	Early Years: 4 units
Professional Experience	Preservice teachers should complete at least one supervised professional experience in: <ul style="list-style-type: none"> • early phase context (P-3) • middle primary (4-5) • later primary (6-7) 	Preservice teachers should complete a minimum of supervised professional experiences in: <ul style="list-style-type: none"> • 3 early phase contexts (P-3) • 1 middle phase context (4-7)
Majors/Minors	A minor in one KLA, comprising: <ul style="list-style-type: none"> • 1 or 2 core units • 2 elective units <p><i>CHC currently offers minors in English, History, SOSE, Mathematics, Science, The Arts (Drama); students may access cross-institutional enrolment for other KLAs.</i></p>	A major in Early Years, comprising: <ul style="list-style-type: none"> • 4 core early years curriculum and pedagogy units • 2 core professional experience units

The following four pages provide an overview of the standard course structures for each stream for commencement in Semesters 1 and 2. Students with transitional or unusual programs should also access the individualised programs that have been provided by your Course Coordinator when selecting units each semester.

Bachelor of Education (Primary) (ED21)						
Stream A - General Primary						
Course Structure for students commencing Year 1 in Semester 1 (from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History and Geography		ES114 Educational Psychology: Learning and Development (P-7)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science CR191 Introduction to Technology Education: Technology and ICT		ES124 Introduction to Teaching and Learning (P-7)			40
3	CR161 Introduction to Mathematics and Numeracy		ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)	PE214 Learning about Teaching: Planning for Learning (P-7)		40
	CR240 Content and Pedagogy: Health and Physical Education					
4	CR282 Advanced Studies in History and Geography	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES244 Curriculum, Assessment and Reporting (P-7)		CS125 Contours of a Biblical Christian Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES354 Learning Communities: Holistic Approaches to Schooling, Children and Families (P-7)	PE324 Teaching for Learning: Motivating and Managing Learners (P-7)	CS200 Christianity and Worldviews	40
6	Elective #1 (contributes to a KLA minor)		ES360 Studies in Inclusive Philosophy and Practice	PE334 Teaching for Learning: Curriculum and Planning (P-7)		40
	CR220 Content and Pedagogy: The Arts					
7	Elective #2 (contributes to a KLA minor)	CR289 Curriculum and Pedagogy: SOSE and Technology CR272 Curriculum and Pedagogy: Science		PE444 Teaching for Transformation: Meeting Learner Needs (P-7)		40
8		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	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)						
Stream B - Early Phase						
Course Structure for students commencing Year 1 in Semester 1 (from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History and Geography		ES114 Educational Psychology: Learning and Development (P-7)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science CR191 Introduction to Technology Education: Technology and ICT		ES124 Introduction to Teaching and Learning (P-7)			40
3	CR161 Introduction to Mathematics and Numeracy		ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)	PE213 Learning about Teaching: Planning for Learning (P-3)		40
	CR240 Content and Pedagogy: Health and Physical Education					
4	CR331 Early Years: Contexts and Philosophies	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES244 Curriculum, Assessment and Reporting (P-7)		CS125 Contours of a Biblical Christian Worldview	40
5		CR232 Curriculum and Pedagogy: English and Literacy	ES354 Learning Communities: Holistic Approaches to Schooling, Children and Families (P-7)	PE324 Teaching for Learning: Motivating and Managing Learners (P-7)	CS200 Christianity and Worldviews	40
6		CR332 Early Years: Curriculum Frameworks, Foundations and Elements	ES360 Studies in Inclusive Philosophy and Practice	PE334 Teaching for Learning: Curriculum and Planning (P-7)		40
	CR220 Content and Pedagogy: The Arts					
7		CR333 Early Years: Pedagogies for Literacy and Numeracy CR289 Curriculum and Pedagogy: SOSE and Technology CR272 Curriculum and Pedagogy: Science		PE443 Teaching for Transformation: Meeting Learner Needs (P-3)		40
8		CR334 Early Years: Issues in Developing Effective Learning Environments	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)						
Stream A – General Primary						
Course Structure for students commencing Year 1 in Semester 2 (Mid-Year Intake – from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR171 Introduction to Science CR191 Introduction to Technology Education: Technology and ICT		ES124 Introduction to Teaching and Learning (P-7)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History and Geography		ES114 Educational Psychology: Learning and Development (P-7)		CS125 Contours of a Biblical Christian Worldview	40
3	CR131 Introduction to Language, Literature and Literacy CR282 Advanced Studies in History and Geography Elective #1 (contributes to a KLA minor)		ES244 Curriculum, Assessment and Reporting (P-7)			40
4	CR161 Introduction to Mathematics and Numeracy		ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)	PE214 Learning about Teaching: Planning for Learning (P-7)		40
	CR240 Content and Pedagogy: Health and Physical Education					
5		CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES360 Studies in Inclusive Philosophy and Practice	PE334 Teaching for Learning: Curriculum and Planning (P-7)		40
	CR220 Content and Pedagogy: The Arts					
6		CR232 Curriculum and Pedagogy: English and Literacy	ES354 Learning Communities: Holistic Approaches to Schooling, Children and Families (P-7)	PE324 Teaching for Learning: Motivating and Managing Learners (P-7)	CS200 Christianity and Worldviews	40
7		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE444 Teaching for Transformation: Meeting Learner Needs (P-7)		40
8	Elective #2 (contributes to a KLA minor)	CR289 Curriculum and Pedagogy: SOSE and Technology CR272 Curriculum and Pedagogy: Science		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Primary) (ED21)						
Stream B - Early Phase						
Course Structure for students commencing Year 1 in Semester 2 (Mid-Year Intake – from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR171 Introduction to Science CR191 Introduction to Technology Education: Technology and ICT		ES124 Introduction to Teaching and Learning (P-7)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History and Geography		ES114 Educational Psychology: Learning and Development (P-7)		CS125 Contours of a Biblical Christian Worldview	40
3	CR131 Introduction to Language, Literature and Literacy CR331 Early Years: Contexts and Philosophies		ES244 Curriculum, Assessment and Reporting (P-7)			40
	CR220 Content and Pedagogy: The Arts					
4	CR161 Introduction to Mathematics and Numeracy		ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)	PE213 Learning about Teaching: Planning for Learning (P-3)		40
	CR240 Content and Pedagogy: Health and Physical Education					
5		CR262 Curriculum and Pedagogy: Mathematics and Numeracy CR332 Early Years: Curriculum Frameworks, Foundations and Elements	ES360 Studies in Inclusive Philosophy and Practice	PE334 Teaching for Learning: Curriculum and Planning (P-7)		40
6		CR232 Curriculum and Pedagogy: English and Literacy	ES354 Learning Communities: Holistic Approaches to Schooling, Children and Families (P-7)	PE324 Teaching for Learning: Motivating and Managing Learners (P-7)	CS200 Christianity and Worldviews	40
7		CR334 Early Years: Issues in Developing Effective Learning Environments	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE443 Teaching for Transformation: Meeting Learner Needs (P-3)		40
8		CR333 Early Years: Pedagogies for Literacy and Numeracy CR289 Curriculum and Pedagogy: SOSE and Technology CR272 Curriculum and Pedagogy: Science		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Year Level Overviews

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

First Year – Connect

LEARNING HOW TO LEARN:

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

The first year units in the BEd (Pri) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Pre-requisites</i>	<i>Unit</i>	<i>Pre-requisites</i>
CR111 Introduction to Cross-Curricular Literacies	Nil	CR131 Introduction to Language, Literature and Literacy	CR111 (literacy)
CR181 Introduction to History and Geography	Nil	CR171 Introduction to Science	Nil
ES114 Educational Psychology: Learning and Development (P-7)	Nil	CR191 Introduction to Technology Education: Technology and ICT	Nil
CS100 Christian Discipleship	Nil	ES124 Introduction to Teaching and Learning (P-7)	Nil

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in first year units will contribute to your developing *ePortfolio*:

- CR111: Digital Portfolio
- ES124: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #1)
- ES124: Report of Wider Field Experiences

Second Year – Construct

LEARNING TO TEACH:

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

From second year you will need to be aware of the differences between the two streams of the course and ensure that you are selecting the correct units. The second year units in the BEd (Pri) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Pre-requisites</i>	<i>Unit</i>	<i>Pre-requisites</i>
CR161 Introduction to Mathematics and Numeracy	CR111 (numeracy)	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161
CR240 Content and Pedagogy: Health and Physical Education	Nil	ES244 Curriculum, Assessment and Reporting (P-7)	Nil
ES234 Educational Contexts and Philosophies: Early Learning and Primary School Centres (P-7)	Nil	CS125 Contours of a Biblical Christian Worldview	CS100
<i>Early Phase:</i> PE213 Learning about Teaching: Planning for Learning (P-3)	ES124	<i>Early Phase:</i> CR331 Early Years: Contexts and Philosophies	Nil
<i>General Primary:</i> PE214 Learning about Teaching: Planning for Learning (P-7)	ES124	<i>General Primary:</i> CR282 Advanced Studies in History and Geography	CR181

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in second year units will contribute to your developing *ePortfolio*.

