

Faculty of Education, Health and Professional Studies

Education Courses 2006

Students should read this guide in conjunction with the
All Faculties Enrolment Guide and *Schedule of Units 2006*, available at
www.une.edu.au/studentcentre/schedules.htm

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The information contained in this Guide was correct at the time of printing. Details may be subject to change.

Contents

Introduction/Message from the Dean	4
The University of New England	4
The School of Education	4
Admission and Enrolment	5
Course Coordinators	6
General Information - In-Service/Pre-Service Teaching Courses	7
Guidelines for Admission Requirements for Bachelor of Teaching (Primary)	8
Guidelines for Secondary Teaching Subject Areas for the Graduate Diploma in Education and Bachelor of Teaching (Secondary)	9
Pre-Service/Undergraduate Courses	10
Bachelor of Education (Primary)	11
Bachelor of Education with Honours	19
Combined Degrees	22
Bachelor of General Studies/Bachelor of Teaching	24
Bachelor of Arts/Bachelor of Teaching	32
Bachelor of Business/Bachelor of Teaching	39
Bachelor of Music/Bachelor of Teaching	45
Bachelor of Information Technology/Bachelor of Teaching	48
Bachelor of Mathematics/Bachelor of Teaching	48
Bachelor of Science/Bachelor of Teaching	48
In-Service/Postgraduate Courses	68
Bachelor of Education	68
Specialisations	71
General Information - Bachelor of Teaching (Primary/Secondary)/Graduate Diploma in Education	75
Bachelor of Teaching (Primary)	78
Bachelor of Teaching (Secondary)	82
Graduate Diploma in Education	87
Graduate Certificate in Behaviour Management	90
Graduate Certificate in Education Studies	91
Graduate Certificate in Gifted and Talented Education	94
Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)	95
Graduate Diploma in Educational Studies (TESOL)	96
Master of Education	97
Specialisations	99
Higher Degrees Research in Education	107
Master of Education with Honours	107
Specialisations (Coursework and Thesis)	109
Doctor of Education (EdD)	112
EdD Qualifying Program	116
Special Topics in Education (Reading Units)	117
Research Interests of Staff	118

Introduction

The University of New England has a long standing reputation in education and offers a wide range of highly recognised and innovative professional pre- and in-service courses. This Course Guide provides you with information on how you could improve your lifelong education in a range of fields. All of these courses have been prepared by dedicated, skilled and experienced professional educators recruited from Australia and overseas. The units contained in them reflect current thinking and practice in the respective areas of study. They are offered to you in flexible forms that will enable you to undertake study in your selected area. They should enable you to engage in either full-time or part-time study in an effective manner depending on personal and work circumstances.

Very importantly, your enrolment in a selected area will offer you the opportunity to use these courses and units to further your university studies.

The Faculty of Education, Health and Professional Studies offers excellent services and support to its students. On behalf of the Faculty, I wish you all the best with your studies. I am confident that you will find your studies rewarding and, like so many of our graduates, enjoy studying at The University of New England.

Our academic and administrative staff are available to provide further advice about your chosen course. Please do not hesitate to contact them.

For those of you using this Course Guide for re-enrolment, welcome back and good luck with your studies. Please feel free to visit the UNE website for further information: www.une.edu.au.

Professor Victor Minichiello, PhD
Executive Dean, FEHPS

The University of New England

The University of New England is one of Australia's oldest universities and had its beginnings in Armidale over 50 years ago. It is now one of the largest Australian universities, with more than 4,000 on-campus students and 15,000 off-campus students, including 5,500 undertaking postgraduate study. The campus covers 260 ha of attractive park and woodland on the north-western edge of Armidale, about five kilometres from the city centre.

The School of Education

In 2003 the School joined in the celebration of 75 years of teacher education in Armidale. Welcome to being part of this tradition!

The key focus of the School's work is unquestionably upon teacher education including research and service in teacher education. Our research, and best practice of school-based colleagues, form the basis of our commitment to quality teacher education.

We have developed a number of pathways for people to become teachers. Study this document to determine which one will suit you best.

For those who are already teachers, we have our Master of Education (MEd) coursework program. A number of specialisations are available within the MEd program. For example, the MEd (Secondary English Education) provides the opportunity to enrol in 50% (four units) from the School of English, Communication and Theatre and 50% (four units) from the School of Education. Similarly, the MEd (Archaeology and Ancient History) allows 50% of selected units from the Faculty of Arts, Humanities and Social Sciences. We are currently preparing similar Master of Education specialisations in Physics, Chemistry, Biology and Environmental Science in collaboration with the Faculty of The Sciences. We are about to implement these and possibly other specialisations for study in 2007.

Successful applicants in the Master of Education with Honours program will have access to the Research Training Scheme (RTS). RTS students are exempt from the requirement to pay student contribution and tuition fees*. The Master of Education with Honours program is perhaps the best pathway to the Professional Doctorate - Doctor of Education (EdD) or the Doctor of Philosophy (PhD).

For further information about the School why not visit our website: [www://fehps.une.edu.au/Education/](http://www.fehps.une.edu.au/Education/) where you will see the wide range of activities in which members of the School are involved.

In whatever capacity you come to work with us in the School of Education, best of luck with your studies.

Associate Professor Tom Maxwell, PhD
Head, School of Education

* Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

Admission and Enrolment

Off-campus Combined Degree students, on-campus and off-campus Bachelor of Education (4th year)

Students new to UNE and former UNE students apply through:

Student Centre

The University of New England NSW 2351

Website: www.une.edu.au/studentcentre

Email: studentcentre@une.edu.au

Phone: 02 6773 4444

Fax: 02 6773 4400

On-campus Combined Degree/Bachelor of Education (Primary) students

Students new to UNE need to apply through:

Universities Admission Centre (UAC)

Address: UAC, Locked Bag 112, SILVERWATER NSW 2128

Website: www.uac.edu.au

or

Queensland Tertiary Admissions Centre (QTAC)

Address: PO Box 1331, MILTON QLD 4064

Website: www.qtac.edu.au

Graduate Certificate/Graduate Diploma/Masters coursework students

Students new to UNE need to apply through:

Universities Admissions Centre (UAC)

Address: UAC, Locked Bag 112, SILVERWATER NSW 2128

Website: www.uac.edu.au/postgraduate.html

Phone: 02 97520200

Former UNE students apply through:

Student Centre

The University of New England NSW 2351

Website: www.une.edu.au/studentcentre

Email: studentcentre@une.edu.au

Phone: 02 6773 4444

Fax: 02 6773 4400

Masters with Honours/Doctor of Education/Doctor of Philosophy students

Students who wish to apply for these courses must contact Research Services. Applications for admission for the beginning of year intake must be received at the University by 30 October and 30 April, if there is a mid year intake in 2006. An application kit is available from:

Research Services

The University of New England NSW 2351

Phone: 02 6773 5227

Facsimile: 02 6773 3543

Email: hdr@une.edu.au

Non-Award students

Students who wish only to enrol in specific units may be permitted to enrol as non-award students. These students are required to pay a non-award fee and General Service Fee, but they do not incur a Student Contribution charge.

Address for Correspondence:

Student Centre

The University of New England NSW 2351

Website: www.une.edu.au/studentcentre

Email: studentcentre@une.edu.au

Phone: 02 6773 4444

Fax: 02 6773 4400

Unit outlines can be viewed on the Student Centre website.

Course Coordinators

Course Coordinators have responsibility for the overall quality of the course. They lead course reviews and the implementation of review recommendations. The Student Centre refers to the relevant course coordinator for advice about the award.

Dr David Baxter
Bachelor of Education (Primary)/(Honours)
Phone: 02 6773 3812
Email: dbaxter@une.edu.au

Dr Peter Merrotsy
Combined Degrees
Phone: 02 6773 3832
Email: pmerrots@une.edu.au

Dr Neil Taylor
Doctor of Education
Phone: 02 6773 5064
Email: ntaylor6@une.edu.au

Dr Joy Hardy
GradDipEd/BTch(Primary/Secondary)
Phone: 02 6773 2520
Email: joy.hardy@une.edu.au

Dr Terrence Hays
Postgraduate Education Studies
Phone: 02 6773 3649
Email: thays@une.edu.au

General Information - In-Service/Pre-Service Teaching Courses

Teacher Registration - On-campus Students

Officers of the NSW Department of Education and Training usually visit the University in Semester 1 to brief final year education students on teacher registration. Application forms for registration/employment and information on conditions of employment are distributed at these meetings and should be lodged with the University. Interviews for teacher registration/employment are scheduled to be held in July at this University. The Student Centre will arrange for a completed academic transcript to be sent to the NSW Department of Education and Training, the Queensland Teacher Registration Board and/or the ACT Department of Education and Training in late December or early January. Final year education students will also receive a completion letter in December/January. Please note that where a student has not completed prescribed work and has been granted a Special Extension of Time, this process, and graduation, may be delayed.

Teacher Registration - Off-campus Students

In Semester 1 we write to all off-campus students, who have indicated on their current enrolment form that they expect to graduate at the end of this year, requesting permission to release their name to the NSW Department of Education and Training, the Queensland Teacher Registration Board and the ACT Department of Education and Community Services, so that an application for registration/employment can be sent from these authorities. The Student Centre will arrange for a completed academic transcript to be sent to the NSW Department of Education and Training, the Queensland Teacher Registration Board and/or the ACT Department of Education and Community Services in late December or early January. Final year education students will also receive a completion letter in December/January. Please note that where a student has not completed prescribed work and has been granted a Special Extension of Time, this process, and graduation, may be delayed.

Prohibited Employment Declaration

The Faculty of Education, Health and Professional Studies has guidelines regarding students undertaking field experience in school and TAFE children's centres. This is in response to the NSW Department of Education and Training's requirement to meet legal obligations in respect to the Commission for Children and Young People Act 1998 and the Child Protection (Prohibited Employment) Act 1998.

All new students who have a compulsory practicum component in their course will be required to declare whether they are a prohibited person by completing and returning a Prohibited Employment Declaration Form with their Enrolment Form 2006. A "prohibited person" is a person who has been convicted of a "serious sex offence" as defined under Section 5 of the Child Protection (Prohibited Employment) Act 1998. A "serious sex offence" is one:

- involving sexual activity, acts of indecency, child prostitution or child pornography including attempting, conspiring or inciting to commit such offence; and
- punishable by penal servitude or imprisonment of twelve months or more if committed in NSW or, if committed elsewhere, one that would attract these penalties in NSW.

Students who do not complete and return the Prohibited Employment Declaration Form (irrespective of which state or territory they live in) will not be enrolled.

Continuing students who have already completed a Prohibited Employment Declaration Form are not required to complete another one.

Probity Checks

The NSW Department of Education and Training has introduced probity (criminal record) checks for all student teachers participating in unsupervised situations with school students. It is also possible that from 2004 probity checks will need to be carried out prior to students undertaking any school experience in NSW. Education Queensland and the ACT Department of Education require probity checks for all students undertaking any school experience in Queensland or the ACT. Students should be aware that they will be subject to criminal record checks on behalf of potential NSW employers after completing the award and prior to receiving clearance as a classroom teacher.

Teacher Registration - Across Australia

Students should note that teacher registration requirements vary from state to state. UNE bases its degree structures on the NSW Department of Education and Training guidelines for teacher registration. It is the responsibility of each student to check their eligibility to teach with the relevant state authority (including students who intend to teach in NSW). Following is a list of the teacher registration authorities in Australian states and territories.

New South Wales

NSW Department of Education
and Training
Locked Bag 3003
BLACKTOWN NSW 2148
Telephone: 1300 300 498

Queensland

Board of Teacher Registration
PO Box 389
TOOWONG QLD 4066
Telephone: 07 3377 4777

Victoria

Victoria Institute of Teaching
PO Box 531
Collins Street West VIC 8007
Telephone: 03 9264 4447

Northern Territory

Department of Employment and Training
GPO Box 4821
DARWIN NT 0801
Telephone: 08 8999 5680

Western Australia

Education Department
151 Royal Street
EAST PERTH WA 6004
Telephone: 08 9264 4480

South Australia

Department of Education and
Children's Services, GPO Box 1152
ADELAIDE SA 5001
Telephone: 08 8226 1000

Australian Capital Territory

Department of Education and
Community Services
PO Box 1584
TUGGERANONG ACT 2901
Telephone: 02 6205 9400

Tasmania

Department of Education
GPO Box 169B
HOBART TAS 7001
Telephone: 03 6233 7252

Guidelines for Admission Requirements for Bachelor of Teaching (Primary)

Students are required to have completed at least two units of study in four of the following areas, **or** four units of study in one area and two units of study in two other areas as listed below:

- (a) Mathematics
- (b) Science and Technology
- (c) English or Linguistics
- (d) Personal Development, Health Education and Physical Education
- (e) Human Society and its environment (eg Aboriginal Studies, Economics, Geography, History, Politics, Sociology, Studies in Religion)
- (f) Creative Arts (eg Drama, Music, Visual Arts, Dance)
- (g) A language other than English or Information Technology or Psychology
- (h) Education Studies.

Guidelines for Secondary Teaching Subject Areas for the Graduate Diploma in Education and Bachelor of Teaching (Secondary)

Secondary Curriculum Area	Required Background Studies for First Teaching Subject Area	Required Background Studies for Second Teaching Subject Area
Aboriginal Studies (HSIE)	3/9 degree in Aboriginal Studies	2/9 degree in Aboriginal Studies or 3/9 where combined with non HSIE area
Agriculture	Comprehensive degree in Agriculture including crop, animal and farm machinery units	Comprehensive degree in Agriculture including crop, animal and farm machinery units
Computing	3/9 degree in Computer Science or Computer Education (including a programming unit)	3/9 degree in Computer Science or Computer Education (including a programming unit)
Drama	3/9 degree in Drama	2/9 degree in Drama
Economics, Commerce and Business Studies (HSIE)	3/9 degree in Economics/Commerce or Business Studies	2/9 degree in Economics or 3/9 where combined with non HSIE area
English	3/9 degree in English	2/9 degree in English
Geography (HSIE)	3/9 degree in Geography	2/9 degree in Geography or 3/9 where combined with non HSIE area
History (HSIE)	3/9 degree in History	2/9 degree in History or 3/9 where combined with non HSIE area (except where combined with English where 2/9 degree is acceptable)
Legal Studies (HSIE)	3/9 degree in Legal Studies	2/9 degree in Legal Studies or 3/9 where combined with non HSIE area
Mathematics	3/9 degree in Pure Mathematics	Not a second teaching subject area
Modern Languages	3/9 degree in a Language	3/9 degree in a Language
Music	Comprehensive degree which includes Theory, Composition and Performance	Not a second teaching subject area
Science	1/9 degree in Physics or Chemistry and 3/9 degree in another subject chosen from Physics, Chemistry, Biology or Geology	Not a second teaching subject area, except when combined with Agriculture
Social Science (HSIE)	3/9 degree in Social Science (eg Asian Studies, Politics, Sociology or Studies in Religion)	2/9 degree in Social Science (eg Asian Studies, Society and Culture, Sociology or Studies in religion) or 3/9 where combined with non HSIE area
Teaching English to Speakers of Other Languages (TESOL)	2/9 degree in Linguistics	1/9 degree in Linguistics where combined with English or Modern Languages
Visual Arts	Comprehensive degree in Visual Arts including studies in practical arts and art history (a minimum of one year in practical art is required)	Not a second teaching subject area

This table is to assist applicants in determining their eligibility for a particular teaching subject area. 1/9 is usually two units at first year, 2/9 includes two units at second year and 3/9 includes two units at third year.

Please note that admission requirements for secondary teaching subject areas may be different to teacher registration/employment requirements in a particular state. UNE prerequisites may be more than what is required for teacher registration/employment requirements. Please note that these are the only secondary curriculum areas that the University offers.

Pre-Service/Undergraduate Courses

Bachelor of Education (Primary)

Introduction

This degree commenced in 1998 and was reviewed in 2002 with the new structure commencing in 2004. It was introduced to meet the changing needs of the teaching profession and to maintain our position and reputation as a leader in teacher training in Australia and the world. The University of New England through the former Armidale Teachers College and Armidale College of Advanced Education has been training teachers since 1928 and it is this wealth of experience and pursuit of excellence that is embodied in this new degree. The staff is very proud of its reputation in primary teacher training.

