

School of Education and the Arts

CC13 Bachelor of Education (Secondary) Part Time Course Planner – Term 2 2019 onwards

Year	Unit Code	Unit Name	CP	Requisites	Ad. Stand	Comp Term /Status
Year 1	EDED11457	Responding to Diversity and Inclusion	6			T2 2019
		<i>Discipline Teaching Area 1 – Level 1</i>	6			T2 2019
	EDSE11024	Teaching Youth	6			T1 2020
	EDED11454 **	Education as a Profession	6			T1 2020
Year 2	EDFE11038	Professional Practice 1 – Introduction to Teaching	6	Pre-Req Min. three first-year units in B.Education		T2 2020
		<i>Discipline Teaching Area 2 – Level 1</i>	6			T2 2020
		<i>Discipline Teaching Area 1 – Level 1</i>	6			T1 2021
		<i>Discipline Teaching Area 2 – Level 1</i>	6			T1 2021
Year 3	EDED11458 **	Indigenous Studies and Learning (only available Online)	6			T2 2021
	EDSE12024	Digital Pedagogies in Secondary Schools	6	Pre-Req EDFE11038		T1 2022
	EDSE12025	Engaging Learners: Classroom Management and Neuroscience	6	Pre-Req EDFE11038		T1 2022
Year 4	EDFE12043	Professional Practice 2 – Application of Curriculum	6	Pre-Req EDFE11038 & 2 units per discipline		T2 2022
	EDSE12028	Literacy and Numeracy in Secondary School Contexts	6			T2 2022
		<i>Discipline Teaching Area 1 – Advanced Level</i>	6			T1 2023
		<i>Discipline Teaching Area 2 – Advanced Level</i>	6			T1 2023
Year 5	EDSE12021	Middle Years Learning and Teaching	12	Pre-Req 1x Level 1 & 1x Advanced unit per discipline		T2 2023
		<i>Discipline Teaching Area 1 – Advanced Level</i>	6			T1 2024
		<i>Discipline Teaching Area 2 – Advanced Level</i>	6			T1 2024

COURSE PLANNER CONTINUED ON NEXT PAGE

Year	Unit Code	Unit Name	CP	Requisites	Ad. Stand	Comp Term /Status
Year 6	EDED13434	Learning and Wellbeing in Middle School	6			T2 2024
	EDED13435	Students with Special Needs	6	Pre-Req EDED11457		T2 2024
		<i>Discipline Teaching Area 1 – Advanced Level</i>	6			T1 2025
		<i>Discipline Teaching Area 2 – Advanced Level</i>	6			T1 2025
Year 7-7.5		<i>Discipline Teaching Area 1 – Advanced Level</i>	6			T2 2025
		<i>Discipline Teaching Area 2 – Advanced Level</i>	6			T2 2025
	EDFE13033 **	Professional Practice 3 – Engagement with Others	6	Pre-Req EDFE12043 & all Discipline Teaching Area units completed within two selected minors		T3 2025
	EDSE14004	Assessment and Reporting in Secondary Schools	6	Pre-Req EDSE12021 & EDFE13033		T1 2026
	EDSE14002	Senior Years Learning and Teaching	12	Pre-Req EDSE12021		T1 2026
	EDFE14021 **	Professional Practice 4 – Engaged Teaching and Learning	6	Pre Req Completed all coursework with the exception of EDED14354 & EDFE14020 Co-Req EDED14354 & EDFE14020		T2 2026
	EDFE14020 **	Professional Practice 5 – The Internship	6	Co Req EDED14354 & EDFE14021		T2 2026
	EDED14354 **	The Ethical Professional	6	Co-Req EDFE14021 & EDFE14020		T2 2026
Total Units: 30			192			

Teaching Discipline Area/Minors: [Discipline Teaching Area 1](#), [Discipline Teaching Area 2](#)

** Available over Term 3

✓ Completed

CP = Credit Points

For information on the terminology used in the above course planner, please refer to the Glossary on the last page of this document.