- ES234: Group Presentation
- ES244: Assessment Portfolio
- PE213/4: Learning Plans
- PE213/4: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #2)
- PE213/4: Mentor and Lecturer Reports from school-based placement

Third Year – Critique

TEACHING FOR LEARNING:

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

In third year you will still need to be aware of the differences between the two streams of the course and ensure that you are selecting the correct units. The third year units in the BEd (Pri) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Pre-requisites</i>	<i>Unit</i>	<i>Pre-requisites</i>
CR232 Curriculum and Pedagogy: English and Literacy	CR131	CR220 Content and Pedagogy: The Arts	Nil
ES354 Learning Communities: Holistic Approaches to Schooling, Children and Families (P-7)	Nil	ES360 Studies in Inclusive Philosophy and Practice	Nil
PE324 Teaching for Learning: Motivating and Managing Learners (P-7)	PE213/4	PE334 Teaching for Learning: Curriculum and Planning (P-7)	PE213/4
CS200 Christianity and Worldviews	CS125	<i>Early Phase:</i> CR332 Early Years: Curriculum Frameworks, Foundations and Elements	Nil
		<i>General Primary:</i> Elective #1 (contributes to a KLA minor)	Check unit outlines

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in third year units will contribute to your developing *ePortfolio*:

- ES360: Case Study
- PE324: Motivation and Management Model
- PE324: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #3)
- PE324: Mentor and Lecturer Reports from school-based placement
- PE334: Unit Plan
- PE334: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #4)
- PE334: Mentor and Lecturer Reports from school-based placement

Fourth Year – Crystallise

TEACHING FOR TRANSFORMATION:

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

In fourth year you will still need to be aware of the differences between the two streams of the course and ensure that you are selecting the correct units. The fourth year units in the BEd (Pri) are as follows:

Semester 1		Semester 2	
<i>Unit</i>	<i>Pre-requisites</i>	<i>Unit</i>	<i>Pre-requisites</i>
CR272 Curriculum and Pedagogy: Science	CR171	ES470 The Professional Teacher	Nil
CR289 Curriculum and Pedagogy: SOSE and Technology	CR181, CR191	ES480 Worldview and Sociology for Teachers	CS200
<i>Early Phase:</i> PE443 Teaching for Transformation: Meeting Learner Needs (P-3)	PE324, PE334	PE450 Internship: Teaching for Transformation	All other PEP units
<i>General Primary:</i> PE444 Teaching for Transformation: Meeting Learner Needs (P-7)	PE324, PE334	<i>Early Phase:</i> CR334 Early Years: Issues in Developing Effective Learning Environments	Nil
<i>Early Phase:</i> CR333 Early Years: Pedagogies for Literacy and Numeracy	CR111	<i>General Primary:</i> CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	CR111, PE334
<i>General Primary:</i> Elective #2 (contributes to a KLA minor)	Check unit outlines		

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in fourth year units will contribute to your developing *ePortfolio*:

- ES470: Action Research Report
- ES480: Journal Article
- PE443/4: Code of Ethics
- PE443/4: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #5)
- PE443/4: Mentor and Lecturer Reports from school-based placement
- PE450: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #6)
- PE450: School-Based Experience Exit Report

10.6.2 Bachelor of Education (Middle Years) (ED22)

The Bachelor of Education (Middle Years) is designed to prepare students for teaching in middle years contexts. The course provides a specialised focus on the middle childhood and early adolescent years connected to the second and third stages listed in the Australian curriculum; in the current Queensland context, this includes Years 4 to 9.

The BEd (MY) has an emphasis on teaching in Years 4-9 in the Queensland context. The course is designed to:

- engage students in teaching and learning within primary, middle and secondary school contexts,
- introduce students to the learning and developmental needs of children and adolescents between 8-15 years of age, and
- cover the curriculum and pedagogy of the eight key learning areas, with a specialisation in two key learning area (KLA) with one being either English or Mathematics.

Course Structure

The BEd (MY) 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 as follows:

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

Strands consist of units which are at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions which allow the sequencing of units to achieve a logical progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students will not be allowed to enrol in advanced units unless all prerequisite conditions have been successfully fulfilled.

Distinctives of the BEd (MY) Course

The distinctives of the BEd (MY) relate to the completion of professional experience and discipline studies. The first semester of the course is the same for all students, after that you will need to ensure that you are following the correct elective choices to make up the required minors.

The distinctives of the BEd (MY) course are as follows:

Discipline Studies	Discipline Content:	5 units		
	Curriculum & Pedagogy:	6 units		
	Electives:	5 units (across 2 KLAs)		
Professional Experience	Preservice teachers should complete at least one supervised professional experience in a: <ul style="list-style-type: none"> • primary context • middle school context • secondary context 			
Minors	Students must complete two minors: <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <i>Minor #1 - English or Mathematics</i> <ul style="list-style-type: none"> • 2 core units • 2 elective units </td> <td style="width: 50%; vertical-align: top;"> <i>Minor #2 - Student Choice</i> <ul style="list-style-type: none"> • 1 or 2 core units • 2 elective units </td> </tr> </tbody> </table> A minor comprises a minimum 2 introductory* units and a maximum of 2 advanced* units <i>CHC currently offers minors in Biblical Studies, Business, Drama, English, History, ICT, Mathematics, Science, SOSE; students may access cross-institutional enrolment for other KLAs.</i>		<i>Minor #1 - English or Mathematics</i> <ul style="list-style-type: none"> • 2 core units • 2 elective units 	<i>Minor #2 - Student Choice</i> <ul style="list-style-type: none"> • 1 or 2 core units • 2 elective units
<i>Minor #1 - English or Mathematics</i> <ul style="list-style-type: none"> • 2 core units • 2 elective units 	<i>Minor #2 - Student Choice</i> <ul style="list-style-type: none"> • 1 or 2 core units • 2 elective units 			

* At CHC introductory units are those listed as 100-level units and advanced units are those listed as 200- or 300-level units.

The following two pages provide an overview of the standard course structures for commencement in Semesters 1 and 2. Students with transitional or unusual programs should also access the individualised programs that have been provided by your Course Coordinator when selecting units each semester.

Bachelor of Education (Middle Years) (ED22)						
Course Structure for students commencing Year 1 in Semester 1 (from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum & Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History and Geography		ES115 Educational Psychology: Learning and Development (4-9)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science Minor #2.1		ES125 Introduction to Teaching and Learning (4-9)			40
3	CR161 Introduction to Mathematics and Numeracy		ES235 Educational Contexts and Philosophies: The Middle Phase of Learning	PE215 Learning about Teaching: Planning for Learning (4-9)		40
	CR290 Content and Pedagogy: Technology Education					
4		CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES245 Curriculum, Assessment and Reporting (4-9)		CS125 Contours of a Biblical Christian Worldview	40
	CR224 Content and Pedagogy: The Arts & HPE					
5		CR232 Curriculum and Pedagogy: English and Literacy	ES355 Learning Communities: Holistic Approaches to Schools and Students (4-9)	PE325 Teaching for Learning: Motivating and Managing Learners (4-9)	CS200 Christianity and Worldviews	40
6	Minor #1.3 Minor #2.2		ES360 Studies in Inclusive Philosophy and Practice	PE335 Teaching for Learning: Curriculum and Planning (4-9)		40
7	Minor #1.4 Minor #2.3	CR301 Middle Years: Integrative Studies (Science, SOSE, Technology, Arts, HPE)		PE445 Teaching for Transformation: Meeting Learner Needs (4-9)		40
8		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Middle Years) (ED22)						
Course Structure for students commencing Year 1 in Semester 2 (Mid-Year Intake – from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum & Pedagogy				
1	CR131 Introduction to Language, Literature and Literacy CR171 Introduction to Science		ES125 Introduction to Teaching and Learning (4-9)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR111 Introduction to Cross-Curricular Literacies CR181 Introduction to History and Geography		ES115 Educational Psychology: Learning and Development (4-9)		CS125 Contours of a Biblical Christian Worldview	40
3	Minor #1.3 Minor #2.1		ES245 Curriculum, Assessment and Reporting (4-9)			
	CR224 Content and Pedagogy: The Arts & HPE					
4	CR161 Introduction to Mathematics and Numeracy		ES235 Educational Contexts and Philosophies: The Middle Phase of Learning	PE215 Learning about Teaching: Planning for Learning (4-9)		40
	CR290 Content and Pedagogy: Technology Education					
5	Minor #2.2	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	ES360 Studies in Inclusive Philosophy and Practice	PE335 Teaching for Learning: Curriculum and Planning (4-9)		40
6		CR232 Curriculum and Pedagogy: English	ES355 Learning Communities: Holistic Approaches to Schools and Students (4-9)	PE325 Teaching for Learning: Motivating and Managing Learners (4-9)	CS200 Christianity and Worldviews	40
7		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT) and Literacy	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE445 Teaching for Transformation: Meeting Learner Needs (4-9)		40
8	Minor #1.4 Minor #2.3	CR301 Middle Years: Integrative Studies (Science, SOSE, Technology, Arts, HPE)		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Year Level Overviews