Teaching is a very rewarding career choice for those who enjoy being part of children's development through their school years. As a trained teacher, you will have many skills which will make you a valued member of any community and bring you in contact with people of all ages, cultures and backgrounds. You will become part of one of the largest professions in our society. You are also training in exciting times when for the first time for many years job prospects throughout the world appear to be very good for teachers by the time you graduate.

This degree incorporates the following principles:

- Teacher training courses should be flexible emphasising education as well as training;
- There should be an holistic approach to teacher training and encouragement of a whole school focus in teaching;
- Knowledge is seen as socially constructed and there should be an articulation and combining of theory and practice;
- The fundamental approach should be that we are teaching learners not subjects;
- Teachers are seen as researchers and professional educators, with critical practice an integral part of their professional lives;
- The importance of the context in the studies of teaching is vital and to this end partnerships with schools and other educational agencies should be emphasised;
- The concept of a lifelong approach to the training and professional development of teachers should be promoted strongly in initial training.

General Information

HSC English and Mathematics

Graduates intending to seek employment with the New South Wales Department of Education and Training to teach at primary level must have successfully completed any two units of English and Mathematics at HSC level (or equivalent). Students who have not satisfied this requirement before enrolment can do so during their enrolment. Successful completion of this degree will meet the English requirement. To meet the Mathematics requirement students may choose to either successfully complete two units of HSC level Mathematics at TAFE or successfully complete either EDME 133 Enrichment Mathematics for Primary Teachers or EDME 233 Mathematical Thinking for Primary Teachers or EDME 333 Mathematical Investigation for Teachers. Upon request of the student and on successful completion of the relevant criteria, the Head of School of Education will provide a letter stating that these requirements have been satisfied.

Lock Haven University Exchange

The Faculty has arranged an exchange program for students between The University of New England and Lock Haven University in Pennsylvania, USA. Students are advised that the best semester to undertake this exchange is Semester 1 of the fourth year. Students going at this time must commence EDCX 390 in Semester 2 of their third year. Other time periods may be negotiated. Consult with the Course Coordinator and the International Office if you are interested.

Wuxi Practicum

Students have the opportunity to complete five weeks supervised practice teaching at a school in Wuxi, China in the third year of their enrolment. Students are accompanied and supervised by Faculty staff. Students interested in participating in either of these programs should consult Course Coordinator and the Professional Experience Office for further details.

Bachelor of Education (Primary)

Students who commenced between 2001-2003

1 Admission to Candidature

A candidate shall:

- (a) (i) be qualified for admission (see Undergraduate Admission Rules); and
- (ii) if admitted on the basis of an Australian school leaving qualification, have achieved a standard set by the Faculty in English and Mathematics in that school leaving qualification.

2 Award of the Degree

Candidates who meet the course requirements listed under Rule 3. shall be awarded the Bachelor of Education (Primary).

3 Course Requirements

To qualify for the award of Bachelor of Education (Primary) a candidate who has been admitted under Rule 1.(a), shall pass 192 credit points including all units in Group 8A, and 42 credit points from Group 8B.

4 Period of Candidature

For candidates admitted under Rule 1.(a), the maximum period of candidature shall be:

- (a) five years as a full-time candidate;
- (b) eight years as a part-time candidate.

5 Progress and Conduct

- (a) Failure in 18 credit points shall be deemed to be unsatisfactory progress.
- (b) Failure to meet professional experience and practice teaching requirements shall be deemed to be unsatisfactory progress.

6 Code of Ethics

Candidates are required to abide by the Code of Ethics for general contact with schools and professional experience as laid down by the Faculty.

7 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 8A

ED 495:24	Internship
EDCX 348:12	Curriculum and the Social Context of Schooling
EDCX 390	Teaching Project
EDLT 180:12	Learning and Teaching I
EDLT 280:12	Learning and Teaching II
EDSE 262	Environmental Science for the School Curriculum
EDSP 280:12	The Inclusive Classroom
EDUC 190:12	Curriculum Studies I
EDUC 191:12	Curriculum Studies II
EDUC 192	Foundation Studies (may be substituted by EDUC 114)
EDUC 193	Reading in the Primary Curriculum
EDUC 290:12	Curriculum Studies III
EDUC 390:12	Curriculum Studies IV
PDPS 171	Introduction to Society and Culture

Group 8B

ED 904	Practicum 4 (20 Days)
ED 905	International Professional Experience Elective
EDAE 106	Introduction to Dance and Drama for Teachers
EDAE 107	Introduction to Music and Visual Arts for Teachers
EDAE 2/310	Creative Arts in the Classroom
EDAE 3/407	Drama and Educational Practice
EDAE 3/412:6/12	Individual Project in Arts Education
EDAE 3/413	Music in the School
EDAE 3/415	Visual Arts and Children
EDAE 401	Contemporary Issues in Arts Education
EDAE 406	Movements in Arts Education: Theory into Practice

EDAE 410	Arts Experience and Learning
EDCX 2/330	Educational Thought and Practice: Past and Present
EDCX 2/335	History of Australian Education
EDCX 246	Society and Education
EDCX 3/409	Race Relations in the Classroom
EDCX 3/415	Indigenous Australian Education
EDCX 3/431	Education and Values
EDCX 3/446	Sociology of Education
EDCX 349	Gender and Education
EDCX 420	Introduction to Curriculum Inquiry
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 445	Education, Colonialism and Change
EDCX 447	Community Responsive Schooling
EDCX 448	Education and Society: Contemporary and Global Issues
EDCX 455	International Schooling: Challenges and Issues
EDCX 494	School Subjects and Curriculum Inquiry
EDCX 982	Aboriginal Studies Curriculum
EDEE 2/324	Teaching Functional Language, Text Types and Grammar
EDEE 322	Teaching Reading and Writing
EDEE 323	Literature and Children
EDEE 325	Mass Media and Education
EDEE 422	Writing in Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 423	Teaching the Origins and Influences of Fantasy Literature for Children and Adolescents
EDEE 428	Issues in Teaching Literacy
EDEE 498	Applying Critical Theory to the Teaching of English
EDIT 215	Multimedia for Teachers I
EDIT 314	Teaching Concepts with Technology
EDIT 315	Multimedia for Teachers II
EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 414	Principles of Computer Programming
EDIT 415	Implementing ICT in Schools
EDIT 416	ICT For Professional Practice
EDIT 417	Web Mediated Learning Communities
EDLA 316	Teaching English to Speakers of Other Languages
EDLA 3/418	Technology-Enhanced Language Learning (TELL)
EDLA 3/429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLT 3/481	Education of the Gifted and Talented
EDLT 3/488	Internet Learning for Gifted and Talented Children
EDLT 470	Effective Learning in Mixed-Age Classrooms
EDLT 482	Cognition and Learning Across the Curriculum
EDLT 483	Creative Thinking and Problem Solving
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDME 133	Enrichment Mathematics for Primary Teachers
EDME 233	Mathematical Thinking for Primary Teachers
EDME 3/421	Developing Mental Computation Competence
EDME 3/433	Mathematical Investigations for Teachers
EDME 3/438	Educational Measurement and Evaluation
EDME 411	Mathematical Investigations for the Middle Years
EDME 471	Problem Solving with Concept Maps and Vee Diagrams
EDPE 243	Movement and Skill I
EDPE 244	Movement and Skill II
EDPE 245	Human Physical Performance I
EDPE 246:12	Human Physical Performance II

EDPE 3/440:12	Scientific Principles of Sports Coaching
EDPE 3/442	Motor Skill Acquisition
EDPE 3/443	Health Promotion in the Schools and the Community
EDPE 3/444	Special Issues in Health and Physical Education
EDPE 3/445:6/12	Advanced Studies in Health and Physical Education
EDSE 163	Scientific Studies I
EDSE 164	Scientific Studies II
EDSE 368	Designing and Making in the Primary Classroom
EDSE 369	Environmental Education Through Australian Ecotours
EDSE 464	Environment, Technology and Society
EDSE 466	Science and Technology Education
EDSE 467	Teaching Environmental Health in Soil and Water
EDSP 382	Behaviour Management
EDSP 383	Psychosocial Aspects of Exceptionality and Special Education
EDSP 384	Consultation and Communication
EDSP 385	Literacy Difficulties in the Regular Classroom
EDSP 482	Education of Children and Adolescents with Severe Behaviour Disorders
EDSS 2/373	Religious Education Studies
EDUC 402	Developing Statistical Literacy
EHPS 590	Research Methods 1
PDAB 100	Australian Indigenous Societies and Colonisation
PDAB 101	Issues in Contemporary Indigenous Societies
PDEC 400	Young Children's Language and Communication
PDPS 2/304	Facilitating Cross-Cultural Communication
PDPS 208	Immigrants and Society: An Introduction
PDPS 3/433	Professional Ethics in Contemporary Society
or any other unit offered by the Faculty.	

Year Degree Structure for Students who commenced between 2001-2003

1	EDUC 190:12 Curriculum Studies I EDUC 191:12 Curriculum Studies II EDLT 180:12 Learning and Teaching I EDUC 192 Foundation Studies (may be substituted by EDUC 114) EDUC 193 Reading in the Primary Curriculum
2	EDUC 290:12 Curriculum Studies III EDSP 280:12 The Inclusive Classroom EDLT 280:12 Learning and Teaching II EDSE 262 Environmental Science for the School Curriculum PDPS 171 Introduction to Society and Culture
3	EDUC 390:12 Curriculum Studies IV EDCX 348:12 Curriculum and the Social Context of Schooling 24 cp Elective Units from Group 8B
4	18 cp Elective Units from Group 8B EDCX 390 Teaching Project ED 495:24 Internship

Bachelor of Education (Primary)

For students who commenced from 2004

1 Admission to Candidature

A candidate shall:

- (a) (i) be qualified for admission (see Undergraduate Admission Rules); and
- (ii) if admitted on the basis of an Australian school leaving qualification, have achieved a standard set by the Faculty in English and Mathematics in that school leaving qualification.

2 Award of the Degree

Candidates who meet the course requirements listed under Rule 3. shall be awarded the Bachelor of Education (Primary).

3 Course Requirements

To qualify for the award of Bachelor of Education (Primary) a candidate who has been admitted under Rule 1.(a) shall pass 192 credit points including all units in Group 8A, at least six credit points from Group 8B, not more than six credit points from Group 8C and 12 credit points from Group 8D.

4 Period of Candidature

For candidates admitted under Rule 1.(a), the maximum period of candidature shall be:

- (a) five years as a full-time candidate;
- (b) eight years as a part-time candidate.

5 Progress and Conduct

- (a) Failure in 18 credit points shall be deemed to be unsatisfactory progress.
- (b) Failure to meet professional experience and practice teaching requirements shall be deemed to be unsatisfactory progress.

6 Code of Ethics

Candidates are required to abide by the Code of Ethics for general contact with schools and professional experience as laid down by the Faculty.

7 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 8A

ED 195:0	Professional Experience I (15 days)
ED 295:0	Professional Experience II (15 days)
ED 395:0	Professional Experience III (30 days)
ED 495:18	Internship
EDAE 124	Creative Arts Curriculum Studies
EDCX 100	Passionate Pedagogies: Teaching in Context
EDCX 200	School Rules: Discourses, Knowledge and Power
EDCX 300	Just Schooling: Policy, Curriculum, Commonsense
EDCX 400	Aboriginal Education
EDCX 490	Action Research Project
EDEE 112	Introduction to the Teaching of K-6 English
EDEE 312	The Practice of English in the Primary Classroom
EDLT 111	Teachers and Learners
EDLT 121	The Developing Learner
EDLT 212	Teaching for Active Learning
EDLT 221	Teaching for Talent Development
EDME 123	K-6 Mathematics Curriculum Studies 1
EDME 313	K-6 Mathematics Curriculum Studies 2
EDPE 214	Teaching Primary PDHPE
EDSE 213	Primary Science and Technology Curriculum Studies
EDSE 412	Environmental Education for the K-6 School
EDSP 211	The Inclusive Classroom
EDSP 322	Challenging Behaviour in the Primary Classroom
EDSS 222	Teaching HSIE in the Primary School

EDUC 114 ICT Across the Curriculum
 EDUC 193 Reading in the Primary Curriculum
 EDUC 311 K-6 Curriculum Planning and Assessment 1
 EDUC 321 K-6 Curriculum Planning and Assessment 2
 EDUC 401 Professional Learning Portfolio
 or any other unit approved by the Faculty.

Group 8B

EDME 203 Common Misconceptions in K-6 Mathematics
 EDPE 201 Advanced PDHPE Curriculum Studies (Primary)
 EDSE 368 Designing and Making in the Primary Classroom
 or any other unit approved by the Faculty.

Group 8C

EDAE 210 Creative Arts in the Classroom
 EDAE 307 Drama and Educational Practice
 EDAE 313 Music in the School
 EDAE 315 Visual Arts and Children
 or any other unit approved by the Faculty.

Group 8D

ED 904 Practicum 4 (20 days)
 ED 905 International Professional Experience Elective
 EDAE 106 Introduction to Dance and Drama for Teachers
 EDAE 107 Introduction to Music and Visual Arts for Teachers
 EDAE 2/310 Creative Arts in the Classroom
 EDAE 3/407 Drama and Educational Practice
 EDAE 3/412:6/12 Individual Project in Arts Education
 EDAE 3/413 Music in the School
 EDAE 3/415 Visual Arts and Children
 EDAE 401 Contemporary Issues in Arts Education
 EDAE 406 Movements in Arts Education: Theory into Practice
 EDAE 410 Arts Experience and Learning
 EDCX 2/330 Educational Thought and Practice: Past and Present
 EDCX 2/335 History of Australian Education
 EDCX 246 Society and Education
 EDCX 3/409 Race Relations in the Classroom
 EDCX 3/415 Indigenous Australian Education
 EDCX 3/431 Education and Values
 EDCX 3/446 Sociology of Education
 EDCX 349 Gender and Education
 EDCX 420 Introduction to Curriculum Inquiry
 EDCX 422 Curriculum Design for Middle Years Schooling
 EDCX 428 Critical Perspectives in Curriculum Inquiry
 EDCX 445 Education, Colonialism and Change
 EDCX 447 Community Responsive Schooling
 EDCX 448 Education and Society: Contemporary and Global Issues
 EDCX 455 International Schooling: Challenges and Issues
 EDCX 494 School Subjects and Curriculum Inquiry
 EDCX 982 Aboriginal Studies Curriculum
 EDEE 2/324 Teaching Functional Language, Text Types and Grammar
 EDEE 322 Teaching Reading and Writing
 EDEE 323 Literature and Children
 EDEE 325 Mass Media and Education
 EDEE 422 Writing in Schools: A Higher Level Focus on Practice and Pedagogy
 EDIT 215 Multimedia for Teachers I
 EDIT 314 Teaching Concepts with Technology
 EDIT 315 Multimedia for Teachers II

EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 414	Principles of Computer Programming
EDIT 415	Implementing ICT in Schools
EDIT 416	ICT For Professional Practice
EDIT 417	Web Mediated Learning Communities
EDLA 316	Teaching English to Speakers of Other Languages
EDLA 3/418	Technology-Enhanced Language Learning (TELL)
EDLA 3/429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLT 3/488	Internet Learning for Gifted and Talented Children
EDLT 470	Effective Learning in Mixed-Age Classrooms
EDLT 482	Cognition and Learning Across the Curriculum
EDLT 483	Creative Thinking and Problem Solving
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDME 133	Enrichment Mathematics for Primary Teachers
EDME 233	Mathematical Thinking for Primary Teachers
EDME 3/421	Developing Mental Computation Competence
EDME 3/433	Mathematical Investigations for Teachers
EDME 3/438	Educational Measurement and Evaluation
EDME 411	Mathematical Investigations for the Middle Years
EDME 471	Problem Solving with Concept Maps and Vee Diagrams
EDPE 243	Movement and Skill I
EDPE 244	Movement and Skill II
EDPE 245	Human Physical Performance I
EDPE 246:12	Human Physical Performance II
EDPE 3/440:12	Scientific Principles of Sports Coaching
EDPE 3/442	Motor Skill Acquisition
EDPE 3/443	Health Promotion in the Schools and the Community
EDPE 3/444	Special Issues in Health and Physical Education
EDPE 3/445:6/12	Advanced Studies in Health and Physical Education
EDSE 163	Scientific Studies I
EDSE 164	Scientific Studies II
EDSE 368	Designing and Making in the Primary Classroom
EDSE 369	Environmental Education Through Australian Ecotours
EDSE 464	Environment, Technology and Society
EDSE 466	Science and Technology Education
EDSE 467	Teaching Environmental Health in Soil and Water
EDSP 383	Psychosocial Aspects of Exceptionality and Special Education
EDSP 384	Consultation and Communication
EDSP 385	Literacy Difficulties in the Regular Classroom
EDSP 482	Education of Children and Adolescents with Severe Behaviour Disorders
EDSS 2/373	Religious Education Studies
EDUC 402	Developing Statistical Literacy
EHPS 590	Research Methods 1
PDAB 100	Australian Indigenous Societies and Colonisation
PDAB 101	Issues in Contemporary Indigenous Societies
PDEC 400	Young Children's Language and Communication
PDPS 2/304	Facilitating Cross-Cultural Communication
PDPS 208	Immigrants and Society: An Introduction
PDPS 3/433	Professional Ethics in Contemporary Society

or any other unit offered by the Faculty.