MORE DETAILS:

To satisfy the requirements for the award of CC13 Bachelor of Education (Secondary), students must complete 30 units (192 credit points).

Recommended Study Schedule

Students should complete units in an order that is as close as possible to the recommended structure set out in this course planner. Students should concentrate on completing all first year units before moving on to second year units, and all second year units before moving on to third year units.

Course Structure Requirements

In the CC13 Bachelor of Education (Secondary), students are required to complete the following course structure:

- 18 Core Units
- 12 Minor/Discipline Teaching Area Units

Course Duration Requirements

Full Time Duration 3.5 years full time (accelerated) or 4.5 years full time

Part Time Duration 8 years part time

Please also note that if you fail units or take a Leave of Absence, your course duration and completion timeframe may be extended.

Interim Awards Interim Awards do not exist for this course

Exit Awards CC21 Bachelor of Teaching
CC15 Diploma of Education
CC23 Associate Degree of Education

Mid-Year Entry Accelerated Course Structure

Students commencing mid-year in the CC13 Bachelor of Education (Secondary) course have the option to complete an accelerated course structure of 3.5 years. This course structure will align your course completion with those students who commenced in Term 1 of the same year. (Please note, this course structure does not apply to students commencing in Term 1)

To be eligible to follow the accelerated course structure, you will be required to enrol as outlined within the Term 2 (Mid-Year Accelerated) course planners for your course. The mid-year accelerated course planner includes enrolment over Term 3 and some terms of over-enrolment (5 units per term). Please contact the Course Advice Team via email at spc@cqu.edu.au for a personalised mid-year entry course planner

Please note, in the event that you receive a failed grade or do not wish to study the required units over Term 3, you will no longer be eligible to follow the accelerated course structure.

Important Note: This Course Planner has no formal or legal status but is used to assist students in planning their course. Students should refer to the official University database and/or University transcripts to ensure they are meeting course requirements.

Last Updated: 01/02/2019

IMPORTANT: Home Economics and Hospitality and Industrial Technology and Design discipline teaching areas cannot be taken together or accelerated with the Health and Physical Education discipline teaching due to workshop clashes and unit requirements.

The Chemistry discipline teaching area cannot be accelerated. Students wishing to undertake the Chemistry discipline teaching area must follow the mid-year 4.5 year full-time course structure.

Professional Accreditation

Graduates are eligible to apply for provisional registration as a secondary school teacher upon successful completion of the course.

Deferment/Leave of Absence

Domestic students in the Bachelor of Education (Secondary) degree are permitted to defer the initial offer of their degree for a maximum of 12 months before their offer is withdrawn. Furthermore, domestic students may also take an approved Leave of Absence (LOA) once they have commenced their course of study however only a maximum of 12 months can be granted without requesting further approval from the Head of Course.

You can apply for a deferment or LOA [here](#).

International students are not permitted to defer their initial offer or take a Leave of Absence unless otherwise discussed with their Home Campus.

Personal Literacy and Numeracy Test for Initial Teacher Educators (ITE)

Students undertaking an Initial Teacher Education (ITE) course are expected to undertake and meet the benchmark in the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). These tests are part of the ITE requirements and it is expected that students enrolled in an ITE course will be undertaking the tests and successfully meet the benchmarks prior to graduation.

For further information about Literacy and Numeracy test please refer to - <https://teacheredtest.acer.edu.au/>

Credit Transfer

If you have undertaken study in the last ten years, or have relevant in-formal or non-formal learning, you may be eligible for credit towards your course. Please note that some courses have reduced timeframes within which prior study remains eligible for credit. Please refer to the [CQUni Handbook](#) for specific credit time limits relating to your course.

To submit an application for credit, please refer to the [Credit Calculator](#) or contact the Academic Pathways Team via their email credit@cqu.edu.au. Further information about the credit process can also be found on the [Credit for Prior Learning](#) webpage.