Each year of the BEd (MY) course has a focus and theme that contributes to your development as a learner and a teacher. The following information is designed to help you understand the requirements for each year of the course and to make appropriate unit selections each semester. As 2012 is only the second year for this course, information about the first two years has been provided.

First Year – Connect

LEARNING HOW TO LEARN:

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

The first year units in the BEd (MY) are as follows:

Semester 1		Semester 2	
Unit	Pre-requisites	Unit	Pre-requisites
CR111 Introduction to Cross-Curricular Literacies	Nil	CR131 Introduction to Language, Literature and Literacy	CR111 (literacy)
CR181 Introduction to History and Geography	Nil	CR171 Introduction to Science	Nil
ES115 Educational Psychology: Learning and Development (4-9)	Nil	ES125 Introduction to Teaching and Learning (4-9)	Nil
CS100 Christian Discipleship	Nil	Minor #2.1	Nil

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in first year units will contribute to your developing *ePortfolio*:

- CR111: Digital Portfolio
- ES125: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #1)
- ES125: Report of Wider Field Experiences

Second Year – Construct

LEARNING TO TEACH:

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

The second year units in the BEd(MY) are as follows:

Semester 1		Semester 2	
Unit	Pre-requisites	Unit	Pre-requisites
CR161 Introduction to Mathematics and Numeracy	CR111 (numeracy)	CR224 Content and Pedagogy: The Arts & HPE	Nil
CR290 Content and Pedagogy: Technology Education	Nil	CR262 Curriculum and Pedagogy: Mathematics and Numeracy	CR161
ES235 Educational Contexts and Philosophies: The Middle Phase of Learning (4-9)	Nil	ES245 Curriculum, Assessment and Reporting (4-9)	Nil
PE215 Learning about Teaching: Planning for Learning (4-9)	ES125	CS125 Contours of a Biblical Christian Worldview	CS100

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in second year units will contribute to your developing *ePortfolio*:

- ES235: Group Presentation
- ES245: Assessment Portfolio
- PE215: Learning Plans
- PE215: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #2)
- PE215: Mentor and Lecturer Reports from school-based placement

10.6.3 Bachelor of Education (Secondary) (ED23) & Bachelor of Arts/Bachelor of Education (Secondary) (CC23)

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

Bachelor of Education (Secondary)

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

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

Bachelor of Arts/Bachelor of Education (Secondary)

The BA/BEd (Sec) has an emphasis on teaching in Years 7-12 in the Queensland context with a focus on two teaching areas; with one major and one minor. The course is designed to:

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

Course Structure

The BEd (Sec) and BA/BEd (Sec) 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 as follows:

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

Strands consist of units which are at both introductory and advanced levels of study. Generally, advanced units have prerequisite conditions which allow the sequencing of units to achieve a logical progression in content, experiences and levels of difficulty. Unless special permission has been received from the Preservice Education Course Coordinator, students will not be allowed to enrol in advanced units unless all prerequisite conditions have been successfully fulfilled.

Differences between the Courses

The differences between the two courses relate to the completion of discipline studies. From first year students will need to follow the correct course structure in order to ensure the completion of the required majors and minors.

The differences between the two courses are as follows:

	BEd (Sec)	BA/BEd (Sec)
Discipline Studies	Discipline Content: 1 unit	Discipline Content: 1 unit
	Curriculum & Pedagogy: 3 units	Curriculum & Pedagogy: 3 units
	Electives: 12 units	Electives: 12 units
Majors/Minors	Two majors of six units each comprising: <ul style="list-style-type: none"> • Minimum 2 introductory* units • Minimum of 3 advanced* units 	A major of 8 units comprising: <ul style="list-style-type: none"> • Minimum 3 introductory* units • Maximum of 5 advanced* units • Minimum of 1 unit at 300-level A minor of 4 units comprising: <ul style="list-style-type: none"> • Minimum 2 introductory* units • Maximum of 2 advanced* units
	<i>CHC currently offers majors in Biblical Studies, Business, Christian Studies, Drama, English, History, SOSE. In addition, minors in Mathematics and Science are also offered. Students may access cross-institutional enrolment for other teaching areas.</i>	

* At CHC introductory units are those listed as 100-level units and advanced units are those listed as 200- or 300-level units.

The following four pages provide an overview of the standard course structures for each course for commencement in Semesters 1 and 2. Students with transitional or unusual programs should also access the individualised programs that have been provided by your Course Coordinator when selecting units each semester.

Bachelor of Education (Secondary) (ED23)						
Course Structure for students commencing Year 1 in Semester 1 (from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1		ES116 Educational Psychology: Learning and Development (7-12)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	Teaching Area #1.2 Teaching Area #2.1 Teaching Area #2.2		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.3 Teaching Area #2.3		ES236 Educational Contexts and Philosophies: Middle and Secondary Schools	PE216 Learning about Teaching: Planning for Learning (7-12)		40
4	Teaching Area #1.4 Teaching Area #2.4		ES246 Curriculum, Assessment and Reporting (7-12)		CS125 Contours of a Biblical Christian Worldview	40
5	Teaching Area #1.5		ES356 Learning Communities: Holistic Approaches to Schools and Students (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS200 Christianity and Worldviews	40
6	Teaching Area #2.5	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.6 Teaching Area #2.6	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)						
Course Structure for students commencing Year 1 in Semester 1 (from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.1		ES116 Educational Psychology: Learning and Development (7-12)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	Teaching Area #1.2 Teaching Area #1.3 Teaching Area #2.1		ES126 Introduction to Teaching and Learning (7-12)			40
3	Teaching Area #1.4 Teaching Area #2.2		ES236 Educational Contexts and Philosophies: Middle and Secondary Schools	PE216 Learning about Teaching: Planning for Learning (7-12)		40
4	Teaching Area #1.5 Teaching Area #2.3		ES246 Curriculum, Assessment and Reporting (7-12)		CS125 Contours of a Biblical Christian Worldview	40
5	Teaching Area #1.6		ES356 Learning Communities: Holistic Approaches to Schools and Students (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS200 Christianity and Worldviews	40
6	Teaching Area #2.4	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
7	Teaching Area #1.7 Teaching Area #1.8	CR309 Curriculum and Pedagogy: Teaching Area #2		PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Education (Secondary) (ED23)						
Course Structure for students commencing Year 1 in Semester 2 (Mid-Year Intake – from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	Teaching Area #1.1 Teaching Area #2.1		ES126 Introduction to Teaching and Learning (7-12)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.2 Teaching Area #2.2		ES116 Educational Psychology: Learning and Development (7-12)			40
3	Teaching Area #1.3 Teaching Area #2.3		ES246 Curriculum, Assessment and Reporting (7-12)		CS125 Contours of a Biblical Christian Worldview	40
4	Teaching Area #1.4 Teaching Area #2.4		ES236 Educational Contexts and Philosophies: Middle and Secondary Schools	PE216 Learning about Teaching: Planning for Learning (7-12)		40
5	Teaching Area #1.5	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
6	Teaching Area #2.5		ES356 Learning Communities: Holistic Approaches to Schools and Students (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS200 Christianity and Worldviews	40
7		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8	Teaching Area #1.6 Teaching Area #2.6	CR309 Curriculum and Pedagogy: Teaching Area #2		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Bachelor of Arts/Bachelor of Education (Secondary) (CC23)						
Course Structure for students commencing Year 1 in Semester 2 (Mid-Year Intake – from 2011)						
Strand Sem	Discipline Studies		Education Studies	Professional Experience	Christian Studies	CP
	Discipline Content	Curriculum and Pedagogy				
1	Teaching Area #1.1 Teaching Area #2.1		ES126 Introduction to Teaching and Learning (7-12)	<i>Wider Field Experiences begin</i>	CS100 Christian Discipleship	40
2	CR111 Introduction to Cross-Curricular Literacies Teaching Area #1.2 Teaching Area #2.2		ES116 Educational Psychology: Learning and Development (7-12)			40
3	Teaching Area #1.3 Teaching Area #1.4		ES246 Curriculum, Assessment and Reporting (7-12)		CS125 Contours of a Biblical Christian Worldview	40
4	Teaching Area #1.5 Teaching Area #2.3		ES236 Educational Contexts and Philosophies: Middle and Secondary Schools	PE216 Learning about Teaching: Planning for Learning (7-12)		40
5	Teaching Area #1.6	CR308 Curriculum and Pedagogy: Teaching Area #1	ES360 Studies in Inclusive Philosophy and Practice	PE336 Teaching for Learning: Curriculum and Planning (7-12)		40
6	Teaching Area #2.4		ES356 Learning Communities: Holistic Approaches to Schools and Students (7-12)	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	CS200 Christianity and Worldviews	40
7		CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	ES470 The Professional Teacher ES480 Worldview and Sociology for Teachers	PE446 Teaching for Transformation: Meeting Learner Needs (7-12)		40
8	Teaching Area #1.7 Teaching Area #1.8	CR309 Curriculum and Pedagogy: Teaching Area #2		PE450 Internship: Teaching for Transformation		40
Total Credit Points (CP)						320