Year Degree Structure for Students who commenced from 2004

- 1
 EDAE 124 Creative Arts Curriculum Studies
 EDCX 100 Passionate Pedagogies: Teaching in Context
 EDEE 112 Introduction to the Teaching of K-6 English
 EDLT 111 Teachers and Learners
 EDLT 121 The Developing Learner
 EDME 123 K-6 Mathematics Curriculum Studies 1
 EDUC 114 ICT Across the Curriculum
 EDUC 193 Reading in the Primary Curriculum
 ED 195:0 Professional Experience I (15 days)
- 2
 EDCX 200 School Rules: Discourses, Knowledge and Power
 EDLT 212 Teaching for Active Learning
 EDLT 221 Teaching for Talent Development
 EDPE 214 Teaching Primary PDHPE
 EDSE 213 Primary Science and Technology Curriculum Studies
 EDSP 211 The Inclusive Classroom
 EDSS 222 Teaching HSIE in the Primary School
 ED 295:0 Professional Experience II (15 days)
- One Elective from:**
 EDME 203 Common Misconceptions in K-6 Mathematics
 EDPE 201 Advanced PDHPE Curriculum Studies (Primary)
 EDSE 368 Designing and Making in the Primary Classroom
- 3
 EDCX 300 Just Schooling: Policy, Curriculum, Commonsense
 EDEE 312 The Practice of English in the Primary Classroom
 EDME 313 K-6 Mathematics Curriculum Studies 2
 EDSP 322 Challenging Behaviour in the Primary Classroom
 EDUC 311 K-6 Curriculum Planning and Assessment 1
 EDUC 321 K-6 Curriculum Planning and Assessment 2
 ED 395:0 Professional Experience III (30 days)
 six cp Elective from Group 8D
- One Elective from:**
 EDAE 210 Creative Arts in the Classroom
 EDAE 307 Drama and Educational Practice
 EDAE 313 Music in the School
 EDAE 315 Visual Arts and Children
- 4
 EDCX 400 Aboriginal Education
 EDCX 490 Action Research Project
 EDSE 412 Environmental Education for the K-6 Curriculum
 EDUC 401 Professional Learning Portfolio
 six cp Elective from Group 8D
 ED 495:18 Internship

Practicum/Professional Experience

The practicum which involves student teachers' learning within school environments provides core experiences within the Bachelor of Education (Primary). The practicum components are linked to special units in the Curriculum and Professional Strands during the first three years, so that students can make effective links between theory and practice.

The structure of the practicum program and its relationship to units is outlined as follows:

Year	Structure	Linked Units	Credit Points
1	Semester 1: 5 Orientation to Teaching (5 dispersed days)	<ul style="list-style-type: none"> • EDLT 111 Teachers and Learners • EDLT 121 The Developing Learner • EDME 123 K-6 Mathematics Curriculum Studies 1 	1 2 1
	Semester 2: 10 days Block: 17 - 28 July 2006	OR <ul style="list-style-type: none"> • EDLT 180 Learning and Teaching I • EDUC 190 Curriculum Studies I • EDUC 191 Curriculum Studies II 	2 1 1
2	Semester 2: 15 days Block: 4 - 22 September 2006	<ul style="list-style-type: none"> • EDLT 221 Teaching for Talent Development • EDSS 222 Teaching HSIE in the Primary School • EDCX 200 School Rules: Discourses, Knowledge and Power 	2 1 2
		OR <ul style="list-style-type: none"> • EDLT 280 Learning and Teaching II • EDSP 280 The Inclusive Classroom • EDUC 290 Curriculum Studies III 	2 1 1
3	Semester 1: 10 days Block: 12 - 23 June 2006	<ul style="list-style-type: none"> • EDUC 311 K-6 Curriculum Planning and Assessment 1 • EDEE 312 The Practice of English in the Primary Classroom • EDUC 321 K-6 Curriculum Planning and Assessment 2 • EDSP 322 Challenging Behaviour in the Primary Classroom 	2 1 2 2
	Semester 2: 20 days Block: 28 August - 22 September 2006	<ul style="list-style-type: none"> • EDCX 300 Just Schooling: Policy, Curriculum, Commonsense 	2
4	Semester 2: 50 Day Internship 17 July - 22 September 2006	OR <ul style="list-style-type: none"> • EDUC 390 Curriculum Studies IV • EDCX 348 Curriculum and the Social Context of Schooling 	4 1
		<ul style="list-style-type: none"> • EDSE 412 Environmental Education for the K-6 School • ED 495 Internship 	1 18
		OR <ul style="list-style-type: none"> • ED 495 Internship 	24

Bachelor of Education with Honours

Course Summary

The Bachelor of Education with Honours course provides the opportunity for students with research potential and interest to demonstrate their ability. To complete the requirements for the award candidates will be required to undertake reading and research in an area of specialisation in either a key curriculum area, some aspect of school management or education studies. Students will be required to complete a research study and a thesis in the selected area under the direction of a supervisory team.

The research study and thesis comprise 50% of the program; the remaining components being units on research methodology, a review of the topic to be investigated and a reading unit. On the completion of an honours course students are able to move more easily into postgraduate work as they are able to demonstrate research ability, a necessary prerequisite for entrance into doctoral study. Successful students who receive a pass at Level 1 or Level 2, Division 1, are eligible to proceed immediately to study in a PhD, or to an EdD (once they have acquired at least four years experience in an educational institution or in education services delivery).

1 Admission to Candidature

1.1. A candidate shall:

- (a) have satisfactorily completed 72 credit points of the Bachelor of Education (Primary) award of the University as specified in Rule 1.2 at a grade point average of Credit or better and approval of the Faculty; or
- (b) hold a three-year education qualification recognised by the Faculty as suitable for entry into the program at a grade point average of Credit or better and approval of the Faculty.

1.2. For candidates admitted under Rule 1.1.(a) the 72 credit points shall, as specified in Rule 6, comprise 72 credit points from Group 1.

2 Course Requirements

2.1. (a) To qualify for the award, candidates admitted under Rule 1.1.(a) shall pass 192 credit points as specified in Rules 2.1.(b) and 6.

(b) The course shall comprise:

- (i) all units in Group 1;
- (ii) 24 credit points from Group 3.

2.2. (a) To qualify for the award, candidates admitted under Rule 1.1.(b) shall pass 48 credit points as specified in Rules 2.2.(b) and 6.

(b) The course shall comprise:

- (i) six credit points from 2A;
- (ii) 12 credit points from Group 2B;
- (iii) six credit points from Group 2C;
- (iv) 24 credit points from Group 3.

3 Classes of Honours

3.1. There shall be three classes of honours, namely Class I, Class II and Class III. Class II shall have two divisions. There shall be no re-examination.

3.2. An exceptionally distinguished candidate who has been awarded Honours Class I may be awarded a University Medal.

4 Period of Candidature

4.1. For candidates admitted under Rule 1.1.(a), the maximum period of candidature shall be:

- (a) two and a half years as a full-time candidate;
- (b) five years as a part-time candidate.

4.2. For candidates admitted under Rule 1.1.(b), the maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

5 Progress and Conduct

Failure to obtain a result of Credit or better in each course work unit shall be deemed to be unsatisfactory progress.

6 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

ED 195:0	Professional Experience I (15 days)
ED 295:0	Professional Experience II (15 days)
ED 395:0	Professional Experience III (30 days)
ED 495:18	Internship
EDAE 124	Creative Arts Curriculum Studies
EDCX 100	Passionate Pedagogies: Teaching in Context
EDCX 200	School Rules: Discourses, Knowledge and Power
EDCX 300	Just Schooling: Policy, Curriculum, Commonsense
EDCX 400	Aboriginal Education
EDEE 112	Introduction to the Teaching of K-6 English
EDEE 312	The Practice of English in the Primary Classroom
EDLT 111	Teachers and Learners
EDLT 121	The Developing Learner
EDLT 212	Teaching for Active Learning
EDLT 221	Teaching for Talent Development
EDME 123	K-6 Mathematics Curriculum Studies 1
EDME 313	K-6 Mathematics Curriculum Studies 2
EDPE 214	Teaching Primary PDHPE
EDSE 213	Primary Science and Technology Curriculum Studies
EDSE 412	Environmental Education for the K-6 School
EDSP 211	The Inclusive Classroom
EDSP 322	Challenging Behaviour in the Primary Classroom
EDSS 222	Teaching HSIE in the Primary School
EDUC 114	ICT Across the Curriculum
EDUC 193	Reading in the Primary Classroom
EDUC 311	K-6 Curriculum Planning and Assessment 1
EDUC 321	K-6 Curriculum Planning and Assessment 2
EDUC 401	Professional Learning Portfolio
EHPS 590	Research Methods 1

Group 2A

EDAE 401	Contemporary Issues in Arts Education
EDAE 406	Movements in Arts Education: Theory into Practice
EDAE 410	Arts Experience and Learning
EDAE 412	Individual Project in Arts Education
EDAE 413	Music in the School
EDAE 415	Visual Arts and Children
EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
EDCX 420	Introduction to Curriculum Inquiry
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 447	Community Responsive Schooling
EDCX 494	School Subjects and Curriculum Inquiry
EDEE 422	Writing in Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 428	Issues in Teaching Literacy
EDIT 418	Issues in Computer Education
EDLA 401:12	TESOL Methodology
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
EDLA 410	Linguistics for Language Teachers
EDME 411	Mathematical Investigations for the Middle Years
EDME 421	Developing Mental Computation Competence
EDME 434	Current Innovations in Mathematics Education
EDME 471	Problem Solving with Concept Maps and Vee Diagrams

EDPE 440:12	Scientific Principles of Sports Coaching
EDSE 465	Current Innovations in Science Education
EDSP 481	Programming for Students with Learning Difficulties and Disabilities
EDSP 482	Education of Children and Adolescents with Severe Behaviour Disorders
EDSP 484	Education Intervention for Children with Learning Difficulties
EDSS 473	Local Studies in Social Science
EDSS 475	Religious Education
EDUC 402	Developing Statistical Literacy
HSCS 411	Counselling Theory 2
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDEC 417	Indigenous Perspectives in Early Childhood Education
PDPS 411	Traditional Aboriginal Societies and Colonisation
PDPS 413	Contemporary Aboriginal Studies
or any other unit approved by the Faculty.	

Group 2B

EDUC 496:12	Special Topics in Education (A)
HS 496:12	Special Topics in Education (A)
PDAL 496:12	Special Topics (A)

Group 2C

EDSP 485	Introduction to Psychoeducational Assessment
EHPS 590	Research Methods 1

or any other research methodology unit approved by the Faculty.

Group 3

EDUC 499:24	Thesis at Bachelors Honours Level
HS 499:24	Thesis at Bachelors Honours Level
PDAL 499:24	Thesis at Bachelors Honours Level

Combined Degrees

The combined degrees listed are pre-service courses and are offered as follows:

Bachelor of General Studies/Bachelor of Teaching (Primary Teaching—only available by off-campus studies); Bachelor of Arts/Bachelor of Teaching; Bachelor of Business/Bachelor of Teaching; Bachelor of Music/Bachelor of Teaching; Bachelor of Information Technology/Bachelor of Teaching; Bachelor of Mathematics/Bachelor of Teaching; Bachelor of Science/Bachelor of Teaching (Secondary Teaching—available by on-campus and off-campus studies).

These courses were established as alternate pathways to the first degree plus the Diploma in Education model. Broadly, each combined degree retains the major/minor structure of the first degree. The combined degree structure is such that additional space is provided for the professional, as opposed to the substantive part of the award. As a combined degree one testamur is awarded on graduation.

In the pages that follow each combined degree is described. At the end of each separate description a full-time and suggested part-time structure is provided.

The Practicum

The details on the practicum below are consistent across all combined degrees, but note the primary/secondary and on-campus/off-campus differences.

Days of Practicum

The practicum component of the Bachelor of Teaching is compulsory. Students enrolled in the Bachelor of General Studies/Bachelor of Teaching must either be enrolled in or have completed two curriculum units and EDLT 485 Introduction to Teaching and Learning prior to enrolling in ED 901 Practicum 1 (20 days). Students enrolled in the secondary programs must complete concurrently with their curriculum units either ED 901 Practicum 1 (20 days) or ED 902 Practicum 2 (20 days). Although students who commenced the Combined Degree prior to 2000 are only required to complete 40 days of practicum, it is highly recommended that they complete a minimum of 60 days.

Cost

Students are advised to consider carefully the financial implications of each practicum session and the necessity to budget for these three to four sessions. For students in employment, consideration must also be given to eligibility for leave in order to complete up to a 20 day block of professional experience.

Professional Experience Office

Both on-campus and off-campus students will be provided with a *Professional Experience Handbook* after enrolment in the practicum unit. The *Handbooks* are posted to off-campus students in the last week (or thereabouts) in March of each year. This *Handbook* provides all information required by students to satisfactorily complete the unit. All practicum placements are arranged by the Professional Experience Office in consultation with individual students. Students are requested to direct any enquiries relating to professional experience to the Professional Experience Office, Faculty of Education, Health and Professional Studies, The University of New England, NSW 2351 (telephone: (02) 6773 3802 or facsimile: (02) 6773 3804).

On-campus Students

The designated periods for professional experience during 2006 are as follows:

Primary

- ED 901 Practicum 1 (20 days)
5 Dispersed days (leading up to 3 week block)
15 Day block (September 4 - September 22)
- ED 902 Practicum 2 (20 days)
20 Day block (May 29 - June 23)
- ED 903 Practicum 3 (20 days)
20 Day block (August 28 - September 22)

Secondary

- ED 901 Practicum 1 (20 days)
5 Dispersed Days (leading up to 3 week block)
15 Day block (September 4 - September 22)
- ED 902 Practicum 2 (20 days)
20 Day block (May 29 - June 23)
- ED 903 Practicum 3 (20 days)
20 Day block (August 28 - September 22)

Examinations during Practicum

Students in the Bachelor of Teaching component of the Combined Degree should be aware that the practicum periods take precedence over all other work including lectures, seminars and science practical sessions. No student will be permitted to leave a school where they are undertaking a practice teaching session to attend other University courses (except for UNE examinations). Students should advise individual lecturers that they will be required to be absent from lectures for the periods of practicum during the dispersed days, June/July and August/September.

If you have an examination during the practicum you may need to change your examination centre (by April for first semester or September for second semester units) with the Examinations Unit, in consultation with the Student Centre. It may also be necessary to arrange leave from the practicum to attend any scheduled examinations during this period.

Off-campus Students**Primary**

Three 20 day practicum components (ED 901, 902, 903) are to be undertaken throughout the Bachelor of Teaching component as set out in the suggested patterns of enrolment.

The designated practice teaching periods for 2006 are as follows:

Secondary

- ED 901 Practicum 1 (20 days)
20 Day block (August 28 - September 22)
- ED 902 Practicum 2 (20 days)
20 Day block (May 29 - June 23 or August 28 - September 22)
- ED 903 Practicum 3 (20 days)
20 Day block (May 29 - June 23 or August 28 - September 22)

Off-campus candidates are permitted to undertake their practicum in approved schools of their choice with the exception of schools in Armidale and its surrounding district. Placement in these areas must be arranged through the Professional Experience Office. Each session should normally be completed in the designated professional experience periods.

Should you require further clarification or advice please contact the Student Centre.