Credit applications should be submitted at least four (4) weeks before the relevant term commences. Applications must be complete with all supporting documentation to be assessed by CQUniversity. CQUniversity cannot obtain documents from other institutions, organisations or individuals.

Trade Entry – Credit Transfer for Trade Qualifications

Students entering the Bachelor of Education (Secondary) course with a recognised Trade qualification who wish to teach Secondary Industrial Technology and Design or Home Economics and Hospitality subject areas may be eligible for Recognition of Prior Learning (RPL) into this course of study.

Applicants must provide a Recognition of Prior Learning (RPL) portfolio to support an application for advanced standing of which a maximum of 6 units may be approved towards **Teaching Discipline Area 1**.

The advanced standing application must include a Trade experience portfolio of evidence, comprising the following:

- Evidence of successful completion of a recognised Trade qualification, or a combination of other relevant qualifications suitable for your chosen discipline teaching area;
- Evidence of successful completion of a recognised Australian apprenticeship and documented experience in the chosen teaching area; and
- Documented evidence of 3 to 5 years verifiable post trade work experience in the relevant industry, in the form of a Statement of Service from the employer/s.

Unit outlines are not required for these qualifications.

Important Information

Students who are successful in gaining six (6) unit credits for **Teaching Discipline Area 1** from their trade qualification **MUST** complete the six (6) units outlined in the Industrial Technology and Design or Home Economics and Hospitality teaching areas as their **Discipline Teaching Area 2**.

For example, if your trade experience portfolio relates to Hospitality and you are successful in gaining credit for **Teaching Area 1** you must then complete the 6 units outlined in the Home Economics and Hospitality Minor as your second teaching area. If you wish to complete two teaching discipline areas no credit from your trade qualification/work experience can be awarded.

These requirements are set down by the accrediting body, the Queensland College of Teachers, and must be met in order for credit to be awarded.

Discipline Teaching Areas

Students in the CC13 Bachelor of Education (Secondary) course must complete 2 x Discipline Teaching Areas. The list of Discipline Teaching Areas and the related units are outlined below:

- **Biology (including Year 7 – 10 Science)**

Students must complete the following compulsory Level 1 units:

- BIOL11102 Life Science Laboratory
- ENVR11014 Field and Animal Science

Students must complete the following compulsory Advanced Level unit:

- BIOL12107 Genomes, Genetics & Evolution

Students must complete three of the following Advanced Level units:

- BOTN19001 Terrestrial Botany
- BIOL12112 Animal and Plant Physiology
- ZOOL19002 Australian Vertebrate Biology
- ZOOL12009 Invertebrate Zoology
- MBIO19013 Applications of Microbiology

- **Business**

Students must complete two of the following Level 1 units:

- MRKT11029 Marketing Fundamentals
- LAWS11030 Foundations of Business Law
- ECON11026 Principles of Economics
- MGMT11109 Introduction to Business
- HRMT11011 Human Resource Management

Students must complete four of the following Advanced Level units:

- ECON19031 Environmental Economics
- ECON19033 Macroeconomics
- LAWS19032 Company & Association Law
- MGMT19126 Operations Management
- MRKT19030 Marketing Communications
- MGMT13151 Entrepreneurship, Innovation and Start-Ups

- **Chemistry (including Year 7 – 10 Science)**

Students must complete the following compulsory Level 1 units:

- CHEM11045 Chemical Investigation and Theory
- CHEM11044 Chemical Reactions

Students must complete the following compulsory Advanced Level units:

- CHEM19085 Environmental Chemistry
- CHEM12077 Food Science & Analysis
- CHEM13082 Nanotechnology: Health and the environment
- CHEM13081 Biomaterials: Environmental and Medical Applications
- CHEM13080 Analytical Science

- **English**

Students must complete the following compulsory Level 1 units:

- LITR11055 Popular Genres
- LITR11043 The Short Story

Students must complete the following compulsory Advanced Level units:

- LITR19051 Literary Theory
- LITR19049 Romantic and Contemporary Poetry
- LITR19056 Shakespeare: The Movie

Students must complete one of following Advanced Level units:

- LITR19052 The Modern Novel
- LITR19057 Contemporary Australian Literature

- **Geography**

Students must complete the following compulsory Level 1 units:

- GEOH11001 Introduction to Human Geography
- GEOG11023 Physical Geography of Australia

Students must complete the following compulsory Advanced Level units:

- GEOG13013 Sustainable Regions and Cities
- EVST19022 Climate Change: Risk and Assessments

Students must complete two of following Advanced Level units:

- EVST19020 Environmental Management Systems
- GEOG19021 Geographic Information Systems
- EVST19007 Environmental Impact Assessment
- GEOG19029 Applied Demography
- EVST19008 Development and Environmental Policy
- GEOG12020 Australian Weather and Climate
- GEOG12021 Remote Sensing of Environment

- **Health and Physical Education (including Year 7-10 HPE & Year 11-12 Physical Education)**

Students must complete the following compulsory Level 1 units:

- ESSC11003 Skill Acquisition and Movement
- ESSC11001 Physical Activity, Fitness and Health

Students must complete four of the following Advanced Level units:

- ESSC12001 Exercise and Sport Physiology
- ESSC12004 Exercise and Sport Biomechanics
- ESSC12005 Applied Exercise and Sport Physiology
- NUTR12001 Human Nutrition
- HLTH12030 Drugs in Society

- **History**

Students must complete the following compulsory Level 1 units:

- HIST11037 Ancient & Medieval Civilisations: An Introduction
- HIST11038 The Modern World Emerges: An Overview

Students must complete four of the following Advanced Level units:

- HIST19031 Australia's Foreign Relations
- HIST19038 20th Century: Crucible of the Modern World
- EVST19015 Australian Environmental History
- HIST19035 Modern South East Asia
- HIST19029 Modern Japan
- HIST19032 War and Australian Society

- **Home Economics & Hospitality**

Students must complete the following compulsory Level 1 units:

- EDVT11021 Food Technology
- EDVT11022 Textile Technology

Students must complete the following compulsory Advanced Level units:

- NUTR12001 Human Nutrition
- EDSE12023 Individuals, Families & Communities
- EDSE13001 Culinary Science for Teachers
- EDSE14001 Fashion Design

- **Industrial Technology and Design**

Students must complete the following compulsory Level 1 units:

- EDSE11022 Timber Technology and Design
- EDSE11023 Metal Technologies and Design

Students must complete the following compulsory Advanced Level units:

- EDSE12027 Industrial Design Processes
- EDSE12026 Graphics and 2D Computer Aided Design Technologies
- EDSE14005 Manufacturing
- EDSE13002 Industrial Skills

Please note: Home Economics & Hospitality and Industrial Technology & Design discipline teaching areas cannot be taken together due to workshop clashes.

- **Mathematics**

Students must complete the following compulsory Level 1 units:

- MATH11246 Essentials of Applied Mathematics
- STAT11048 Essential Statistics

Students must complete the following compulsory Advanced Level units:

- MATH12223 Calculus and Linear Algebra A
- MATH12224 Calculus and Linear Algebra B
- MATH13217 Advanced Calculus
- MATH13218 Advanced Applications of Mathematics

- **Psychology**

Students must complete the following compulsory Level 1 units:

- PSYC11008 Biological Foundations of Psychology
- PSYC11009 Social Foundations of Psychology

Students must complete the following compulsory Advanced Level units:

- PSYC12010 Introduction to Human Development
- PSYC12048 Research Methods

Students must complete one of the following Advanced Level units:

- PSYC13022 Learning & Behaviour Modifications
- PSYC13023 Education Psychology

Students must complete one of the following Advanced Level units:

- PSYC13017 Abnormal Psychology
- PSYC13021 Forensic Psychology

Work Placement/Practicums

Students will be required to complete a series of placement/practicum units in order to meet the accreditation requirements of the CC13 Bachelor of Education (Secondary). The details have been outlined below:

EDFE11038 Professional Practice 1 - Introduction to Teaching

20 day supervised placement in an educational setting comprising five non-assessable contextual days and five assessable days completed on a one day per week basis throughout Term 2 of the first year and a 10 day continuous assessable block. Set tasks for this professional practice are outlined in an Information and Reporting Booklet supplied to mentor teachers in schools and/ or other educational settings. Students compile a working portfolio as a collection of evidence for demonstrating these tasks which are linked explicitly to the Australian Professional Standards for Teachers (Graduate level). They complete a self-evaluation against the assessment indicators midway through the 10 day block and receive an interim report from the mentor teacher at this stage. Final assessment is completed by a mentor teacher in the placement workplace in conjunction with a University staff member. Students are assessed on a Pass/ Fail basis at the completion of the 10 day block using the same indicators as the Interim Report. Students must pass the practical placement to pass the unit. Follow-up assessment requires students to make additions to an e-portfolio linking specific evidence from the placement to the professional standards.

EDFE12043 Professional Practice 2 (Secondary) - Application of Curriculum

20 day supervised placement in an educational setting comprising five non-assessable contextual days and five assessable days completed on a one day per week basis followed by a ten day continuous assessable block. Professional Practice 2 provides opportunities for full immersion in all aspects of professional practice and critical reflection during a 20 day placement in a classroom environment. In particular they will focus on the implementation and application of the curriculum documents for their two teaching areas. During their placement students will take an active role in self-evaluation processes and actively seek constructive feedback to improve their practice and respond to identified learning needs to improve student outcomes during this placement. Students use the Australian Professional Standards for Teachers (Graduate level) as the basis for monitoring and documenting their professional learning and practice and for the purpose of setting professional learning goals.

EDFE13033 Professional Practice 3 (Secondary) - Engagement with Others

25 day supervised placement in an educational setting comprising a five-week continuous block. In this unit pre-service teachers engage with the school community and key stakeholders in education in a productive way to achieve optimal personal, social and academic outcomes for students over a 25 day (five week) block placement. The unit investigates and critiques theory and skills for effective communication, negotiation, and conflict resolution as applicable to learning environments and teacher-student interactions. In addition, the unit examines the ethical tensions that arise in learning environments and ways of dealing with these dilemmas. The unit also involves focused observation of learning environments, design and implementation of pedagogical strategies, and evaluation of learning outcomes. Pre-service teachers analyse the nexus between teacher pedagogy and teacher-student dialogue in order to engage students in thinking that involves extension, refinement and meaningful use of knowledge. Pre-service teachers will be required to apply knowledge learnt in discipline units to design and implement learning experiences cognisant of student prior knowledge.

EDFE14021 Professional Practice 4 - Engaged Teaching and Learning

30 day supervised placement in an educational setting comprising five non-assessable contextual days and a 25 day continuous assessable block. Professional Practice 4 provides opportunities for full immersion in all aspects of professional practice and critical reflection during a 25 day (five week) placement in a classroom environment. Students take an active role in self-evaluation processes and actively seek constructive feedback to improve their practice and respond to identified learning needs to improve student outcomes during this placement. Students use the Australian Professional Standards for Teachers (Graduate level) as the basis for monitoring and documenting their professional learning and practice and for the purpose of setting professional learning goals. The block placements culminates in the completion of the Final Professional Experience Recommendation from through measuring the standard that has been achieved by the pre-service teacher through comparing it against the Australian Professional Standards for Teachers (Graduate Career Stage). As part of this unit students complete the Graduate Teacher Performance Assessment task which provides written evidence of the achievement of the Australian Professional Standards for Teachers(Graduate Career Stage).