Year Level Overviews

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

First Year – Connect

LEARNING HOW TO LEARN:

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

The first year units in the BEd (Sec) and BA/BEd (Sec) are as follows:

Semester 1		Semester 2	
Unit	Pre-requisites	Unit	Pre-requisites
CR111 Introduction to Cross-Curricular Literacies	Nil	ES126 Introduction to Teaching and Learning (7-12)	Nil
ES116 Educational Psychology: Learning and Development (7-12)	Nil	<i>BEd</i> : 3 electives (1 from Teaching Area #1; 2 from Teaching Area #2)*	Nil
CS100 Christian Discipleship	Nil	<i>BA/BEd</i> : 3 electives (2 from Teaching Area #1 [major]; 1 from Teaching Area #2)*	Nil
1 elective (Teaching Area #1)	Nil		

* By the end of first year students in the BEd (Sec) should have completed two units for each teaching area, and students in the BA/BEd (Sec) should have completed three units in their major and one unit in their minor.

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in first year units will contribute to your developing *ePortfolio*:

- CR111: Digital Portfolio
- ES126: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #1)
- ES126: Report of Wider Field Experiences

Second Year – Construct

LEARNING TO TEACH:

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

The second year units in the BEd (Sec) and BA/BEd (Sec) are as follows:

Semester 1		Semester 2	
Unit	Pre-requisites	Unit	Pre-requisites
ES236 Educational Contexts and Philosophies: Middle and Secondary Schools (7-12)	Nil	ES246 Curriculum, Assessment and Reporting (7-12)	Nil
PE216 Learning about Teaching: Planning for Learning (7-12)	ES126	CS125 Contours of a Biblical Christian Worldview	CS100
2 electives (1 for each Teaching Area)	Check unit outlines	2 electives (1 for each Teaching Area)	Check unit outlines

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in second year units will contribute to your developing *ePortfolio*:

- ES236: Group Presentation
- ES246: Assessment Portfolio
- PE216: Learning Plans
- PE216: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #2)
- PE216: Mentor and Lecturer Reports from school-based placement

Third Year – Critique

TEACHING FOR LEARNING:

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

The third year units in the BEd (Sec) and BA/BEd (Sec) are as follows:

Semester 1		Semester 2	
Unit	Pre-requisites	Unit	Pre-requisites
ES356 Learning Communities: Holistic Approaches to Schools and Students (7-12)	Nil	CR308 Curriculum and Pedagogy: Teaching Area #1	at least 3 units in the relevant area
PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	PE213/4	ES360 Studies in Inclusive Philosophy and Practice	Nil
CS200 Christianity and Worldviews	CS125	PE336 Teaching for Learning: Curriculum and Planning (7-12)	PE213/4
1 elective (Teaching Area #1)	Check unit outline	1 elective (Teaching Area #2)	Check unit outline

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in third year units will contribute to your developing *ePortfolio*:

- ES360: Case Study
- PE326: Motivation and Management Model
- PE326: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #3)
- PE326: Mentor and Lecturer Reports from school-based placement
- PE336: Unit Plan
- PE336: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #4)
- PE336: Mentor and Lecturer Reports from school-based placement

Fourth Year – Crystallise**TEACHING FOR TRANSFORMATION:**

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

The fourth year units in the BEd (Sec) and BA/BEEd (Sec) are as follows:

Semester 1			Semester 2	
Unit		Pre-requisites	Unit	Pre-requisites
CR309	Curriculum and Pedagogy: Teaching Area #2	at least 3 units in the relevant area	CR302 Middle Years: Team Approaches to Learning (Literacy, Numeracy and ICT)	CR111, PE336
PE446	Teaching for Transformation: Meeting Learner Needs (7-9)	PE324, PE334	ES470 The Professional Teacher	Nil
<i>BEd:</i>	2 electives (1 from Teaching Area #1; 1 from Teaching Area #2)	Check unit outlines	ES480 Worldview and Sociology for Teachers	CS200
<i>BA/BEEd:</i>	2 electives (2 from Teaching Area #1 [major])	Check unit outlines	PE450 Internship: Teaching for Transformation	All other PEP units

Students in the mid-year intake should refer to the course structures above for alternative arrangements to avoid issues with pre-requisites.

The following activities and assessment tasks in fourth year units will contribute to your developing *ePortfolio*:

- ES470: Action Research Report
- ES480: Journal Article
- PE446: Code of Ethics
- PE446: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #5)
- PE446: Mentor and Lecturer Reports from school-based placement
- PE450: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #6)
- PE450: School-Based Experience Exit Report

10.6.4 Graduate Diploma in Education (Primary) (ED24)

The Graduate Diploma in Education (Primary) is designed to prepare students for teaching in primary school contexts. This course is designed for students who already hold a Bachelor degree and have evidence of prior studies that reflect the content of at least four Key Learning Areas (KLAs).

The GradDipEd (Pri) has an emphasis on teaching in Years P-7 in the Queensland context. The course is designed to:

- engage students in teaching and learning within primary school contexts,
- introduce students to the learning and developmental needs of children between 5-12 years of age, and
- cover the curriculum and pedagogy of the eight key learning areas, with a specialisation in one key learning area (KLA).

Course Structure

The GradDipEd (Pri) consist of three strands: Education Studies, Curriculum Studies and Professional Experience. The break-down of credit points is as follows:

- Education Studies 30 credit points
- Professional Experience 20 credit points
- Discipline Studies 50 credit points

Graduate Diploma in Education (Primary) (ED24)				
Strand Sem	Education Studies	Professional Experience	Curriculum Studies	CP
1	ES402 Worldview Studies for Christian Education ES442 Educational Contexts: Schools and Learners in the Primary Years	PE241 Learning about Teaching: Planning for Learning (P-7 GradDipEd)	CR430 Curriculum and Pedagogy: English and Literacy CR489 Curriculum and Pedagogy: SOSE and Technology	50
2	ES403 Educational Psychology: Teaching for Learning	PE342 Teaching for Learning: Curriculum and Planning (P-7 GradDipEd)	CR460 Curriculum and Pedagogy: Mathematics and Numeracy CR414 Curriculum and Pedagogy: Arts and HPE CR470 Curriculum and Pedagogy: Science	50
Total Credit Points (CP)				100

Semester Overviews

The GradDipEd (Pri) is a very intensive course. You will be required to maintain class attendance, participate in supervised and wider field experiences and complete assessments across the semesters. By the end of the course you will also need to demonstrate success against the *Professional Standards for Queensland Teachers (graduate level)*. To help you to keep track of the requirements each week the following semester overviews are provided.