Bachelor of General Studies/Bachelor of Teaching

Overview

This combined degree is usually available by distance education only and provides a general education in the humanities, sciences and social sciences which is designed to prepare students for Primary teaching in schools (Years K-6). Currently enrolled students at UNE may apply to do this degree internally.

The combined degree totals 192 credit points. The General Studies component comprises 96 credit points and the Teaching component comprises 96 credit points.

Subject Areas

The first two years (full-time equivalent) of the degree is undertaken in a broad range of units from across the four Faculties. Studies undertaken address the Primary School subjects which are known as Key Learning Areas (KLAs). The Key Learning Areas are:

English or Linguistics

Mathematics

Personal Development, Health Education and Physical Education

Science and Technology (This includes the subjects of Biology, Chemistry, Geology, Physics)

Creative Arts (This includes the subjects of Combined Creative Arts, Drama and Music)

Society and Environment (This includes the subjects of Aboriginal Studies, Asian Social Studies, Business Studies, Economics, Geography, History, Legal Studies, Politics, Sociology, Studies in Religion)

Languages Other than English/Information Technology/Psychology

A minimum of 12 credit points must be completed in English or Linguistics and 12 credit points in Mathematics. Students also choose 12 credit points in three Key Learning Areas other than English or Linguistics and Mathematics. This means that in total, students undertake units from five of the above Key Learning Areas. In one of the five Key Learning Areas, students complete a major sequence of units (the equivalent of 12 credit points at 100-level, 12 credit points at 200/300-level and 12 credit points at 300-level) and a minor sequence of units (the equivalent of 12 credit points at 100-level and 12 credit points at 200/300-level). Although English or Linguistics and Mathematics are compulsory subject areas students may choose whether they continue their major or minor study in these areas or just complete the minimum requirement of 12 credit points in each of these subjects.

Professional Education

The latter half of the degree incorporates introductory and applied education units, core teaching units, curriculum units and practice teaching in schools.

The six curriculum units are compulsory and are designed to meet the Primary K-6 syllabus as taught in schools. These are:

Primary English

Society and Environment

Mathematics K-6

Primary Science and Technology

Performing and Visual Arts

Health and Physical Education

Computing Studies and Special Education are also included as compulsory components for Primary teaching.

HSC Requirements for Infants/Primary Teaching

Graduates intending to seek employment with the New South Wales Department of Education and Training to teach at primary level must have successfully completed any two units of English and Mathematics at HSC level (or equivalent). Successful completion of the compulsory English and Mathematics units will meet this requirement.

General Studies Component

Key Learning Areas

Students are required to complete units in the following Key Learning Areas in the General Studies component of the course:

English or Linguistics (12 credit points); and **Mathematics** (12 credit points);

plus

at least 12 credit points in each of three of the following:

Personal Development, Health Education and Physical Education

Science and Technology (This includes the subjects of Biology, Chemistry, Geology, Physics)

Creative Arts (This includes the subjects of Combined Creative Arts, Drama and Music)

Society and Environment (This includes the subjects of Aboriginal Studies, Asian Social Studies, Business Studies, Economics, Geography, History, Legal Studies, Politics, Sociology, Studies in Religion)

Languages Other than English/Information Technology/Psychology

Major/Minor Sequences

Students must also complete a Major Sequence of units in one of their chosen Key Learning Areas (12 credit points at 100-level, 12 credit points at 200/300-level and 12 credit points at 300-level) and a Minor Sequence of units in a second Key Learning Area (12 credit points at 100-level and 12 credit points at 200/300-level). These sequences can be completed in any of the above Key Learning Areas where units to 200 and 300-level are available.

Key Learning Areas**English or Linguistics**

At least 12 credit points is compulsory in English or Linguistics. The units ENGL 101 An Introduction to English Studies and ENGL 102 Literature, Film and Society are the prerequisite units for all units in English and are therefore compulsory units in this area. The units LING 101 Introduction to Linguistics and LING 102 Foundations of Linguistics are the prerequisite units for all units in Linguistics and are therefore the compulsory units in this area. Students may undertake English or Linguistics as a major or minor sequence in their degree.

Major/Minor Sequence English

Students who wish to complete a major (12 credit points at 100-level, 24 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 300-level) sequence in English must complete ENGL 101 and 102 and choose the remaining units from the following:

ABEN 373; COMM 315, 321, 325, 385; ECWG 327; ENCO 307, 310; ENGL 305, 312, 341, 351, 361, 362, 372, 375; WGC0 388, 389

Major/Minor Sequence Linguistics

Students who wish to complete a major (12 credit points at 100-level, 24 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 300-level) sequence in Linguistics must complete LING 101 and 102 and choose the remaining units from the following:

ABLI 302; LING 250, 305, 306, 307, 312, 313, 330, 340, 380

Mathematics

At least 12 credit points is compulsory in Mathematics. Students can choose from units available in the Faculty of Education, Health and Professional Studies or from units available in the Faculty of The Sciences.

It is recommended that students with either no background or who have a limited background in Mathematics should choose two of the following units:

EDME 133	Enrichment Mathematics for Primary Teachers
EDME 233	Mathematical Thinking for Primary Teachers
EDME 333	Mathematical Investigations for Teachers

Please note: It is not possible to undertake a major or minor in Mathematics in the above EDME units.

Major/Minor Sequences

Students with an interest and background in Mathematics may consider completing units from the Faculty of The Sciences which include a major or minor in these units:

AMTH 140, 142, 246, 247, 346, 348

MATH 101, 102

PMTH 212, 213, 332, 333, 335, 336, 338, 339

STAT 260, 261, 354, 356, 357

Students who wish to complete a major (12 credit points at 100-level, 12 credit points at 200-level and 12 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 200-level) sequence in Mathematics should choose units from the Faculty of The Sciences as listed above.

Personal Development/Health Education/Physical Education

Students have the option of completing 12 credit points or of undertaking their major or minor sequence of units in this area.

EDPE 243	Movement and Skill I
EDPE 245	Human Physical Performance I
EDPE 246	Human Physical Performance II
EDPE 340	Scientific Principles of Sports Coaching
EDPE 342	Motor Skill Acquisition
EDPE 343	Health Promotion in the Schools and the Community
HS 332	Social Aspects of HIV/AIDS, Education and Community Mobilisation
HUMN 240	Issues in Human Nutrition I

Students are required to complete EDPE 243 and EDPE 245 prior to enrolling at 300-level EDPE units.

Major/Minor Sequences

Students who wish to complete a major (12-24 credit points at 200-level and 12-24 credit points at 300-level) or minor (12 credit points at 200-level and 12 credit points at 300-level) sequence in PDHPE can choose units from the Faculty of Education, Health and Professional Studies and the Faculty of The Sciences as listed above.

Science and Technology

Students have the option of completing 12 credit points or of undertaking their major or minor sequence of units in this area. Students can choose units available in the Faculty of Education, Health and Professional Studies or the Faculty of The Sciences.

It is recommended that students with either no background or who have a limited background in Science should opt for the following units:

EDSE 163 Scientific Studies I

EDSE 164 Scientific Studies II

Please note: It is not possible to undertake a major or minor in Science and Technology in the above EDSE units.

Candidates with an interest and background in Science can undertake units from the Faculty of The Sciences which include:

AGRO 223; AMTH 246, 348; ASTY 221; BCHM 210, 330; BIOL 110, 120; BIOP 111, 112; BOTY 211/411, 241/341, 260/360, 270/370; CHEM 110, 120, 201, 202, 203, 204, 301, 302, 303, 304, 305, 306; ECOL 202, 210, 220, 302, 307; EVOL 211/311; GEOL 110, 120, 201, 205, 206, 207, 304, 306, 307; MICR 220; PHYS 121, 122, 211, 212, 311; PSIO 210, 220, 321, 322, 323, 324; ZOOL 210, 220/320, 230, 321, 326, 327

Major/Minor Sequences

Students who wish to complete a major (12 credit points at 100-level, 12 credit points at 200-level and 12 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 200-level) sequence in Science must choose units from the Faculty of The Sciences as listed above.

Creative Arts

Students have the option of completing 12 credit points or of undertaking their major or minor sequence of units in this area. Although Creative Arts is divided into three sub-sections, students can study units in only **ONE** of these sub-sections.

Units which comprise each sub-section are:

Combined Creative Arts

EDAE 106, 107, 210/310, 307, 312, 313, 315

Students are required to complete EDAE 106 and 107 prior to enrolling in any EDAE units at 200 or 300-level.

Drama (Theatre Studies)

THEA 110, 111, 301, 307, 313, 316, 317, 318, 321, 330, 333

Music

ASMU 368; MUSI 161, 162, 170, 171, 180, 184, 313, 314, 315, 316, 318, 320, 370, 371, 375, 376

Major/Minor Sequences

Combined Creative Arts Major or Minor—students may undertake either a major (12 credit points at 100-level, six credit points at 200-level and 18 credit points at 300-level or 12 credit points at 100 level and 24 credit points at 300-level) or minor (12 credit points at 100-level, six credit points at 200-level and six credit points at 300-level or 12 credit points at 100-level and 12 credit points at 300-level) sequence of units in this area.

Drama or Music Major or Minor—students may undertake either a major (12 credit points at 100-level and 24 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 300-level) sequence of units in these area.

Society and Environment

Students have the option of completing 12 credit points or of undertaking their major or minor sequence of units in this area. Although Society and Environment is divided into ten sub-sections, students can study units in only **ONE** of these sub-sections which include:

Aboriginal Studies	History
Asian Social Studies	Legal Studies
Business Studies/Commerce	Politics
Economics	Sociology
Geography	Studies in Religion

Units which comprise each sub-section are:

Aboriginal Studies

ABAR 103, 343, 358, 355; ABEN 373; EDCX 309, 315; HIST 354; PDAB 100, 101, 200, 201, 202, 302, 306, 312

Asian Social Studies

ASIN 352; ASMU 368; ASPO 351; ASSO 113, 314, 315, 361, 367, 369; SOAS 154, 360

Business Studies

Complete: ECON 251; MM 105

Complete: MM 205, 220

Complete: MM 321, 322

Economics

Complete: ECON 101, 102

Complete: ECON 202

Complete either: ECON 201 or 208

Choose two from: ECON 303, 307, 310, 311, 317, 319

Geography

GEAR 310; GEPL 111, 112, 304, 307, 311, 314, 316, 322, 324, 341, 352

History

ANCH 110, 111, 301, 304, 312, 314, 322, 324, 325; ARPA 101, 102, 305, 326; HIST 111, 112, 141, 142, 150, 151, 304, 305, 307, 308, 318, 319, 324, 328, 329, 333, 335, 337, 339, 341, 342, 351, 354, 359, 365, 366, 367, 368, 370, 373, 376, 378, 379

Legal Studies

LS 151/251, 250, 291/39, 292/392, 334, 453

Politics

PHPO 365; POLS 101, 102, 104, 306, 351, 370; SOAS 360

Sociology

SOCW 382; SOCY 100, 101, 103, 307, 317, 321, 331, 332, 333, 336, 340, 341, 344, 354, 364, 372

Studies in Religion

HIST 343; PHIL 303; RELS 111, 112, 301, 302, 303, 306, 307

Major/Minor Sequences

Students who wish to undertake either a major (12 credit points at 100-level, 24 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 300-level) sequence of units in this area must do so in **ONE** of the 10 sub-sections identified above and not from across the sub-sections. Please note exceptions to this sequence for the Economics, Human Resource Management Stream and Legal Studies for Business Stream which have designated, directed programs as listed above.

Languages Other than English (LOTE)/Information Technology/Psychology

Students have the option of completing 12 credit points or of undertaking their major (12 credit points at 100-level, 12 credit points at 200-level and 12 credit points at 300-level) or minor (12 credit points at 100-level and 12 credit points at 200-level) sequence of units in this area. Although this area comprises three sub-sections, students can study units in only **ONE** of the subsections.

LOTE

It is recommended that studies in Language units be completed as follows:

European Languages

French

Beginners Pattern: FREN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern: FREN 201, 202, 301, 302

Students should note that given the progression requirements in French now permit completion of a minor or a major.

German

Beginners Pattern: GRMN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern: GRMN 201, 202, 301, 302

Italian

ITAL 101, 102, 201, 202, 301, 302

Asian Languages

Chinese

Beginners Pattern: CHIN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern: CHIN 201, 202, 301, 302, 311, 312

Indonesian

Beginners Pattern: INDN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern: INDN 201, 202, 301, 302

Japanese

Beginners Pattern: JAPN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern: JAPN 201, 202, 301, 302

Students who wish to be recognised as a primary teacher with a specialisation in languages must have undertaken at least two years of tertiary study in the language they wish to teach. The University offers the unit EDLA 329 An Integrated Approach for Modern Languages Teaching in Primary School to gain recognition as a Primary trained language teacher. This unit can be counted as an Applied Education Elective and is in response to the NSW Department of Education and Training and Queensland Teachers' Registration Board requesting universities to train more language teachers in Primary LOTE.

Information Technology

Complete: COMP 100, 160

Choose two from: COMP 280, 286, 287

Choose two from: EDIT 411, 412, 413, 414, 415, 416, 417

Please note that students undertaking IT as a minor are advised to complete AMTH 140 as one of their compulsory mathematics units.

Psychology

PESS 202; PSYC 101, 102, 201, 313, 314, 321

Major/Minor Sequences

Students who wish to undertake either a major (12 credit points at 100-level, 12 credit points at 200-level and 12 credit points at 300/400-level) or minor (12 credit points at 100-level and 12 credit points at 200-level) sequence of units in this area must do so in **ONE** of the three sub-sections of LOTE, Information Technology or Psychology and not from across the sub-sections.

Teaching Component

Introductory Education Units

Studies in professional education are covered in the Teaching component of the combined degree. Students must have completed 48 credit points in the General Studies component before incorporating units from the Teaching component.

Students should refer to the suggested degree structure for the optimum sequence of units in the Teaching component of the course.

Introductory Education Units are designed to introduce students to relevant areas of study for teachers. These include educational foundations, socio-cultural studies, Aboriginal and multicultural studies and other areas with an educational focus. These units require no previous study in the subject and have a general educational interest rather than an applied classroom or professional orientation.

Students must complete **ONE** unit from the following:

EDCX 230, 235, 246; EDSP 244; EDUC 293; PDAB 100, 101, 200, 201; PDPS 204, 208

Core Teaching Units

Students are required to complete **ALL** of the following compulsory units:

EDCX 348	Curriculum and the Social Context of Schooling
EDIT 312	Computers in Education
EDLT 485	An Introduction to Learning and Teaching I
EDLT 486	An Introduction to Learning and Teaching II
EDSP 380	Educating Students with Special Needs

Curriculum Units

In conjunction with the above teaching units, students are required to complete **ALL** six curriculum units related to the Primary (K-6) curriculum. These are:

EDAE 900	The Creative Arts Key Learning Area: The Fourth 'R' in Education
EDEE 920	Curriculum Studies: Primary English
EDME 931	Curriculum Studies: Mathematics K-6
EDPE 941	Health and Physical Education in the Primary School
EDSE 963	Primary Science and Technology Education
EDSS 970	Society and Environment Curriculum

Residential schools for Primary Curriculum units are undertaken in two stages. These two residential schools are compulsory with no exemptions.

Applied Education Electives

Students are required to complete **ONE** unit from the Applied Education electives which are designed to allow candidates the opportunity to integrate theory and practical experience in an application to the classroom setting.

ED 904; EDAE 307/407, 310, 312/412, 313/413, 315/415, 401, 406, 410, 414; EDCX 309/409, 315/415, 330, 331/431, 335, 346/446, 349, 420, 422, 428, 442, 445, 447, 448, 476; EDEE 322, 323, 324, 325, 422, 423, 426, 428, 429, 498; EDIT 411, 412, 413, 414, 415, 416, 417; EDLA 314/414, 316, 318/418, 329/429, 403, 407, 410; EDLT 381/481, 388/488, 470, 482, 483, 484, 487; EDME 333/433, 338/438, 434; EDPE 340/440, 342/442, 343/443, 344/444; EDSE 369, 464, 465, 466; EDSP 382, 385, 480; EDSS 473, 475; EDUC 402; HS 332; HSCS 310/410, 311/411; PDAB 302/402, 306/406; PDEC 400; PDPS 333/433, 360/460

Practicum

Practicum is a compulsory component and students are required to complete a practicum preferably within the same year as undertaking the relevant curriculum unit. Students are required to complete three practica (ED 901, ED 902 and ED 903).