EDFE14020 Professional Practice 5 - The Internship

25 day extended internship in an educational setting. Students receive an “Internship Authorisation” from the Queensland College of Teachers to be eligible to adopt up to but not exceeding 50% of the mentor teacher’s working load and engage in team teaching with the mentor for the remaining 50%. Full details of the placement are outlined in an Information and Reporting booklet. Students submit evidence of meeting the professional standards at graduate career stage to the mentor teacher and university staff member responsible for Professional Practice 5 on each campus. Mentor teachers are responsible for verifying the evidence statement. On completion of the internship, students present selected aspects of their final e-portfolio to an audience of their peers and pre-service teachers enrolled in the first and second year of the course at a time arranged by the relevant university lecturer on each campus. Online students complete this activity via Blackboard Collaborate.

As part of QCT accreditation, students must have passed ALL coursework, except EDED14354 The Ethical Professional, before undertaking EDFE14021 Professional Practice 4 – Learning and Teaching in Action and EDFE14020 Professional Practice 5 – The Internship.

Placements should be completed as per the structure identified in the Professional Practice Calendar which can be accessed from the Education Gateway Moodle site at the beginning of each academic year. In situations where variations to the calendar are unavoidable, the pre- service teacher should obtain approval by email from the Associate Director of Professional Practice (or their delegate).

Pre- service teachers must be aware that they cannot receive remuneration in any form for duties carried out as part of Professional Practice placements.

Working with Children Check

Pre-service teachers must be enrolled in a CQUniversity Professional Practice unit and be in possession of a current Positive Notice Blue Card (or equivalent “Working with Children” check issued in other Australian states or territories) to be eligible for placement in a school/early learning centre/educational site. Please contact your Placement Officer to obtain further information.

If you have any questions about your course, please contact the Course Advice Team: spc@cqu.edu.au or by visiting <http://handbook.cqu.edu.au/eforms/index> and filling out the ‘Ask a Course Advisor’ e-form.

PLEASE CHECK THE CQUNI HANDBOOK FOR ALL TERM AVAILABILITIES AND PRE-REQUISITES AS THEY MAY CHANGE FROM YEAR TO YEAR <http://handbook.cqu.edu.au>

GLOSSARY

- **Course**: A course is the combination of units that contribute towards either a CQUniversity award qualification or non-award study.
- **Course Code**: A course code identifies the specific course a student may be studying at CQUniversity.
- **Unit**: A unit is the individual subject students must complete in order to graduate from their course.
- **Unit Code**: A unit code identifies a specific unit that a student is enrolled in under their course.
- **Pre-Requisite (Pre-Req) Unit**: A pre-req unit is a unit which students must pass before being allowed to enrol in the subsequent unit.
- **Co-Requisite (Co-Req) Unit**: A co-req unit is a unit that must be studied at the same time as another unit.
- **Anti-Requisite (Anti-Req) Unit**: An anti-req unit is an old unit that has been replaced by a new unit and students are not permitted to study the old unit.
- **Credit Points (CP)**: Credit Points are the numerical value of a unit which contributes to the total Credit Points for a course.
- **Core Unit**: A core unit is a compulsory unit that a student must study to meet the requirements of their course.
- **Elective Unit**: An elective unit is a unit within a course that is not compulsory and students may have a choice in what unit they study, provided it meets the elective requirements of their course.
- **Major**: A major is a specific area within a course where a student specialises in and is normally made up of 8 units for undergraduate courses, and 4 units for postgraduate courses. Not all courses have majors.
- **Double Major**: A double major is where students specialise in 2 areas of study and is normally made up of 16 units. Double majors are normally only available in undergraduate courses.
- **Minor**: Like a major, a minor is a specific area within a course where a student specialises and is normally made up of 4 units.
- **Term**: A specified period of time for higher education units in which teaching, learning and assessment occurs. CQUniversity offers 3 Academic Terms per year: Term 1, Term 2 and Term 3.