Semester 1

Semester 1 commences in Orientation Week and concludes at the end of Examination Week. The following week-by-week overview will help with organising your time:

Commencing	Semester One – Activities	Field Experience Days
O Week (20 Feb)	WFE: <i>Professional Development Program</i>	WFE* – 2 days
Week 1 (27 Feb)	Teaching Week 1 - Classes commence for all units	
Week 2 (5 March)	Teaching Week 2 - ES402 Intensive #1 (9-10 March)	
Week 3 (12 March)	SPE: <i>Orientation to Schools (ES442)</i> - No other classes for this week	SPE^ – 5 days
Week 4 (19 March)	Teaching Week 3 - Classes recommence SPE: <i>English & Literacy (CR430)</i> - 1 day of observation	SPE – 1 day
Week 5 (26 March)	Teaching Week 4 SPE: <i>English & Literacy (CR430)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 6 (2 April)	Teaching Week 5 SPE: <i>English & Literacy (CR430)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Easter Break (9 April)		
Week 7 (16 April)	Teaching Week 6	
Weeks 8-11 (23 April-18 May)	<i>School-based Professional Experience: Block #1</i>	SPE – 20 days
Week 12 (21 May)	Teaching Week 7 - Classes recommence - ES402 Intensive #2 (25-26 May)	
Week 13 (28 May)	Teaching Week 8 SPE: <i>English & Literacy (CR430)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 14 (4 June)	Teaching Week 9 SPE: <i>English & Literacy (CR430)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 15 (11 June)	Teaching Week 10 - Classes conclude	
Exam Week (18 June)	Completion of assessment requirements	
Included Supervised Professional Experience (SPE)^		Total = 30 days
Included Wider Field Experience (WFE)*		Total = 2 days

The following additional wider field experience days are linked to your studies in Semester 1. You should undertake these activities at your own discretion across the duration of Semester 1. These requirements are as follows:

Unit Code	Wider Field Experience	Field Experience Days
ES442	Completion of a case study with an individual student	3 days
CR430	Engagement with agencies, resources and support services	1 day
CR489	Engagement with agencies, resources and support services	1 day
Student Arranged	Attendance at or working in support services, welfare agencies or other teaching related contexts	2 days
Additional Wider Field Experience (WFE)		Total = 7 days

The following activities and assessment tasks in Semester 1 units will contribute to your developing *ePortfolio*:

- ES402: Portfolio of Christian Curriculum Work
- ES442: Case Study
- PE241: Learning Plans
- PE241: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #1)
- PE241: Mentor and Lecturer Reports from school-based placement

Semester 2

Semester 2 commences in Orientation Week and concludes at the end of Examination Week. The following week-by-week overview will help with organising your time:

Commencing	Semester One – Activities	Field Experience Days
O Week (16 July)	WFE: <i>Professional Development Program</i>	WFE – 2 days
Week 1 (23 July)	Teaching Week 1 - Classes commence for all units	
Week 2 (30 July)	Teaching Week 2	
Week 3 (6 August)	Teaching Week 3	
Week 4 (13 August)	Teaching Week 4 SPE: <i>Mathematics & Numeracy (CR460)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 5 (20 August)	Teaching Week 5 SPE: <i>Mathematics & Numeracy (CR460)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 6 (27 August)	Teaching Week 6 SPE: <i>Mathematics & Numeracy (CR460)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 7 (3 Sept)	Teaching Week 7 SPE: <i>Mathematics & Numeracy (CR460)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 8 (10 Sept)	Teaching Week 8 SPE: <i>Mathematics & Numeracy (CR460)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 9 (17 Sept)	Teaching Week 9	
Spring Break (24 Sept)		
Week 10 (1 Oct)	Teaching Week 10	
Weeks 11-14 (8 Oct-2 Nov)	<i>School-based Professional Experience: Block #2</i>	SPE – 20 days
Week 15 (5 Nov)	Teaching Week 11 - Classes conclude WFE: <i>ePortfolio Presentation Day</i>	WFE – 1 day
Exam Week (12 Nov)	Completion of assessment requirements - Submission of finalised <i>ePortfolio</i>	
Included Supervised Professional Experience (SPE)		Total = 25 days
Included Wider Field Experience (WFE)		Total = 3 days

The following additional wider field experience days are linked to your studies in Semester 2. You should undertake these activities at your own discretion across the duration of Semester 2. These requirements are as follows:

Unit Code	Wider Field Experience	Field Experience Days
ES403	Wider teaching experience	3 days
CR414	Engagement with agencies, resources and support services	1 day
CR460	Engagement with agencies, resources and support services	1 day
CR470	Engagement with agencies, resources and support services	1 day
Student Arranged	Attendance at or working in support services, welfare agencies or other teaching related contexts	2 days
Additional Wider Field Experience (WFE)		Total = 8 days

The following activities and assessment tasks in Semester 2 units will contribute to your developing *ePortfolio*:

- ES403: Research Paper
- ES403: Reflective Action Report
- PE342: Unit Plan
- PE342: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #2)
- PE342: Lecturer Report from school-based placement
- PE342: School-Based Experience Exit Report

10.6.5 Graduate Diploma in Education (Secondary) (ED25)

The Graduate Diploma in Education (Secondary) is designed to prepare students for teaching in secondary school contexts. This course is designed for students who already hold a Bachelor degree and have evidence of prior studies that reflect the content of two teaching areas relevant to secondary.

The GradDipEd (Sec) has an emphasis on teaching in Years 7-12 in the Queensland context. The course is designed to:

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

Course Structure

The GradDipEd (Sec) consist of three strands: Education Studies, Curriculum Studies and Professional Experience. The breakdown of credit points is as follows:

- Education Studies 30 credit points
- Professional Experience 20 credit points
- Discipline Studies 50 credit points

Graduate Diploma in Education (Primary) (ED24)				
Strand Sem	Education Studies	Professional Experience	Curriculum Studies	CP
1	ES402 Worldview Studies for Christian Education ES462 Educational Contexts: Schools and Learners in the Secondary Years	PE261 Learning about Teaching: Planning for Learning (7-12 GradDipEd)	CR401 Curriculum and Pedagogy: Teaching Area A CR403 Curriculum, Philosophy and Pedagogy for the Senior Years	50
2	ES403 Educational Psychology: Teaching for Learning	PE362 Teaching for Learning: Curriculum and Planning (7-12 GradDipEd)	CR402 Curriculum and Pedagogy: Teaching Area B CR404 Curriculum, Philosophy and Pedagogy for the Middle Phase CR405 Curriculum and Pedagogy: Literacy, Numeracy and Digital Technologies	50
Total Credit Points (CP)				100

Semester Overviews

The GradDipEd (Sec) is a very intensive course. You will be required to maintain class attendance, participate in supervised and wider field experiences and complete assessments across the semesters. By the end of the course you will also need to demonstrate success against the *Professional Standards for Queensland Teachers (graduate level)*. To help you to keep track of the requirements each week the following semester overviews are provided.

Semester 1

Semester 1 commences in Orientation Week and concludes at the end of Examination Week. The following week-by-week overview will help with organising your time:

Commencing	Semester One - Activities	Field Experience Days
O Week (20 Feb)	WFE: <i>Professional Development Program</i>	WFE* – 2 days
Week 1 (27 Feb)	Teaching Week 1 - Classes commence for all units	
Week 2 (5 March)	Teaching Week 2 - ES402 Intensive #1 (9-10 March)	
Week 3 (12 March)	SPE: <i>Orientation to Schools (ES462)</i> - No other classes for this week	SPE^ – 5 days
Week 4 (19 March)	Teaching Week 3 - Classes recommence SPE: <i>Senior Years (CR403)</i> - 1 day of observation	SPE – 1 day
Week 5 (26 March)	Teaching Week 4 SPE: <i>Senior Years (CR403)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 6 (2 April)	Teaching Week 5 SPE: <i>Senior Years (CR403)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Easter Break (9 April)		
Week 7 (16 April)	Teaching Week 6	
Weeks 8-11 (23 April-18 May)	<i>School-based Professional Experience: Block #1</i>	SPE – 20 days
Week 12 (21 May)	Teaching Week 7 - Classes recommence - ES402 Intensive #2 (25-26 May)	
Week 13 (28 May)	Teaching Week 8 SPE: <i>Senior Years (CR403)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 14 (4 June)	Teaching Week 9 SPE: <i>Senior Years (CR403)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 15 (11 June)	Teaching Week 10 - Classes conclude	
Exam Week (18 June)	Completion of assessment requirements	
Included Supervised Professional Experience (SPE)^		Total = 30 days
Included Wider Field Experience (WFE)*		Total = 2 days

The following additional wider field experience days are linked to your studies in Semester 1. You should undertake these activities at your own discretion across the duration of Semester 1. These requirements are as follows:

Unit Code	Wider Field Experience	Field Experience Days
ES462	Completion of a case study with an individual student	3 days
CR401	Engagement with agencies, resources and support services	1 day
CR403	Engagement with agencies, resources and support services	1 day
Student Arranged	Attendance at or working in support services, welfare agencies or other teaching related contexts	2 days
Additional Wider Field Experience (WFE)		Total = 7 days

The following activities and assessment tasks in Semester 1 units will contribute to your developing *ePortfolio*:

- ES402: Portfolio of Christian Curriculum Work
- ES462: Case Study
- PE261: Learning Plans
- PE261: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #1)
- PE261: Mentor and Lecturer Reports from school-based placement

Semester 2

Semester 2 commences in Orientation Week and concludes at the end of Examination Week. The following week-by-week overview will help with organising your time:

Commencing	Semester One - Activities	Field Experience Days
O Week (16 July)	WFE: <i>Professional Development Program</i>	WFE – 2 days
Week 1 (23 July)	Teaching Week 1 - Classes commence for all units	
Week 2 (30 July)	Teaching Week 2	
Week 3 (6 August)	Teaching Week 3	
Week 4 (13 August)	Teaching Week 4 SPE: <i>Middle Years (CR404)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 5 (20 August)	Teaching Week 5 SPE: <i>Middle Years (CR404)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 6 (27 August)	Teaching Week 6 SPE: <i>Middle Years (CR404)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 7 (3 Sept)	Teaching Week 7 SPE: <i>Middle Years (CR404)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 8 (10 Sept)	Teaching Week 8 SPE: <i>Middle Years (CR404)</i> - 1 day of observation and/or mini-session teaching & learning	SPE – 1 day
Week 9 (17 Sept)	Teaching Week 9	
Spring Break (24 Sept)		
Week 10 (1 October)	Teaching Week 10	
Weeks 11-14 (8 October-2 Nov)	<i>School-based Professional Experience: Block #2</i>	SPE – 20 days
Week 15 (5 Nov)	Teaching Week 11 - Classes conclude WFE: <i>ePortfolio Presentation Day</i>	WFE – 1 day
Exam Week (12 Nov)	Completion of assessment requirements - Submission of finalised <i>ePortfolio</i>	
Included Supervised Professional Experience (SPE)^		Total = 25 days
Included Wider Field Experience (WFE)*		Total = 3 days

The following additional wider field experience days are linked to your studies in Semester 2. You should undertake these activities at your own discretion across the duration of Semester 2. These requirements are as follows:

Unit Code	Wider Field Experience	Field Experience Days
ES403	Wider teaching experience	3 days
CR402	Engagement with agencies, resources and support services	1 day
CR404	Engagement with agencies, resources and support services	1 day
CR405	Engagement with agencies, resources and support services	1 day
Student Arranged	Attendance at or working in support services, welfare agencies or other teaching related contexts	2 days
Additional Wider Field Experience (WFE)		Total = 8 days

The following activities and assessment tasks in Semester 2 units will contribute to your developing *ePortfolio*:

- ES403: Research Paper
- ES403: Reflective Action Report
- PE362: Unit Plan
- PE362: Professional Standards for Queensland Teachers – Self-Audit Tool (Audit #2)
- PE362: Lecturer Report from school-based placement
- PE362: School-Based Experience Exit Report

10.7 Postgraduate courses

10.7.1 Graduate Certificate in Christian Education (ED42)

The Graduate Certificate in Christian Education is a one-semester full time course (or part time equivalent) which is designed to provide professional development to qualified and experienced Christian teachers. It is aimed particularly at teachers who want to undertake studies which will assist them to develop Christian perspectives and professional education practices. The course emphasises reflecting critically on the role and tasks of the Christian professional teacher, and the mission, philosophy and practices of Christian schooling, and becoming equipped to translate this reflection on education into practice.

The Graduate Certificate in Christian Education is available in the External mode and is offered on a full time and part time basis, subject to the availability of units.

Course Structure and Workload

Students undertake two core units (20 credit points) and two elective units (20 credit points). The units which are available in the Graduate Certificate in Christian Education are listed in the *Section 10.8.3 Postgraduate Units*.

The Graduate Certificate in Christian Education requires 40 credit points for completion. No transfer of credit or cross-institutional study arrangements are allowed for the Graduate Certificate in Christian Education. The maximum recommended time for completion of the course is 10 years. Extensions beyond this time may be available in special circumstances by application to the Dean of the School of Education and Humanities.

10.7.2 Master of Education (ED51)

The Master of Education is a one-year full time course (or part time equivalent) which provides a program of advanced professional development for qualified and experienced teachers and school leaders.

Students who have not previously undertaken studies in Christian education will be introduced to the specific foundations, nature, scope and purposes of Christian education through studies in two of the core units, *ED601 Worldview Studies for Christian Education* and *ED602 Philosophical Perspectives on Education*. Students who wish to pursue this interest further will then be able to engage with further studies through *ED600 Theological Reflections on Education*.

Students who have previously undertaken studies in Christian education may be eligible for exemption from the foundational studies provided through *ED601 Worldview Studies for Christian Education* and *ED602 Philosophical Perspectives on Education*. Factors such as the institution where the studies were undertaken and the recency of these studies will be used in determining eligibility for exemption. Students who accept an exemption from either *ED601 Worldview Studies for Christian Education* or *ED602 Philosophical Perspectives on Education* will be required to engage in further reflection upon education from a Christian perspective through *ED600 Theological Reflections on Education*.

The course is available in the External mode and is offered on a full time or part time basis, subject to the availability of units.

Course Structure and Workload

Students complete three core units (30 credit points) and five elective units (50 credit points) which may include up to 30 credit points of independent studies units. The units which are available in the Master of Education are listed in *Section 10.8.3 Postgraduate Units*.

The Master of Education requires 80 credit points for completion. Students may apply for transfer of credit from previous studies. Please see *10.1.4 Transfer of Credit* for more information about applying for transfer of credit. The maximum recommended time for completion of the course is 10 years. Extensions beyond this time may be available in special circumstances by application to the Dean of Education and Humanities.

10.7.3 Relationship between courses

The Graduate Certificate in Christian Education and Master of Education exist in a nested relationship in that they have a number of core units in common as well as the provision for at least one elective unit, as indicated in the table below. This relationship allows students to commence a course of a shorter duration and then at a later time to transfer to a course of a longer duration should they wish to complete a higher award (subject to course rules). Information about how to transfer course is available from the School of Education and Humanities Administration Office. The following table indicates the requirements of each course and the units that are comparable between courses.

Graduate Certificate in Christian Education		Master of Education			
		Coursework		Independent Studies	
CORE	ED601 Worldview Studies for Christian Education ¹	CORE	ED601 Worldview Studies for Christian Education ¹	CORE	ED601 Worldview Studies for Christian Education ¹
	ED602 Philosophical Perspectives on Education ¹		ED602 Philosophical Perspectives on Education ¹		ED602 Philosophical Perspectives on Education ¹
20cp of Elective units ²			RM600 Introduction to Research Methods		RM600 Introduction to Research Methods
		50cp of Elective units ²		20cp of Elective units ²	
				May include up to 30cps of Independent Studies units	
Total: 40 cp		Total: 80 cp			

All units carry a weighting of 10 credit points unless otherwise noted.

¹ Graduates of CHC preservice teacher education courses may be exempt from ED601 and/or ED602 on the basis of their previous studies. Students who receive exemption from these units will complete ED600 Theological Reflections on Education and/or an Elective unit in place of ED601 and/or ED602.

² Elective units are to be chosen from 600-level ED units. Students in the Graduate Certificate in Christian Education are not eligible to select RM600 or any of the Independent Study units as Elective units.

10.8 Unit Information

Unit offerings differ from semester to semester. Not all units are offered in every semester; however, unit offerings are designed to ensure course progression for students undertaking a standard program. Each semester, information can be found on the CHC website about the units being offered in the following semester. Students who require further information about unit offerings or advice about course progression should contact the relevant Course Coordinator.

10.8.1 Pre- and Co-requisites

Information about the details of a specific unit can be found in the unit outline. Copies of the unit outline from previous years can be found in the CHC Library or on the CHC website (most recent offering only). To assist students with questions relating to course progression the following tables summarise the pre- and/or co-requisite requirements for SEH units.