Students must be enrolled in two curriculum units prior to enrolment in their first practicum unit.

ED 901	Practicum 1 (20 days)
ED 902	Practicum 2 (20 days)
ED 903	Practicum 3 (20 days)

Degree Structure

On the following pages you will find suggested degree structures for enrolment over eight and four years. Please note that this is a diagrammatic interpretation only and is provided for your convenience to keep a record of your unit choices and to give a visual representation of the degree structure. For example, it is not necessary to commence your major or minor sequence of units in the first year of enrolment. It is necessary, however, to complete at least 48 credit points in the General Studies component before incorporating units from the Teaching component.

It is recommended that as English or Linguistics and Mathematics are compulsory requirements of the degree, you complete these units in the first year of enrolment. As stated previously, although English and Mathematics are compulsory subject areas students may choose whether they continue their major or minor study in these areas or just complete the minimum requirement of 12 cp in each of these subjects.

Bachelor of General Studies/Bachelor of Teaching

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

1	12 credit points Key Learning Area 1 - Major 12 credit points Key Learning Area 2 - Minor
2	12 credit points Key Learning Area 1 - Major 12 credit points Key Learning Area 2 - Minor
3	12 credit points Key Learning Area 1 - Major 12 credit points Key Learning Area 3
4	12 credit points Key Learning Area 4 12 credit points Key Learning Area 5
5	EDEE 920 Curriculum Studies: Primary English EDLT 485 An Introduction to Learning and Teaching I EDSS 970 Society and Environment Curriculum ED 901 Practicum 1 (20 days)
6	EDAE 900 The Creative Arts Key Learning Area: The Fourth 'R' in Education EDME 931 Curriculum Studies: Mathematics K-6 RSCHIPI Stage I Residential School for EDAE 900 and EDME 931 (off-campus students) EDLT 486 An Introduction to Learning and Teaching II EDIT 312 Computers in Education
7	EDPE 941 Health and Physical Education in the Primary School EDSE 963 Primary Science and Technology Education RSCHIPII Stage II Residential School for EDPE 941 and EDSE 963 (off-campus students) six credit points Introductory Education Unit ED 902 Practicum 2 (20 days)
8	EDCX 348 Curriculum and the Social Context of Schooling EDSP 380 Educating Students with Special Needs six credit points Applied Education Elective Unit ED 903 Practicum 3 (20 days)

Bachelor of General Studies/Bachelor of Teaching

Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS

1	12 credit points Key Learning Area 1 - Major 12 credit points Key Learning Area 2 - Minor 12 credit points Key Learning Area 3 12 credit points Key Learning Area 4
2	24 credit points Key Learning Area 1 - Major 12 credit points Key Learning Area 2 - Minor 12 credit points Key Learning Area 5
3	EDME 931 Curriculum Studies: Mathematics K-6 EDAE 900 The Creative Arts Key Learning Area: The Fourth 'R' in Education RSCHIPI Stage I Residential School for EDAE 900 and EDME 931 (off-campus students) EDEE 920 Curriculum Studies: Primary English EDIT 312 Computers in Education EDLT 485 An Introduction to Learning and Teaching I EDLT 486 An Introduction to Learning and Teaching II EDSS 970 Society and Environment Curriculum ED 901 Practicum I (20 days)

- 4
- EDPE 941 Health and Physical Education in the Primary School
 - EDSE 963 Primary Science and Technology Education
 - RSCHII Stage II Residential School for EDPE 941 and EDSE 963 (off-campus students)
 - EDCX 348 Curriculum and the Social Context of Schooling
 - EDSP 380 Educating Students with Special Needs
 - six credit points Introductory Education Unit
 - six credit points Applied Education Elective Unit
 - ED 902 Practicum 2 (20 days)
 - ED 903 Practicum 3 (20 days)

Bachelor of Arts/Bachelor of Teaching

Overview

This combined degree is offered on-campus or off-campus and prepares students to teach in two subject areas within secondary schools. A major area of study in one teaching subject area (12 cp at 100-level, 12 cp at 200/300-level and 12 cp at 300-level) and a minor area of study in a second teaching subject area (12 cp at 100-level, 12 cp at 200/300-level) are undertaken in the Arts component of the award. Students should note that where their first and second teaching subject areas combine Human Society and Its Environment (HSIE) with a non-HSIE area, they will need to complete both teaching subject areas to 300-level. Please check with the Student Centre regarding teaching subject combinations.

The combined degree totals 192 credit points. The Arts component comprises 96 credit points and the Teaching component comprises 96 credit points. Students are required to complete at least 48 credit points of the Arts component before incorporating units from the Teaching component.

Subject Areas

Students have the opportunity in the Arts component to enhance their studies in these subject areas by completing a complementary sequence of units. For example, students who undertake History as a subject area could include units from Archaeology or Palaeoanthropology to gain further expertise for teaching History in the Higher School Certificate (HSC); language students who would normally only study one language could also study another language. Alternatively, students could undertake this third sequence of units in a third teaching subject area and, by undertaking the appropriate curriculum units in the Teaching component of the award, would become eligible to teach in three subject areas within a secondary school.

Two combinations of the following subject areas, one as a major and one as a minor, must be completed in order to gain a secondary teaching qualification. A third subject area or studies in a complementary subject to these may also be completed.

Subject areas include:

Aboriginal Studies (HSIE)	Geography (HSIE)
Asian Social Studies (HSIE)	Linguistics
Drama (Theatre Studies)	Modern Languages
Economics (HSIE)	Politics (HSIE)
English	Sociology (HSIE)
History (HSIE)	Studies in Religion (HSIE)

Professional Education

The latter half of the degree incorporates introductory education units, core teaching units, relevant curriculum units and practice teaching in schools. Applied Education electives are also included to develop required knowledge and skills on education issues.

The Curriculum units which relate to the above subject areas are:

EDAE 902	Secondary Education: Drama
EDCX 982	Aboriginal Studies Curriculum
EDEE 921	Secondary Education: English I
EDEE 922	Secondary Education: English II
EDLA 965	Modern Languages Teaching Method
EDLA 967	Teaching English as a Second Language Method
EDSS 973	Secondary Education: Society and Environment Curriculum
EDSS 974	Secondary Education: Economics/Commerce/Business Studies
EDSS 975	Secondary Education: Geography
EDSS 976	Secondary Education: History
EDSS 977	Secondary Education: Social Science (which incorporates the subject areas of Asian Social Studies, Politics, Sociology and Studies in Religion)

Arts Component

Major/Minor Sequences

Students are required to complete a major sequence of units (12 cp at 100-level, 12 cp at 200/300-level and 12 cp at 300-level) in one teaching subject area and a minor sequence of units (12 cp at 100-level and 12 cp at 200/300-level) in a second teaching subject area. This is the minimum requirement. Depending on the choice of first and second subject areas, students may be required to complete 36 credit points in each. Where possible, students are encouraged to complete a major in both of their teaching subject areas.

Students are not permitted to complete more than 48 cp at 100-level in the Arts component of the award.

HSIE—students who select both of their teaching subject areas from HSIE are required to complete a major sequence of units in the first teaching subject area and a minor sequence of units in the second. Where a HSIE teaching subject area is combined with a non-HSIE teaching subject area, students are required to complete a major in the HSIE teaching subject area. The exception to this is where History (HSIE) is combined with English. In this combination students may complete a minor in History if they are completing a major in English.

History—students are advised to include Australian History units when completing a major or minor in History. The inclusion of Ancient History units would also be beneficial.

Students completing both of their curriculum units in the HSIE area undertake EDSS 973 at 12 credit points. Students combining HSIE with a non-HSIE area undertake EDSS 973 at six credit points.

Modern Languages—students must always complete a major in this teaching subject area. To increase your future employability, students are encouraged to complete more than one language in the Arts component.

Subject Areas

The relevant Curriculum Unit/s associated with the Subject Areas is indicated in bold italics underneath the list of unit codes. Subject Areas available, together with a summary of units which satisfy teacher registration requirements include:

Aboriginal Studies (HSIE)

ABAR 103, 343, 355, 358; ABEN 373; EDCX 309, 315; HIST 354; PDAB 100, 101, 200, 201, 202, 302, 306, 312
EDSS 973 Secondary Education: Society and Environment Curriculum and EDCX 982 Aboriginal Studies Curriculum

Asian Social Studies (HSIE)

ASIN 352; ASMU 368; ASPO 351; ASSO 113, 314, 315, 361, 367, 369; SOAS 154, 360
EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Drama (Theatre Studies)

THEA 110, 111, 301, 307, 313, 316, 317, 318, 321, 330, 333
EDAE 902 Secondary Education: Drama

Economics (HSIE)

Complete: ECON 101, 102, 202
Complete either: ECON 201 or 208
Choose two from: ECON 303, 307, 310, 311, 317, 319
EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 974 Secondary Education: Economics/Commerce/Business Studies

English

ABEN 373; COMM 315, 321, 325, 383, 385; ECWG 327; ENCO 307, 310; ENGL 101, 102, 305, 312, 341, 351, 361, 362, 372, 375; WGC0 388, 389
EDEE 921 Secondary Education: English I
EDEE 922 Secondary Education: English II may be undertaken in place of Applied Education Elective units

Geography (HSIE)

GEAR 310; GEPL 111, 112, 311, 314, 322, 304, 307, 316, 324, 341, 352
EDS 973 Secondary Education: Society and Environment Curriculum and EDSS 975 Secondary Education: Geography

History (HSIE)

ANCH 110, 111, 301, 304, 312, 314, 322, 324, 325; ARPA 101, 102, 305, 326; HIST 111, 112, 141, 142, 150, 151, 304, 305, 307, 308, 318, 319, 324, 328, 329, 333, 335, 337, 339, 341, 342, 351, 354, 359, 365, 366, 367, 368, 370, 373, 376, 378, 379
EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 976 Secondary Education: History

Linguistics (TESOL)

ABLI 302; LING 101, 102, 250, 305, 306, 307, 312, 313, 330, 380
Students undertaking the TESOL curriculum unit are required to complete EDLA 410 either as a corequisite or prerequisite to EDLA 967. EDLA 410 can be counted as an Applied Education Elective unit.
EDLA 967 Teaching English as a Second Language Method

Modern Languages

CHIN 101, 102, 201, 202, 301, 302, 311, 312, 411, 412, 413; CIJ 110; FREN 101, 102, 103, 201, 202, 203, 204, 301, 302, 303, 304; GRMN 101, 102, 201, 202, 301, 302, 303, 304, 401, 402; INDN 101, 102, 201, 202, 301, 302, 315, 401, 402; ITAL 101, 102, 201, 202, 301, 302, 305, 306; JAPN 101, 102, 201, 202, 301, 302, 311, 312, 325, 421, 422

EDLA 965 Modern Languages Teaching Method

Within the area of Modern Languages, prescribed patterns of enrolment for teaching are listed below and it would be expected that students studying in this area adhere to these patterns of enrolment.

European Languages

Italian

ITAL 101, 102, 201, 202, 301, 302

French

Beginners Pattern – FREN 101, 102, 201, 202, 301, 302 HSC/Prior Knowledge Pattern – FREN 201, 202, 301, 302, 303, 304

Complementary Literature/Culture units also available at all levels.

German

Beginners Pattern – GRMN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern – GRMN 201, 202, 301, 302, 401, 402

In addition GRMN 303 and 304 may be undertaken.

Asian Languages

Chinese

Beginners Pattern – CHIN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern – CHIN 201, 202, 301, 302, 311, 312

Japanese

Beginners Pattern – JAPN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern – JAPN 201, 202, 301, 302, 421, 422

Indonesian

Beginners Pattern – INDN 101, 102, 201, 202, 301, 302

HSC/Prior Knowledge Pattern – INDN 201, 202, 301, 302, 401, 402

In addition INDN 315 may be undertaken.

Politics (HSIE)

PHPO 365; POLS 101, 102, 104, 306, 351, 370; SOAS 360

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Sociology (HSIE)

SOCW 382; SOCY 100, 101, 103, 307, 317, 321, 331, 332, 336, 340, 341, 344, 354, 364, 372; SOAS 360

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Studies in Religion (HSIE)

HIST 343; PHIL 303; RELS 111, 112, 301, 302, 303, 306, 307

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Third Sequence of Units

In addition to the Major and Minor sequences of units, students may also complete another sequence of 24-36 credit points in a third subject area. This provides students the opportunity to gain studies in a third teaching subject or to enhance their two chosen teaching subject areas by completing a complementary sequence of units. For example, students who undertake History as a subject area may well be advised to include units from Archaeology and Palaeoanthropology to gain further expertise for the HSC. Language students who would normally only study one language, could study another language. Teaching English to Speakers of Other Languages (TESOL) is also often combined with language teaching and studies in Linguistics would enable students to complete the curriculum unit in TESOL. Studies in the areas of Asian Social Studies, Studies in Religion or Studies in Society can be undertaken to complement the subjects of History, Geography or Economics to enhance employment opportunities in the Society and Environment area within schools.

General Elective Units

Students may also complete elective units to fulfil the Arts component of the combined degree. These units can be in any of the previously listed subject areas, and students can use these units to increase the number of units they take in their Major, Minor or Third Subject area so as to study a particular subject in more depth. Students may choose from a range of areas including:

Archaeology and Palaeoanthropology	Peace Studies
Classical Studies	Philosophy
Economic History	Politics
European Cultures	Psychology
Musicology	Sociology
Music Studies	Women's Studies

Teaching Component

Studies in professional education are covered in the Teaching component of the combined degree. Students must complete 48 credit points in the Arts component before incorporating units from the Teaching component.

Students should refer to the suggested degree structure for the optimum sequence of units in the Teaching component of the award.

Introductory Education Units

Students are required to complete **TWO** units in Introductory Education which are designed to introduce students to relevant areas of study for teachers. These include educational foundations, socio-cultural studies, Aboriginal and multicultural studies and other areas with an educational focus. These units require no previous study in the subject and have a general educational interest rather than an applied classroom or professional orientation.

Units available include:

EDCX 230, 235, 246; EDSP 244; EDUC 293; PDAB 100, 101, 200, 201; PDPS 204, 208

Core Teaching Units

Students are required to complete **ALL** of the following compulsory units:

EDCX 348	Curriculum and the Social Context of Schooling
EDIT 312	Computers in Education
EDLT 485	An Introduction to Learning and Teaching I
EDLT 486	An Introduction to Learning and Teaching II
EDSP 380	Educating Students with Special Needs

Curriculum Units

Students must complete a minimum of 24 credit points in curriculum units which correspond to their major and minor areas of study. If a student has undertaken a third teaching area as the third subject area in the Arts component of the combined degree, they can include the relevant curriculum unit as one or two Applied Education elective units. Please contact the Student Centre for further advice. The curriculum units are:

EDAE 902	Secondary Education: Drama
EDCX 982	Aboriginal Studies Curriculum
EDEE 921	Secondary Education: English I
EDEE 922	Secondary Education: English II (may be undertaken in place of Applied Education Elective units)
EDLA 965	Modern Languages Teaching Method
EDLA 967	Teaching English as a Second Language Method
EDSS 973	Secondary Education: Society and Environment Curriculum
EDSS 974	Secondary Education: Economics/Commerce/Business Studies
EDSS 975	Secondary Education: Geography
EDSS 976	Secondary Education: History
EDSS 977	Secondary Education: Social Science (which incorporates the subject areas of Asian Social Studies, Politics, Sociology and Studies in Religion)

SOME CURRICULUM UNITS HAVE COMPULSORY RESIDENTIAL SCHOOLS

DETAILS OF RESIDENTIAL SCHOOL ATTENDANCES DATES ARE INCLUDED WITH THE UNIT OUTLINES
CURRICULUM UNITS MUST BE UNDERTAKEN CONCURRENTLY WITH A 20 DAY PRACTICUM

Normally students undertake two curriculum units (totalling 24 credit points) to correspond with their teaching subject areas. For example, students who have undertaken English and Drama would complete EDEE 921:12 Secondary Education: English I and EDAE 902:12 Secondary Education: Drama.