Preservice Education Units	
<i>Unit</i>	<i>Prerequisite requirement</i>
CR131	CR111 Introduction to Cross-Curricular Literacies (pass Literacy component)
CR161	CR111 Introduction to Cross-Curricular Literacies (pass Numeracy component)
CR232	CR131 Introduction to Language, Literature and Literacy
CR262	CR161 Introduction to Mathematics and Numeracy
CR263	CR262 Curriculum and Pedagogy: Mathematics and Numeracy
CR264	CR161 Introduction to Mathematics and Numeracy
CR272	CR171 Introduction to Science
CR273	CR171 Introduction to Science
CR274	CR171 Introduction to Science
CR282	CR181 Introduction to History and Geography
CR283	CR181 Introduction to History and Geography
CR289	CR181 Introduction to History and Geography <i>and</i> CR191 Introduction to Technology Education: Technology and ICT
CR292	CR191 Introduction to Technology Education: Technology and ICT <i>or</i> CR290 Content and Pedagogy: Technology
CR302	CR111 Introduction to Cross-Curricular Literacies <i>and</i> PE334 Teaching for Learning: Curriculum and Planning (P-7) <i>or</i> PE335 Teaching for Learning: Curriculum and Planning (4-9) <i>or</i> PE335 Teaching for Learning: Curriculum and Planning (7-12)
CR308	40 credit points in the selected teaching area
CR309	40 credit points in the selected teaching area
PE213	ES124 Introduction to Teaching and Learning (P-7)
PE214	ES124 Introduction to Teaching and Learning (P-7)
PE215	ES125 Introduction to Teaching and Learning (4-9)
PE216	ES126 Introduction to Teaching and Learning (7-12)
PE342	PE241 Learning about Teaching: Planning for Learning (P-7 GradDipEd)
PE362	PE261 Learning about Teaching: Planning for Learning (7-12 GradDipEd)
PE324	PE213 Learning about Teaching: Planning for Learning (P-3) <i>or</i> PE214 Learning about Teaching: Planning for Learning (P-7)
PE325	PE213 Learning about Teaching: Planning for Learning (P-3) <i>or</i> PE214 Learning about Teaching: Planning for Learning (4-9)
PE326	PE216 Learning about Teaching: Planning for Learning (7-12)
PE334	PE213 Learning about Teaching: Planning for Learning (P-3) <i>or</i> PE214 Learning about Teaching: Planning for Learning (P-7)
PE335	PE215 Learning about Teaching: Planning for Learning (4-9)
PE336	PE216 Learning about Teaching: Planning for Learning (7-12)
PE443	PE324 Teaching for Learning: Motivating and Managing Learners (P-7) <i>and</i> PE334 Teaching for Learning: Curriculum and Planning (P-7)
PE444	PE324 Teaching for Learning: Motivating and Managing Learners (P-7) <i>and</i> PE334 Teaching for Learning: Curriculum and Planning (P-7)
PE445	PE325 Teaching for Learning: Motivating and Managing Learners (4-9) <i>and</i> PE335 Teaching for Learning: Curriculum and Planning (4-9)
PE446	PE326 Teaching for Learning: Motivating and Managing Learners (7-12) <i>and</i> PE336 Teaching for Learning: Curriculum and Planning (7-12)
PE450	Students must have successfully completed all units in Semesters 1-7 of their course and completed all wider field experience requirements. Students may only enrol in fourth year units concurrently with an Internship.

Undergraduate Humanities Units			
<i>Unit</i>	<i>Prerequisite requirement</i>	<i>Unit</i>	<i>Prerequisite requirement</i>
CS200	CS125 Contours of a Biblical Christian Worldview	EL251	20 credit points of 100-level EL units
CS213	CS100 Christian Discipleship <i>or</i> CS125 Contours of a Biblical Christian Worldview <i>or</i> CS140 Introduction to Christian Spirituality <i>or</i> CS211 Servant Leadership	EL255	EL170 Introduction to Fantasy and Science Fiction <i>and</i> 10 credit points of 100-level EL units
CS251	CS200 Christianity and Worldviews	EL265	EL170 Introduction to Fantasy and Science Fiction <i>and</i> 10 credit points of 100-level EL units
CS354	40 credit points of 200-level CS units	EL275	20 credit points of 100-level EL units
DM210	DM110 Expressive Forms I <i>and</i> 10 credit points of 100-level DM units	EL280	20 credit points of 100-level EL units
DM220	DM110 Expressive Forms I <i>and</i> 10 credit points of 100-level DM units	EL290	20 credit points of 100-level EL units
DM240	20 credit points of 100-level DM units	EL350	EL140 Great Books of the Western World I <i>or</i> EL150 Great Books of the Western World II <i>and</i> 30 credit points of 200-level EL units
DM250	20 credit points of 100-level DM units	EL360	EL245 The Bible as Literature I <i>and</i> 30 credit points of 200-level EL units
DM275	20 credit points of 100-level DM units	EL380	40 credit points of 200-level EL units
DM280	20 credit points of 100-level DM units	EL396	40 credit points of 200-level EL units
DM285	20 credit points of 100-level DM units	HT200	20 credit points of 100-level HT units
DM290	20 credit points of 100-level DM units	HT211	20 credit points of 100-level HT units
DM380	40 credit points of 200-level DM units	HT220	20 credit points of 100-level HT units
DM396	40 credit points of 200-level DM units	HT230	20 credit points of 100-level HT units
EL200	20 credit points of 100-level EL units	HT235	20 credit points of 100-level HT units
EL220	20 credit points of 100-level EL units	HT240	20 credit points of 100-level HT units
EL225	20 credit points of 100-level EL units	HT250	20 credit points of 100-level HT units
EL230	20 credit points of 100-level EL units	HT255	20 credit points of 100-level HT units
EL235	20 credit points of 100-level EL units	HT260	20 credit points of 100-level HT units
EL240	20 credit points of 100-level EL units	HT385	40 credit points of 200-level HT units
EL245	20 credit points of 100-level EL units	HT396	40 credit points of 200-level HT units
Postgraduate Education Units			
<i>Unit</i>	<i>Prerequisite requirement</i>		
ED600	Christian Worldview Studies at Christian Heritage College at either undergraduate or postgraduate level <i>and</i> Philosophy of Christian Education at Christian Heritage College at either undergraduate or postgraduate level		
ED609	10 credit points of ED60* units		
ED619	10 credit points of ED61* units		
ED629	10 credit points of ED62* units		
ED639	10 credit points of ED63* units		
ED649	10 credit points of ED64* units		
RM659	ED601 Applying Worldview Studies to Christian Education <i>and</i> ED602 Philosophical Perspectives on Education <i>and</i> RM600 Introduction to Research Methods		

10.8.2 Units for teaching areas (majors and minors)Majors

The following majors are available for students completing a BEd (Sec) or a BA/BEd (Sec).

Biblical Studies [^]	Business Education
JA101 Biblical Interpretation and Application*	BS120 Introduction to Business and Management*
JA102 Biblical Studies in the Old Testament	BS140 Introduction to Marketing*
JA103 Biblical Studies in the New Testament	BS150 Accounting Principles*
JB102 Reflections in Theology	BS170 Economics*
JB214 Jesus: His Life and Ministry*	BS220 Human Behaviour in Organisations
JB215 Paul: His Life and Theology	BS252 Financial Management
JB216 Major Themes of Luke-Acts	BS225 Leadership and Change Management
JB217 Major Themes of the Old Testament	BS270 Business Law
JB218 Movements of the Spirit through the Church and its History	BS300 A Christian Philosophy of Business and Management*
JB219 Directed Study	BS321 Strategic Management and Planning
JB319 Advanced Directed Study*	BS325 Human Resource Management
	BS351 Management Accounting
	BS363 Business Planning
Christian Studies [^]	Drama [^]
CS100 Christian Discipleship*	DM100 The Elements of Drama
CS125 Contours of a Biblical Christian Worldview*	DM110 Expressive Forms I
CS140 Introduction to Christian Spirituality	DM120 Introduction to Dramatic Performance
CS211 Servant Leadership*	DM130 The History of Drama
CS213 Building Christian Community	DM210 Expressive Forms II
CS251 Christianity and Other Religions*	DM220 Advanced Dramatic Performance
CS300 Christianity and Worldviews*	DM240 Drama in Film and Television
CS354 Transformation Theology	DM250 Drama and the Church
	DM275 Costume and Design
	DM280 Sound and Lighting
	DM285 Contemporary Drama
	DM290 Australian Drama
	DM380 Towards a Theology of the Arts*
	DM396 Drama Research Project
English [^]	
CR131 Language, Literature and Literacy	EL245 The Bible as Literature I
EL110 The Western Literary Tradition	EL251 Religious Allegory
EL120 Introduction to Australian Literature	EL255 Fantasy and Science Fiction - The Saga Quest Continues
EL140 Great Books of the Western World I	EL265 Adolescent Literature
EL150 Great Books of the Western World II	EL275 Women Writers
EL170 Introduction to Fantasy and Science Fiction	EL280 Christian Writers
EL200 Shakespeare and His Times	EL290 Creative Writing
EL220 The Media in Christian Perspective	EL350 Great Books of the Western World III
EL225 Contemporary Australian Writers	EL360 The Bible as Literature II
EL230 American Literature	EL380 Literary Criticism*
EL235 Modern Literature	EL396 Independent English Study
EL240 Film Narrative	
History [^]	
HT100 Turning Points in World History	HT235 Politics and Conflict in Southeast Asia
HT120 Introduction to Australian History	HT240 Modern China and Japan
HT140 Early and Medieval Christianity	HT250 Greece and Rome: 500BC to AD150
HT150 Ancient Civilisations	HT255 The Modern Middle East
HT200 Renaissance and Reformation	HT260 Australia, Asia and the Pacific
HT211 War and Peace in the Twentieth Century	HT385 Philosophies of History*
HT220 Issues in Australian History	HT396 Independent History Study
HT230 Survey of Church History	