However, students who are completing HSIE curriculum units (EDCX 982 Aboriginal Studies Curriculum, EDSS 974 Secondary Education: Economics/Commerce/Business Studies, EDSS 975 Secondary Education: Geography, EDSS 976 Secondary Education: History, or EDSS 977 Secondary Education: Social Science) are required to complete EDSS 973:6/12 Secondary Education: Society and Environment Curriculum in conjunction with their specific curriculum unit/s.

Where students are completing both of their curriculum units in the HSIE area they undertake EDSS 973 Secondary Education: Society and Environment Curriculum at 12 credit points (eg EDSS 973:12, EDSS 976 and EDSS 977—totalling 24 credit points). Where students are only completing one of their curriculum units in the HSIE area they undertake EDSS 973 Secondary Education: Society and Environment Curriculum at six credit points (eg EDSS 973, EDSS 976 and EDEE 921:12—totalling 24 credit points).

Students should contact the Student Centre if unsure about their approved curriculum units.

Applied Education Electives

Students are required to complete **THREE** Applied Education Elective units which are designed to allow students the opportunity to integrate theory and practical experience in an application to the classroom setting. Students are encouraged to complete these units in the final stages of their enrolment.

ED 904; EDAE 307/407, 310, 312/412, 313/413, 315/415, 401, 406, 410, 414; EDCX 309/409, 315/415, 330, 331/431, 335, 346/446, 349, 420, 422, 428, 442, 445, 447, 448, 476; EDEE 322, 323, 324, 325, 422, 423, 426, 428, 429, 498; EDIT 411, 412, 413, 414, 415, 416, 417; EDLA 314/414, 316, 318/418, 329/429, 403, 407, 410; EDLT 381/481, 388/488, 470, 482, 483, 484, 487; EDME 333/433, 338/438, 434; EDPE 340/440, 342/442, 343/443, 344/444; EDSE 369, 464, 465, 466; EDSP 382, 385, 480; EDSS 473, 475; EDUC 402; HS 332; HSCS 310/410, 311/411; PDAB 302/402, 306/406; PDEC 400; PDPS 333/433, 360/460

Practicum

Practicum is a compulsory component and students are required to complete a 20 day practicum in the same year as they are enrolled in a curriculum unit. Students are required to complete 60 days of practicum.

ED 901 Practicum 1 (20 days)

ED 902 Practicum 2 (20 days)

ED 903 Practicum 3 (20 days)

Degree Structure

On the following pages you will find suggested degree structures for enrolment over eight and four years. Please note that this is a diagrammatic interpretation only and is provided for your convenience to keep a record of your unit choices and to give a visual representation of the degree structure. It is necessary to complete at least 48 credit points of the Arts component before incorporating units from the Teaching component.

Bachelor of Arts/Bachelor of Teaching**Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS**

- | | |
|---|--|
| 1 | 12 cp Major Subject Area 1
12 cp Minor Subject Area 2 |
| 2 | 12 cp Major Subject Area 1
12 cp Minor Subject Area 2 |
| 3 | 12 cp Major Subject Area 1
12 cp Subject Area 3 or Elective |
| 4 | 12 cp Elective
12 cp Subject Area 3 or Elective |
| 5 | 12 cp Curriculum Unit 1
Residential School for Curriculum Unit 1 (Off-campus students)
EDLT 485 An Introduction to Learning and Teaching I
six cp Introductory Education Unit
ED 901:0 Practicum 1 (20 days) |
| 6 | six cp Introductory Education Unit
EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 486 An Introduction to Learning and Teaching II |
| 7 | 12 cp Curriculum Unit 2
Residential School for Curriculum 2 (Off-campus students)
EDSP 380 Educating Students with Special Needs
ED 902 Practicum 2 (20 days) |
| 8 | six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Arts/Bachelor of Teaching**Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS**

- | | |
|---|--|
| 1 | 12 cp Major Subject Area 1
12 cp Minor Subject Area 2
12 cp Subject Area 3 or Elective
12 cp Elective |
| 2 | 24 cp Major Subject Area 1
12 cp Minor Subject Area 2
12 cp Subject Area 3 or Elective |
| 3 | 12 cp Curriculum Unit 1
Residential School for Curriculum Unit 1 (Off-campus students)
six cp Introductory Education Unit
six cp Introductory Education Unit
EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
ED 901:0 Practicum 1 (20 days) |
| 4 | 12 cp Curriculum Unit 2
Residential School for Curriculum 2 (off-campus students)
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
EDSP 380 Educating Students with Special Needs
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

**Bachelor of Arts/Bachelor of Teaching
(For Language Students)**

Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS

- | | |
|---|--|
| 1 | 12 cp Major Subject Area 1
12 cp Minor Subject Area 2
12 cp Subject Area 3 or Elective
12 cp Elective |
| 2 | 12 cp Major Subject Area 1
12 cp Minor Subject Area 2
12 cp Subject Area 3 or Elective
six cp Introductory Education Unit
six cp Introductory Education Unit |
| 3 | 12 cp Major Subject Area 1
12 cp Curriculum Unit 1
Residential School for Curriculum Unit 1 (Off-campus students)
EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
ED 901:0 Practicum 1 (20 days) |
| 4 | 12 cp Curriculum Unit 2
Residential School for Curriculum 2 (Off-campus students)
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
EDSP 380 Educating Students with Special Needs
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

Bachelor of Business/Bachelor of Teaching

Overview

This combined degree prepares students to teach in three subject areas within secondary schools, primarily in the area of Human Society and Its Environment (HSIE). Within the Bachelor of Business component of the course, students are required to complete two major sequences of six units each (referred to as streams) which form the basis of studies for the Bachelor of Business. These streams comprise units offered by the Faculty of Economics, Business and Law. Students are also required to complete a minor sequence of four units (24 credit points) which can be in a subject area from a range of areas as approved for the course. Studies in professional education are addressed in the Teaching component.

Graduates will be prepared to teach in the area of Human Society and its Environment in schools. HSIE school syllabuses include Business Studies, Commerce, Legal Studies, Aboriginal Studies, Economics, Geography, History and Studies of Society. Graduates may be classified to teach one or a number of subject areas within the HSIE Key Learning Area, though they will maximise their employment prospects by being able to teach one or more of Economics, History or Geography.

The combined degree totals 192 credit points. The Business component comprises 96 credit points and the Teaching component comprises 96 credit points. Students are required to complete at least 48 credit points of the Business component before progressing to the Teaching component.

Subject Areas

Students must complete two streams (a major sequence of at least six units) in the subject areas of Economics, Business Studies/Commerce or Legal Studies.

In addition to these two streams, students also need to complete a minor sequence of four units (24 credit points) in another subject area. Subject areas as a minor include Aboriginal Studies, Asian Social Studies, Drama, English, Geography, History, Linguistics, Politics, Sociology and Studies in Religion. Students who choose Computing will need to complete a major in this area and do not complete any Complementary Studies Units or Introductory Education Units.

Complementary Studies

As part of the combined degree, students are required to complete two Complementary Studies Units (except students who are completing a major in Computing). These units provide students with the opportunity to acquire background knowledge for teaching in subject areas relevant to the course and include units which cover such topics as Aboriginal Studies, Society and Culture, Computing, Economic History and Quantitative Methods (Statistics). Students are encouraged to undertake these units early in their enrolment so as to maximise their studies in the above streams or major sequences of units.

Professional Education (Teaching Component)

In the latter half of the degree students are required to undertake studies in professional education which include introductory education units (except students who are completing a major in Computing), core teaching units, curriculum units relating to the subject areas studied in the Business component of the award, applied education units and practicum or school experience.

Business Component

In order to meet requirements for the Business component of the degree, students must complete two streams (or major sequences of 6 units in two streams) in units offered by the Faculty of Economics, Business and Law. These two streams must be in the subject area of Economics, Business Studies/Commerce or Legal Studies. Streams available include:

Business Studies/Commerce

Economics

Legal Studies

Each of the above streams has prescribed units of study which are listed on the following pages. **Any units common to these streams may be counted only ONCE towards the degree.** This will allow some students to select other units to complement those prescribed in the streams - thus broadening their learning.

The relevant Curriculum Unit/s associated with the Subject Areas is indicated in bold italics underneath the list of unit codes.

Streams/Major Sequences of Units

Business Studies/Commerce

Human Resource Management

ECON 251; MM 105, 205, 220, 321, 322

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 974 Secondary Education: Economics/Commerce/Business Studies

Economics

Complete: ECON 101, 102, 202

Complete either: ECON 201 or 208

Choose two from: ECON 303, 307, 310, 311, 317, 319

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 974 Secondary Education: Economics/Commerce/Business Studies

Legal Studies for Business

LS 151/251, 250, 291/391, 292/392, 334, 453

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 978 Secondary Education: Legal Studies

Minor Sequences of Units

Students must complete a minor sequence of 24 credit points with at least two of these units at 200-level.

Aboriginal Studies (HSIE)

ABAR 103, 343, 358, 355; ABEN 373; EDCX 309, 315; HIST 354; PDAB 100, 101, 200, 201, 202, 302, 306, 312

EDSS 973 Secondary Education: Society and Environment Curriculum and EDCX 982 Aboriginal Studies Curriculum

Asian Social Studies (HSIE)

ASIN 352; ASMU 368; ASPO 351; ASSO 113, 314, 315, 361, 367, 369; SOAS 154, 360

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Computing

AMTH 140; COMP 131, 132, 280, 282, 283, 284, 285, 286, 287, 309, 315, 318, 319, 320, 395

NB: Students who wish to undertake Computing as one of their teaching subject areas have a different degree structure. These students do not undertake any Complementary Studies Units or Introductory Education Units. This is to allow students to complete a major in Computing (AMTH 140, COMP 131, 132, two units at 200-level and two units at 300-level), which is the prerequisite for EDIT 913:12 Secondary Education: Computing Studies in the Teaching component.

EDIT 913 Secondary Education: Computing Studies

Drama (Theatre Studies)

THEA 110, 111, 301, 307, 313, 316, 317, 318, 321, 330, 333

EDAE 902 Secondary Education: Drama

English

ABEN 373; COMM 315, 321, 325, 383, 385; ECWG 327; ENCO 307, 310; ENGL 101, 102, 305, 312, 341, 351, 361, 362, 372, 375; WGC0 388, 389

EDEE 921 Secondary Education: English I

Geography (HSIE)

GEAR 310; GEPL 111, 112, 311, 314, 322, 304, 307, 316, 324, 341, 352

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 975 Secondary Education: Geography

History (HSIE)

ANCH 110, 111, 301, 304, 312, 314, 322, 324, 325; ARPA 101, 102, 305, 326; HIST 111, 112, 141, 142, 150, 151, 304, 305, 307, 308, 318, 319, 324, 328, 329, 333, 335, 337, 339, 341, 342, 351, 354, 359, 365, 366, 367, 368, 370, 373, 376, 378, 379

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 976 Secondary Education: History

Linguistics (TESOL)

ABLI 302; LING 101, 102, 250, 305, 306, 307, 312, 313, 330, 380

Students undertaking the TESOL curriculum unit are required to complete EDLA 410 either as a corequisite or prerequisite to EDLA 967. EDLA 410 can be counted as an Applied Education Elective unit.

Politics (HSIE)

PHPO 365; POLS 101, 102, 104, 306, 351, 370; SOAS 360

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Sociology (HSIE)

SOCW 382; SOCY 100, 101, 103, 307, 317, 321, 331, 332, 336, 340, 341, 344, 354, 364, 372

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Studies in Religion (HSIE)

HIST 343; PHIL 303; RELS 111, 112, 301, 302, 303, 306, 307

EDSS 973 Secondary Education: Society and Environment Curriculum and EDSS 977 Secondary Education: Social Science

Teaching Component

Studies in professional education are covered in the Teaching component of the combined degree after students have completed at least 48 credit points in the subject areas which comprise the Business component of the course.

Students should refer to the suggested degree structure for the optimum sequence of units in the Teaching component of the course.

Complementary Studies

Students are required to complete **TWO*** units in Complementary Studies designed to provide background knowledge for teachers in subject areas relevant to the course. Units include:

COMP 100, 160; ECON 103, 142, 143/243; EDSE 161; MATH 170; PBAB 100; PDPS 171; QM 161, 162

*NB: It is recommended that these units be undertaken early in a student's enrolment so as to maximise which streams or major sequences of units they undertake in the Commerce component of the course.

NB: Students who wish to undertake **Computing** as one of their teaching subject areas have a different degree structure. These students **do not** complete any Complementary Studies Units or Introductory Education Units. This is to allow students to complete a major in Computing (AMTH 140, COMP 131, 132, two units at 200-level and two units at 300-level), which is the prerequisite for EDIT 913:12 Secondary Education: Computing Studies in the Teaching component.

Introductory Education Units

Students are required to complete **ONE** unit of Introductory Education designed to introduce students to relevant areas of study for teachers. These include educational foundations, socio-cultural studies, Aboriginal and multicultural studies. Units include:

EDCX 230, 235; 246; EDSP 244; EDUC 293; PDAB 100, 101, 200, 201; PDPS 204, 208

Core Teaching Units

Students are required to complete **ALL** of the following compulsory core units:

EDCX 348	Curriculum and the Social Context of Schooling
EDIT 312	Computers in Education
EDLT 485	An Introduction to Learning and Teaching I
EDLT 486	An Introduction to Learning and Teaching II
EDSP 380	Educating Students with Special Needs

Curriculum Units

Students are required to complete at least 24 credit points of Curriculum Units relevant to their Teaching Subject area(s). Curriculum Units include:

EDAE 902	Secondary Education: Drama
EDCX 982	Aboriginal Studies Curriculum
EDEE 921	Secondary Education: English I
EDIT 913	Secondary Education: Computing Studies
EDLA 967	Teaching English as a Second Language Method
EDSS 973	Secondary Education: Society and Environment Curriculum

EDSS 974	Secondary Education: Economics/Commerce/Business Studies
EDSS 975	Secondary Education: Geography
EDSS 976	Secondary Education: History
EDSS 977	Secondary Education: Social Science
EDSS 978	Secondary Education: Legal Studies

Students completing a Major Stream in Business Studies/Commerce **and** Economics with a Minor Sequence of Units in a HSIE area undertake the following Curriculum Units:

EDSS 973:12	Secondary Education: Society and Environment Curriculum
EDSS 974:6	Secondary Education: Economics/Commerce/Business Studies
six cp	Relevant Curriculum Unit for Minor Sequence of Units in a HSIE area

Students completing a Major Stream in **either** Business Studies/Commerce or Economics **and** Legal Studies with a Minor Sequence of Units in a HSIE area undertake the following Curriculum Units:

EDSS 973:12	Secondary Education: Society and Environment Curriculum
EDSS 974:6	Secondary Education: Economics/Commerce/Business Studies
EDSS 978:6	Secondary Education: Legal Studies
six cp	Relevant Curriculum Unit for Minor Sequence of Units in a HSIE area

Students completing a Major Stream in Business Studies/Commerce **and** Economics with a Minor Sequence of Units in a non-HSIE area undertake the following Curriculum Units:

EDSS 973:6	Secondary Education: Society and Environment Curriculum
EDSS 974:6	Secondary Education: Economics/Commerce/Business Studies
12 cp	Relevant Curriculum Unit for Minor Sequence of Units in a non-HSIE area

Students completing a Major Stream in **either** Business Studies/Commerce or Economics **and** Legal Studies with a Minor Sequence of Units in a non-HSIE area undertake the following Curriculum Units:

EDSS 973:12	Secondary Education: Society and Environment Curriculum
EDSS 974:6	Secondary Education: Economics/Commerce/Business Studies
EDSS 978:6	Secondary Education: Legal Studies
12 cp	Relevant Curriculum Unit for Minor Sequence of Units in a non-HSIE area

Students in this category do not complete any Applied Education Elective Units.

Students should contact the Student Centre if unsure about their approved curriculum units.