[^] Majors that are eligible for inclusion as an eight-unit major in the BA/BEd (Sec).

* Compulsory units

Minors

The following minors are available for students completing a BEd (Pri), BEd (MY) and BA/BEd (Sec).

Biblical Studies	Business
JA101 Biblical Interpretation and Application* JA102 Biblical Studies in the Old Testament JA103 Biblical Studies in the New Testament JB102 Reflections in Theology JB214 Jesus: His Life and Ministry* JB215 Paul: His Life and Theology JB216 Major Themes of Luke-Acts JB217 Major Themes of the Old Testament	BS120 Introduction to Business and Management BS140 Introduction to Marketing BS150 Accounting Principles BS170 Economics BS220 Human Behaviour in Organisations BS252 Financial Management BS225 Leadership and Change Management BS270 Business Law
Christian Studies	Drama
CS100 Christian Discipleship CS125 Contours of a Biblical Christian Worldview CS140 Introduction to Christian Spirituality CS211 Servant Leadership CS213 Building Christian Community CS251 Christianity and Other Religions	CR220 Content and Pedagogy: The Arts CR224 Content and Pedagogy: The Arts and HPE DM100 The Elements of Drama DM110 Expressive Forms I DM120 Introduction to Dramatic Performance DM210 Expressive Forms II DM220 Advanced Dramatic Performance DM240 Drama in Film and Television DM250 Drama and the Church DM285 Contemporary Drama DM290 Australian Drama
English	History
CR131 Language, Literature and Literacy CR232 Strategies for Teaching English EL110 The Western Literary Tradition EL120 Introduction to Australian Literature EL170 Introduction to Fantasy and Science Fiction EL225 Contemporary Australian Writers EL255 Fantasy and Science Fiction - The Saga Quest Continues EL265 Adolescent Literature	CR181 Introduction to History and Geography HT100 Turning Points in World History HT120 Introduction to Australian History HT150 Ancient Civilizations HT200 Renaissance and Reformation HT211 War and Peace in the Twentieth Century HT220 Issues in Australian Society HT235 Politics and Conflict in South East Asia HT240 Modern China and Japan HT245 Israel and Islam: The Modern Middle East HT250 Greece and Rome: 500BC to AD150 HT260 Australia, Asia and the Pacific
ICT	Science
CR191 Introduction to Technology Education: Technology and ICT BS130 Information Systems for Business CR290 Content and Pedagogy: Technology Education CR292 ICT Applications for the Middle Years <i>Students may also source units in ICT from other higher education providers.</i>	CR171 Introduction to Science CR272 Curriculum and Pedagogy: Science CR273 Environmental Education for the Middle Years CR274 Chemistry and Physics for the Middle Years <i>Students may also source units in Science from other higher education providers.</i>
Studies of Society and Environment	
CR181 Introduction to History and Geography SO101 Australian Society: Introduction to Sociology CR282 Advanced Studies in History and Geography CR283 Innovative SOSE Teaching for the Middle Years <i>Students may also source units in Geography, SOSE and/or Legal Studies from other higher education providers.</i>	

10.8.3 Postgraduate Units

The units which may be taken towards the Graduate Certificate in Christian Education (GCCE) and Master of Education (MEd) are listed below. Students should plan their courses carefully: while core units are normally offered each year, other units are offered on a rotational basis. Information regarding the schedule of unit offerings is available from the School of Education and Humanities Administration Office.

Unit Code	Unit Title	Credit Points	Status	Courses
ED600	Theological Reflections on Education	10	Core*	GCCE MEd
ED601	Applying Worldview Studies to Christian Education	10	Core*	GCCE MEd
ED602	Philosophical Perspectives on Education	10	Core*	GCCE MEd
ED609	Independent Study in Perspectives for Christian Education	10	Elective	MEd
ED610	Theory and Practice in Educational Leadership	10	Elective	GCCE MEd
ED611	Leadership and Change Management	10	Elective	GCCE MEd
ED612	Risk Management in Learning Organisations	10	Elective	GCCE MEd
ED613	Establishing and Sustaining Distinctively Christian School Cultures	10	Elective	GCCE MEd
ED619	Independent Study in Issues of Educational Leadership	10	Elective	MEd
ED620	Enhancing the Spiritual Formation of Teachers	10	Elective	GCCE MEd
ED621	The Spiritual Development of Learners	10	Elective	GCCE MEd
ED622	Critical Engagements for Teaching Christianly	10	Elective	GCCE MEd
ED629	Independent Study in Issues of Spirituality and Education	10	Elective	MEd
ED630	Innovative Practices that Enhance Teaching for Learning	10	Elective	GCCE MEd
ED631	Improving Learning Praxis	10	Elective	GCCE MEd
ED632	Personal Pedagogy as a Living Curriculum	10	Elective	GCCE MEd
ED633	Investigating the Motivation and Management of Learners	10	Elective	GCCE MEd
ED634	Supervising Learner Teachers	10	Elective	GCCE MEd
ED639	Independent Study in Pedagogical Issues	10	Elective	MEd
ED640	Curriculum in Contexts	10	Elective	GCCE MEd
ED641	Cross-Curricular Literacies in Schools	10	Elective	GCCE MEd
ED642	Language, Literature and Literacies	10	Elective	GCCE MEd
ED643	Teaching Mathematics: Engaging Learners through Diagnosis and Remediation	10	Elective	GCCE MEd
ED649	Independent Study in Curriculum Issues	10	Elective	MEd
RM600	Introduction to Research Methods	10	Core*	MEd
RM659	Extended Independent Study	20	Elective	MEd

* Students' core programs will be determined following a review of their previous studies.

Section 11: Staff Contacts

11.1 Staff contacts

11.1 Staff contacts

You are encouraged to discuss your progress in your units with each of your lecturers on a regular basis. If you are having difficulties with a unit or with meeting particular assignment deadlines, you should discuss the matter promptly with the lecturer for the unit concerned.

If you wish to see a lecturer, you may approach them before or after classes or visit them in their offices, either to speak with them at the time or to make an appointment to see them. If lecturers are not available in their offices, you may enquire at the CHC Reception.

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

Staff contact information is available on the CHC website.

Topic/Issue	Staff Member
Principal, Christian Heritage College	Professor Brian Millis
Dean, School of Education and Humanities	Dr Robert Herschell
Accommodation	Business Office
CHC timetable	Registrar's Office
Community Development Officers	David Bennetts Ellyse Brown
Course coordination	Colette Alexander (Undergraduate courses) Sadie Praeger (Postgraduate courses)
Disability support	Registrar's Office
Enrolment issues and student enquiries	Registrar's Office
LAUNCH Connect	Registrar's Office
Tuition fees, student contribution amounts and financial matters	Business Office
Overseas students	Registrar's Office
Payment of monies	CHC Reception
Professional Experience Program (PEP)	Garth Hentzschel
Resource materials	Library staff
Student academic grievances	Registrar's Office
Student non-academic grievances	Business Office, Registrar's Office
Unit work	Unit lecturers/tutors
Year-level coordinators (Bachelor of Education)	Year 1 – Mishal Whyte and Karen Webster Year 2 – Angela Pratt Year 3 – Sadie Praeger Year 4 – Robert Herschell
Year-level coordinator (Graduate Diploma in Education)	Richard Leo