SOME CURRICULUM UNITS HAVE COMPULSORY RESIDENTIAL SCHOOLS
DETAILS OF RESIDENTIAL SCHOOL ATTENDANCES DATES ARE INCLUDED WITH THE UNIT OUTLINES
CURRICULUM UNITS MUST BE UNDERTAKEN CONCURRENTLY WITH A 20 DAY PRACTICUM

Applied Education Electives

Students are required to complete **ONE** or **TWO** Applied Education Elective units (depending on the specific curriculum units undertaken). These units are designed to allow students to integrate theory and practical experience in an application to the classroom setting. Students should complete these units in their final stages of enrolment. Please note that depending on individual patterns of enrolment, students may need to count one of their curriculum units as one or two Applied Education Electives. Please contact the Student Centre for individual advice. Units available include:

ED 904; EDAE 307/407, 310, 312/412, 313/413, 315/415, 401, 406, 410; EDCX 309/409, 315/415, 330, 331/431, 335, 346/446, 349, 420, 422, 428, 442, 445, 447, 448, 476; EDEE 322, 323, 324, 325, 422, 423, 426, 428, 498; EDIT 411, 412, 413, 414, 415, 416, 417; EDLA 314/414, 316, 318/418, 329/429, 403, 407, 410; EDLT 381/481, 388/488, 470, 482, 483, 484, 487; EDME 333/433, 338/438, 434; EDPE 340/440, 342/442, 343/443, 344/444; EDSE 369, 464, 465, 466; EDSP 382, 385, 480; EDSS 473, 475; EDUC 402; HS 332; HSCS 310/410, 311/411; PDAB 302/402, 306/406; PDEC 400; PDPS 333/433, 360/460

Practicum

Practicum is a compulsory component and students are required to complete a 20 day practicum in the same year as they are enrolled in a curriculum unit. Students are required to complete 60 days of practicum.

ED 901	Practicum 1 (20 days)
ED 902	Practicum 2 (20 days)
ED 903	Practicum 3 (20 days)

Degree Structure

On the following pages you will find suggested degree structures for enrolment over eight and four years. Please note that this is a diagrammatic interpretation only and is provided for your convenience to keep a record of your unit choices and to give a visual representation of the degree structure. It is necessary to complete at least 48 credit points of the Business component before incorporating units from the Teaching component.

Bachelor of Business/Bachelor of Teaching**Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS**

1	12 cp Major Stream 1 12 cp Complementary Studies Unit
2	12 cp Major Stream 1 12 cp Major Stream 2
3	12 cp Major Stream 1 12 cp Major Stream 2
4	12 cp Minor Sequence 12 cp Major Stream 2
5	12 cp Minor Sequence EDLT 485 An Introduction to Learning and Teaching I EDLT 486 An Introduction to Learning and Teaching II
6	12 cp Curriculum Unit 1 six cp Curriculum Unit 2 Residential School for Curriculum Unit 1 and Curriculum Unit 2 (off-campus students) EDIT 312 Computers in Education ED 901:0 Practicum 1 (20 days)
7	six cp Introductory Education Unit six cp Curriculum Unit 3 EDSP 380 Educating Students with Special Needs ED 902 Practicum 2 (20 days)
8	six cp Applied Education Elective Unit six cp Curriculum Unit 4 EDCX 348 Curriculum and the Social Context of Schooling ED 903 Practicum 3 (20 days)

The suggested degree structure for the Teaching component will vary from student to student depending on the combination of HSIE and/or non-HSIE curriculum units. For example, a student who completes 24 credit points in HSIE curriculum units and 12 credit points in a non-HSIE curriculum unit would not need to complete the Applied Education Elective Unit. Please consult the Student Centre should you require individual advice.

Bachelor of Business/Bachelor of Teaching

Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS

1	12 cp Major Stream 1 12 cp Major Stream 2 12 cp Complementary Studies Unit 12 cp Minor Sequence
2	24 cp Major Stream 1 12 cp Major Stream 2 12 cp Minor Sequence
3	12 cp Curriculum Unit 1 Residential School for Curriculum Unit 1 (off-campus students) 12 cp Major Stream 2 six cp Curriculum Unit 2 EDIT 312 Computers in Education EDLT 485 An Introduction to Learning and Teaching I EDLT 486 An Introduction to Learning and Teaching II ED 901:0 Practicum 1 (20 days)
4	six cp Introductory Education Unit six cp Applied Education Elective Unit six cp Curriculum Unit 3 six cp Curriculum Unit 4 EDCX 348 Curriculum and the Social Context of Schooling EDSP 380 Educating Students with Special Needs ED 902 Practicum 2 (20 days) ED 903 Practicum 3 (20 days)

The suggested degree structure for the Teaching component will vary from student to student depending on the combination of HSIE and/or non-HSIE curriculum units. For example, a student who completes 24 credit points in HSIE curriculum units and 12 credit points in a non-HSIE curriculum unit would not need to complete the Applied Education Elective Unit. Please consult the Student Centre should you require individual advice.

Bachelor of Music/Bachelor of Teaching

Overview

This combined degree prepares students to teach Music within secondary schools. It will provide students with appropriate skills and knowledge to enter into the teaching profession and contribute in this specialist area of education. Students also have the opportunity to develop musicianship skills in instruments other than their speciality.

The Bachelor of Music/Bachelor of Teaching will take students through a structured sequence of undergraduate studies with the view to providing them with a range of skills in the music discipline leading into introductory and advanced education, core teaching units, curriculum units and practice teaching in schools.

Advice from NSW Department of Education and Training suggests that there will be a steady and continuing demand for music teachers, especially for positions in rural areas.

The combined degree totals 192 credit points. The Music component comprises 96 credit points and the Teaching component comprises 96 credit points. Students are required to complete at least 48 credit points in the Music component before incorporating units from the Teaching component.

Subject Areas

Students are required to complete compulsory units from Composition, Ethnomusicology, Musicianship, Musicology and Performance. They are also required to complete a major stream of six units (12 credit points at 100-level, 24 credit points at 300-level) in either Composition, Ethnomusicology or Musicology. A further four units at 300-level is required (outside the Subject Area chosen as the major stream) which may include a minor sequence of units in Composition, Ethnomusicology, Musicology or Performance.

Professional Education (Teaching Component)

The latter half of the degree incorporates introductory education units, core teaching units, curriculum units and practice teaching in schools. Applied education electives are also included to develop required knowledge and skills on education issues.

Music Component

Major/Minor Sequences

Students are required to complete seven compulsory units and a major sequence of six units in one stream (Composition, Ethnomusicology or Musicology) and 24 credit points at 300-level which may comprise a minor sequence of four units in a second stream (Composition, Ethnomusicology, Musicology or Performance) or from across the streams (but may not include units counted towards the major sequence). For the minor sequence of units, two of the units must be studied at 300-level. Please note that the compulsory units may count towards the major, minor and 300-level requirements of the degree. Not more than 48 credit points may be studied at 100-level.

Streams available, together with a summary of units which satisfy teacher registration requirements include:

Composition

MUSI 170, 171, 370, 371, 375, 376

Ethnomusicology

MUSI 180, 184, 313, 314, 315, 316, 318, 320

Musicology

MUSI 161, 162, 342, 344, 368, 369

Musicianship

MUSI 103, 104

Performance

MUSI 363, 373, 381, 392

Compulsory Units

MUSI 170 or 171

MUSI 180 or 184

MUSI 315 or MUSI 369

MUSI 162

MUSI 103, 104

MUSI 381 or MUSI 392

Please note that although these units are compulsory, it is still necessary to meet any prerequisites that may be required.

Teaching Component

Studies in professional education are covered in the Teaching component of the combined degree. Students must complete at least 48 credit points in the Music component before incorporating units from the Teaching component.

Students should refer to the suggested degree structure for the optimum sequence of units in the Teaching component of the course.

Introductory Education Units

Students are required to complete **TWO** units in Introductory Education which are designed to introduce students to relevant areas of study for teachers. These include educational foundations, socio-cultural studies, Aboriginal and multicultural studies and other areas with an educational focus. These units require no previous study in the subject and have a general educational interest rather than an applied classroom or professional orientation. Units available include:

EDCX 230, 235; 246; EDSP 244; EDUC 293; PDAB 100, 101, 200, 201; PDPS 204, 208

Core Teaching Units

Students are required to complete ALL of the following compulsory units:

EDCX 348	Curriculum and the Social Context of Schooling
EDIT 312	Computers in Education
EDLT 485	An Introduction to Learning and Teaching I
EDLT 486	An Introduction to Learning and Teaching II
EDSP 380	Educating Students with Special Needs

Curriculum Units

Students are required to complete the following curriculum units for Music:

EDAE 904	Secondary Education: Music I
EDAE 905	Secondary Education: Music II

SOME CURRICULUM UNITS HAVE COMPULSORY RESIDENTIAL SCHOOLS

DETAILS OF RESIDENTIAL SCHOOL ATTENDANCES DATES ARE INCLUDED WITH THE UNIT OUTLINES

CURRICULUM UNITS MUST BE UNDERTAKEN CONCURRENTLY WITH A 20 DAY PRACTICUM

Applied Education Units

Students are required to complete **THREE** units which are designed to allow students the opportunity to integrate theory and practical experience in an application to the classroom setting. Students are encouraged to complete these units in the final stages of their enrolment.

ED 904; EDAE 307/407, 310, 312/412, 313/413, 315/415, 401, 406, 410, 414; EDCX 309/409, 315/415, 330, 331/431, 335, 346/446, 349, 420, 422, 428, 442, 445, 447, 448, 476; EDEE 322, 323, 324, 325, 422, 423, 426, 428, 498; EDIT 411, 412, 413, 414, 415, 416, 417; EDLA 314/414, 316, 318/418, 329/429, 403, 407, 410; EDLT 381/481, 388/488, 470, 482, 483, 484, 487; EDME 333/433, 338/438, 434; EDPE 340/440, 342/442, 343/443, 344/444; EDSE 369, 464, 465, 466; EDSP 382, 385, 480; EDSS 473, 475; EDUC 402; HS 332; HSCS 310/410, 311/411; PDAB 302/402, 306/406; PDEC 400; PDPS 333/433, 360/460

Practicum

Practicum is a compulsory component and students are required to complete a 20 day practicum in the same year as they are enrolled in a curriculum unit. Students are required to complete 60 days of practicum.

ED 901	Practicum 1 (20 days)
ED 902	Practicum 2 (20 days)
ED 903	Practicum 3 (20 days)

Degree Structure

On the following pages you will find suggested degree structures for enrolment over eight and four years. Please note that this is a diagrammatic interpretation only and is provided for your convenience to keep a record of your unit choices and to give a visual representation of the degree structure. It is necessary to complete at least 48 credit points of the Music component before incorporating units from the Teaching component.

Bachelor of Music/Bachelor of Teaching**Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS**

- | | |
|---|--|
| 1 | 12 cp Major Music Stream 1
12 cp Compulsory Music Unit |
| 2 | 12 cp Major Music Stream 1
12 cp Compulsory Music Unit |
| 3 | 12 cp Major Music Stream 1
12 cp Minor Music Stream 2 |
| 4 | 18 cp Compulsory Music Unit
six cp Minor Music Stream 2 |
| 5 | EDAE 904:12 Secondary Education: Music I
Residential School for EDAE 904 (off-campus students)
six cp Introductory Education Unit
EDLT 485 An Introduction to Learning and Teaching I
ED 901:0 Practicum 1 (20 days) |
| 6 | six cp Introductory Education Unit
EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 486 An Introduction to Learning and Teaching II |
| 7 | EDAE 905:12 Secondary Education: Music II
Residential School for EDAE 905 (off-campus students)
EDSP 380 Educating Students with Special Needs
ED 902 Practicum 2 (20 days) |
| 8 | six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Music/Bachelor of Teaching**Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS**

- | | |
|---|--|
| 1 | 12 cp Major Music Stream 1
30 cp Compulsory Music Unit
six cp Minor Music Stream 2 |
| 2 | 24 cp Major Music Stream 1
12 cp Compulsory Music Unit
12 cp Minor Music Stream 2 |
| 3 | EDAE 904:12 Secondary Education: Music I
Residential School for EDAE 904 (off-campus students)
six cp Introductory Education Unit
six cp Introductory Education Unit
EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
ED 901:0 Practicum 1 (20 days) |
| 4 | EDAE 905:12 Secondary Education: Music II
Residential School for EDAE 905 (off-campus students)
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
EDSP 380 Educating Students with Special Needs
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

Bachelor of Information Technology/Bachelor of Teaching Bachelor of Mathematics/Bachelor of Teaching Bachelor of Science/Bachelor of Teaching

Overview

These combined degrees prepare students to teach Science, Mathematics and/or Information Technology in Secondary schools. Within the Information Technology, Mathematics or Science component of the courses, students are required to complete prescribed sequences of units in Science, Mathematics or Information Technology. Studies in professional education are addressed in the Teaching component.

The combined degree totals 192 credit points. The Information Technology, Mathematics or Science component comprises 96 credit points and the Teaching component comprises 96 credit points. Students are required to complete at least 48 credit points of the Information Technology, Mathematics or Science component before incorporating units from the Teaching component.

Subject Areas

Subject areas available for study within the combined degree include Science, Mathematics or Information Technology. Within the subject area of Science, students can undertake units in Biology, Chemistry, Geology or Physics. Students should choose their area of study according to their entry qualifications into this award and follow one of the patterns of enrolment which are displayed in the following pages.

These subject areas are very structured in how students can progress from 100-level (or 1st year) units through 200-level (2nd year) units to 300-level (3rd year) units and a series of patterns of enrolment have been developed by the Faculty of The Sciences to assist students with their enrolment. It is recommended that students adhere to these patterns of enrolment as outlined on the following pages of this Course Guide.

Complementary Studies

Some of the combined science programs require students to complete units in the area of Complementary Studies. These units provide students with the opportunity to acquire background knowledge for teaching in subject areas relevant to the course and include units which cover such topics as Aboriginal Studies, Society and Culture, Computer Science, Biophysics, Biomathematics and Communication Studies. Where indicated, students are required to undertake these units early in their enrolment as indicated in the following patterns of enrolment.

Professional Education (Teaching Component)

In the latter half of the degree students are required to undertake studies in professional education which include introductory education units, core teaching units, curriculum units relating to the subject areas studied in the Information Technology, Mathematics or Science component of the award, applied education units and practicum units.

Information Technology/Mathematics/Science Component

Subject Areas

As previously outlined, subject areas available for study within the combined degree include Science, Mathematics or Information Technology.

Within the subject area of Science, students can undertake units in Biology, Chemistry, Geology or Physics. Within Biology, students can undertake studies in the areas of Biochemistry, Genetics, Physiology or Ecology.

The Bachelor of Science/Bachelor of Teaching prepares students to become Junior Science (Years 7 – 10) and Senior Science teachers (Years 11 – 12) by offering both curriculum units in the Teaching component. It is not feasible to differentiate between the two to any meaningful extent when it comes to the number of Science units that students are required to complete. For this reason, the patterns of enrolment have been designed to meet the requirements for all Science teachers.

Students should note that two 100-level units in Physics or Chemistry must be completed in order to gain registration as a Science teacher and the patterns of enrolment for Science have taken this requirement into account.

Within the subject area of Mathematics, the combined degree allows for students to become Junior Mathematics (Years 7 – 10) and Senior Mathematics (Years 11 – 12) teachers. Once again, the patterns of enrolment have been developed in common for both groups.

Information Technology can be undertaken on its own or in conjunction with Mathematics. Students undertaking Information Technology as a single teaching area follow the structure for the Bachelor of Information Technology/Bachelor of Teaching. Students who wish to combine Mathematics follow the designated structure for the Bachelor of Science/Bachelor of Teaching.

Glossary

Students may need to refer to the following Glossary of unit code prefixes in order to understand the patterns of enrolment.

AGRO	Agronomy	GENE	Genetics
AMTH	Applied Mathematics	GEOL	Geology
ASTY	Astronomy	MATH	Mathematic (General)
BCHM	Biochemistry	MICR	Microbiology
BIOL	Biology	PHAR	Pharmacology
BIOP	Biophysics	PHYS	Physics/Electronics
BOTY	Botany	PMTH	Pure Mathematics
CHEM	Chemistry	PSIO	Physiology
COMP	Computer Science	STAT	Statistics
ECOL	Ecology	ZOOL	Zoology
EVOL	Evolution (Zoology)		

Teaching Component

Where indicated students are required to complete **ONE or TWO** units in Complementary Studies designed to provide background knowledge for teachers in subject areas relevant to the award. Units include:

BIOP 111, 112; COMP 100, 131, 132, 160; MATH 110; PDAB 100; PDPS 171; STAT 100

Introductory Education Units

Where indicated, students are required to complete **ONE or TWO** Introductory Education Units which are designed to introduce students to relevant areas of study for teachers. These include educational foundations, socio-cultural studies, Aboriginal and multicultural studies. Units include:

EDCX 230, 235; 246; EDSP 244; EDUC 293; PDAB 100, 101, 200, 201; PDPS 204, 208

Core Teaching Units

Students are required to complete ALL of the following compulsory core units:

EDCX 348	Curriculum and the Social Context of Schooling
EDIT 312	Computers in Education
EDLT 485	An Introduction to Learning and Teaching I
EDLT 486	An Introduction to Learning and Teaching II
EDSP 380	Educating Students with Special Needs

Curriculum Units

Students are required to complete the Curriculum Units relevant to their Teaching Subject area(s). Curriculum Units include:

EDIT 913	Secondary Education: Computing Studies
EDME 932	Secondary Education: Mathematics 7-10
EDME 933	Secondary Education: Mathematics 11-12
EDSE 964	Secondary Education: Science 7-10
EDSE 965	Secondary Education: Science 11-12

SOME CURRICULUM UNITS HAVE COMPULSORY RESIDENTIAL SCHOOLS

DETAILS OF RESIDENTIAL SCHOOL ATTENDANCES DATES ARE INCLUDED WITH THE UNIT OUTLINES

CURRICULUM UNITS MUST BE UNDERTAKEN CONCURRENTLY WITH A 20 DAY PRACTICUM

Applied Education Electives

Where indicated, students are required to complete **TWO* or THREE** Applied Education Elective units. These units are designed to allow students to integrate theory and practical experience in an application to the classroom setting. Students should complete these units in their final stages of enrolment. Units available include:

ED 904; EDAE 307/407, 310, 312/412, 313/413, 315/415, 401, 406, 410; EDCX 309/409, 315/415, 330, 331/431, 335, 346/446, 349, 420, 422, 428, 442, 445, 447, 448, 476; EDEE 322, 323, 324, 325, 422, 423, 426, 428, 498; EDIT 411, 412, 413, 414, 415, 416, 417; EDLA 314/414, 316, 318/418, 329/429, 403, 407, 410; EDLT 381/481, 388/488, 470, 482, 483, 484, 487; EDME 333/433, 338/438, 434; EDPE 340/440, 342/442, 343/443, 344/444; EDSE 369, 464, 465, 466; EDSP 382, 385, 480; EDSS 473, 475; EDUC 402; HS 332; HSCS 310/410, 311/411; PDAB 302/402, 306/406; PDEC 400; PDPS 333/433, 360/460

*NB: Students who are completing a combined major in Information Technology and Mathematics do not complete any Applied Education Electives.

Practicum

Practicum is a compulsory component and students are required to complete a 20 day practicum in the same year as they are enrolled in a curriculum unit. Students are required to complete 60 days of practicum.

ED 901 Practicum 1 (20 days)

ED 902 Practicum 2 (20 days)

ED 903 Practicum 3 (20 days)

Degree Structure

On the following pages you will find suggested degree structures for part-time enrolment over eight and four years. Please note that this is a diagrammatic interpretation only and is provided for your convenience to keep a record of your unit choices and to give a visual representation of the degree structure. Internal students will undertake both on-campus and off-campus units to maximise the laboratory and practicum requirements of the degree.

Continuing students will note that the programs in the Bachelor of Science/Bachelor of Teaching have been simplified. Should you require clarification regarding your program of study please do not hesitate to contact the Student Centre.

Bachelor of Science/Bachelor of Teaching

Biology - Major in Biochemistry/Genetics

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|--|
| 1 | BIOL 110 Biology I
BIOL 120 Biology II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II |
| 2 | COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 3 | BCHM 210 Introductory Molecular Biology and Biochemistry I
BCHM 220 Introductory Biochemistry II
GENE 210 Introductory Genetics
MICR 220 Introductory Microbiology |
| 4 | BCHM 310 Proteins - The Machines of Life
BCHM 330 Molecular Biology (DNA Technology)
EVOL 311 Evolution and Biogeography
HUMN 340 Issues in Human Nutrition II |
| 5 | Choose two units from:
GENE 322 Evolutionary and Conservation Genetics
GENE 340 Molecular Genetics and Developmental Biology
MICR 350 Clinical Microbiology and Virology

six cp Introductory Education Unit
EDIT 312 Computers in Education |
| 6 | EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
ED 902 Practicum 2 (20 days) |
| 8 | six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
EDSP 380 Educating Students with Special Education Needs
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching**Biology - Major in Biochemistry/Genetics****Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS**

- | | |
|---|---|
| 1 | BIOL 110 Biology I
BIOL 120 Biology II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 2 | BCHM 210 Introductory Molecular Biology and Biochemistry I
BCHM 220 Introductory Biochemistry II
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
EDSP 380 Educating Students with Special Education Needs
ED 901 Practicum 1 (20 days) |
| 3 | BCHM 310 Proteins - The Machines of Life
BCHM 330 Molecular Biology (DNA Technology)
EVOL 311 Evolution and Biogeography
GENE 210 Introductory Genetics
HUMN 340 Issues in Human Nutrition II
MICR 220 Introductory Microbiology
six cp Introductory Education Unit
six cp Applied Education Elective Unit |
| 4 | Choose two units from:
GENE 322 Evolutionary and Conservation Genetics
GENE 340 Molecular Genetics and Developmental Biology
MICR 350 Clinical Microbiology and Virology
EDSE 965:12 Secondary Education Science 11-12

EDCX 348 Curriculum and the Social Context of Schooling
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching

Biology - Major in Physiology

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|--|
| 1 | BIOL 110 Biology I
BIOL 120 Biology II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II |
| 2 | COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 3 | BCHM 210 Introductory Molecular Biology and Biochemistry I
GENE 210 Introductory Genetics
PSIO 210 Introductory Physiology I
PSIO 220 Introductory Physiology II |
| 4 | PHAR 322 Introductory Pharmacology
EVOL 311 Evolution and Biogeography
HUMN 340 Issues in Human Nutrition II
Choose one unit from:
PSIO 321 Blood, Cardiovascular and Respiratory Physiology
PSIO 323 Endocrinology and Reproductive Physiology
PSIO 324 Gastrointestinal and Renal Physiology
PSIO 325 Special Topics in Physiology |
| 5 | Choose two units from:
BCHM 330 Molecular Biology (DNA Technology)
PSIO 321 Blood, Cardiovascular and Respiratory Physiology
PSIO 323 Endocrinology and Reproductive Physiology
PSIO 324 Gastrointestinal and Renal Physiology
PSIO 325 Special Topics in Physiology

six cp Introductory Education Unit
EDIT 312 Computers in Education |
| 6 | EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
ED 902 Practicum 2 (20 days) |
| 8 | EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching**Biology - Major in Physiology****Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS**

- | | |
|---|---|
| 1 | BIOL 110 Biology I
BIOL 120 Biology II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 2 | PSIO 210 Introductory Physiology 1
PSIO 220 Introductory Physiology 2
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
EDSP 380 Educating Students with Special Education Needs
ED 901:0 Practicum 1 (20 days) |
| 3 | BCHM 210 Introductory Molecular Biology and Biochemistry I
GENE 210 Introductory Genetics
PHAR 322 Introductory Pharmacology
EVOL 311 Evolution and Biogeography
HUMN 340 Issues in Human Nutrition II
Choose one unit from:
PSIO 321 Blood, Cardiovascular and Respiratory Physiology
PSIO 323 Endocrinology and Reproductive Physiology
PSIO 324 Gastrointestinal and Renal Physiology
PSIO 325 Special Topics in Physiology

six cp Introductory Education Unit
six cp Applied Education Elective Unit |
| 4 | Choose two units from:
BCHM 330 Molecular Biology (DNA Technology)
PSIO 321 Blood, Cardiovascular and Respiratory Physiology
PSIO 323 Endocrinology and Reproductive Physiology
PSIO 324 Gastrointestinal and Renal Physiology
PSIO 325 Special Topics in Physiology

EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching

Biology - Major in Ecology

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|--|
| 1 | BIOL 110 Biology I
BIOL 120 Biology II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II |
| 2 | COMP 100 Business Information Technology
COMP 160 Internet Publishing
STAT 100 Statistical Modelling in the Sciences I
six cp Complementary Studies Unit |
| 3 | BCHM 210 Introductory Molecular Biology and Biochemistry I
ECOL 210 Principles of Ecology
ECOL 220 Australasian Terrestrial Ecology
GENE 210 Introductory Genetics |
| 4 | ECOL 202 Aquatic Ecology
EVOL 311 Evolution and Biogeography
ZOO L 220 Entomology
ZOO L 230 Vertebrate Zoology |
| 5 | Choose two units from:
EM 331 Resource Survey and Habitat Evaluation
EM 453 Biological Conservation
EM 454 Limnology
SCI 395 Science Report

six cp Introductory Education Unit
EDIT 312 Computers in Education |
| 6 | EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
ED 902 Practicum 2 (20 days) |
| 8 | EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching**Biology - Major in Ecology****Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS**

- | | |
|---|---|
| 1 | BIOL 110 Biology I
BIOL 120 Biology II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
COMP 100 Business Information Technology
COMP 160 Internet Publishing
STAT 100 Statistical Modelling in the Sciences I
six cp Complementary Studies Units |
| 2 | ECOL 210 Principles of Ecology
ECOL 220 Australasian Terrestrial Ecology
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
EDSP 380 Educating Students with Special Education Needs
ED 901:0 Practicum 1 (20 days) |
| 3 | BCHM 210 Introductory Molecular Biology and Biochemistry I
ECOL 202 Aquatic Ecology
EVOL 311 Evolution and Biogeography
GENE 210 Introductory Genetics
ZOOL 210 Invertebrate Zoology
ZOOL 220 Entomology
six cp Introductory Education Unit
six cp Applied Education Elective Unit |
| 4 | Choose two units from:
EM 331 Resource Survey and Habitat Evaluation
EM 453 Biological Conservation
EM 454 Limnology
SCI 395 Science Report

EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching

Major in Geology

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|---|
| 1 | GEOL 110 Geology and the Environment I
GEOL 120 Geology and the Environment II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II |
| 2 | COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 3 | Choose two units from:
GEOL 201 Mineralogy and Petrology; or
GEOL 207 Resource Geology; and
GEOL 205 Environmental Geology and Environmental Issues; or
GEOL 206 Field Mapping and Sedimentology

six cp Introductory Education Unit
EDIT 312 Computers in Education |
| 4 | Choose two units from:
GEOL 201 Mineralogy and Petrology; or
GEOL 207 Resource Geology and Environmental Issues; and
GEOL 205 Environmental Geology; or
GEOL 206 Field Mapping and Sedimentology

GEOL 303 Environmental and Exploration Geochemistry
GEOL 304 Field Excursion |
| 5 | GEOL 305 Ore Deposit Geology
GEOL 306 Sedimentary Basin Studies
GEOL 307 Tectonics and Structural Geology
GEOL 308 Field/Laboratory Project |
| 6 | EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
ED 902 Practicum 2 (20 days) |
| 8 | EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching**Major in Geology****Year Suggested Degree Structure Full-time Enrolment over FOUR YEARS**

- | | |
|---|---|
| 1 | GEOL 110 Geology and the Environment I
GEOL 120 Geology and the Environment II
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 2 | Choose two units from:
GEOL 201 Mineralogy and Petrology; or
GEOL 207 Resource Geology and Environmental Issues; and
GEOL 205 Environmental Geology; or
GEOL 206 Field Mapping and Sedimentology

EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
EDSP 380 Educating Students with Special Education Needs
ED 901:0 Practicum 1 (20 days) |
| 3 | Choose two units from:
GEOL 201 Mineralogy and Petrology; or
GEOL 207 Resource Geology and Environmental Issues; and
GEOL 205 Environmental Geology; or
GEOL 206 Field Mapping and Sedimentology

GEOL 303 Environmental and Exploration Geochemistry
GEOL 304 Field Excursion
GEOL 307 Tectonics and Structural Geology
GEOL 308 Field/Laboratory Project
six cp Introductory Education Unit
six cp Applied Education Elective Unit |
| 4 | GEOL 305 Ore Deposit Geology
GEOL 306 Sedimentary Basin Studies
EDSE 965:12 Secondary Education Science 11-12
EDCX 348 Curriculum and the Social Context of Schooling
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

**Bachelor of Science/Bachelor of Teaching
Major in Chemistry**

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|--|
| 1 | CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
Choose two units from:
PHYS 121 Physics I; and
PHYS 122 Physics II; or
BIOP 111 Biophysics I; and
BIOP 112 Biophysics II; or
BIOL 110 Biology I; and
BIOL 120 Biology II; or
GEOL 110 Geology and the Environment I; and
GEOL 120 Geology and the Environment II |
| 2 | Choose two units from:
MATH 101 Algebra and Differential Calculus; and
MATH 102 Integral Calculus, Differential Equations and Introductory Statistics; or
MATH 110 Introductory Mathematical Methods; and
STAT 100 Statistical Modelling in the Sciences I; or
AMTH 140 Discrete Mathematics
Choose two units from:
COMP 100 Business Information Technology; and
COMP 160 Internet Publishing; or
COMP 131 Computer Science I; and
COMP 132 Computer Science II |
| 3 | 12 cp At 200-level from CHEM
12 cp Any approved Science units |
| 4 | 12 cp At 200-level from CHEM (Taking into account prerequisites for 300-level CHEM units)
12 cp At 300-level from CHEM |
| 5 | 12 cp At 300-level from CHEM
six cp Introductory Education Unit
EDIT 312 Computers in Education |
| 6 | EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
ED 902 Practicum 2 (20 days) |
| 8 | EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching
Major in Chemistry

Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS

- | | |
|---|--|
| 1 | <p>CHEM 110 General Chemistry I
 CHEM 120 General Chemistry II
 Choose two units from:
 PHYS 121 Physics I; and
 PHYS 122 Physics II; or
 BIOP 111 Biophysics I; and
 BIOP 112 Biophysics II; or
 BIOL 110 Biology I; and
 BIOL 120 Biology II; or
 GEOL 110 Geology and the Environment I; and
 GEOL 120 Geology and the Environment II
 Choose two units from:
 MATH 101 Algebra and Differential Calculus; and
 MATH 102 Integral Calculus, Differential Equations and Introductory Statistics; or
 MATH 110 Introductory Mathematical Methods; and
 STAT 100 Statistical Modelling in the Sciences I; or
 AMTH 140 Discrete Mathematics
 Choose two units from:
 COMP 100 Business Information Technology; and
 COMP 160 Internet Publishing; or
 COMP 131 Computer Science I; and
 COMP 132 Computer Science II</p> |
| 2 | <p>12 cp At 200-level from CHEM (Taking into account prerequisites for 300-level CHEM units in Semester 1, Year 3)
 EDIT 312 Computers in Education
 EDLT 485 An Introduction to Learning and Teaching I
 EDLT 486 An Introduction to Learning and Teaching II
 EDSE 964:12 Secondary Education: Science 7-10
 EDSP 380 Educating Students with Special Education Needs
 ED 901:0 Practicum 1 (20 days)</p> |
| 3 | <p>12 cp Any approved Science units
 12 cp At 200-level from CHEM
 12 cp At 300-level from CHEM
 six cp Introductory Education Unit
 six cp Applied Education Elective Unit</p> |
| 4 | <p>12 cp At 300-level from CHEM
 EDSE 965:12 Secondary Education Science 11-12
 EDCX 348 Curriculum and the Social Context of Schooling
 six cp Applied Education Elective Unit
 ED 902 Practicum 2 (20 days)
 ED 903 Practicum 3 (20 days)</p> |

Bachelor of Science/Bachelor of Teaching

Major in Physics*

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|---|
| 1 | PHYS 121 Physics I
PHYS 122 Physics I
MATH 101 Algebra and Differential Calculus
MATH 102 Integral Calculus, Differential Equations and Introductory Statistics |
| 2 | Choose two units from:
BIOL 110 Biology I; and
BIOL 120 Biology II; or
CHEM 110 General Chemistry I; and
CHEM 120 General Chemistry II; or
GEOL 110 Geology and the Environment I; and
GEOL 120 Geology and the Environment II; or
STAT 100 Statistical Modelling in the Sciences; and
AMTH 140 Discrete Mathematics
Choose two units from:
COMP 100 Business Information Technology, and
COMP 160 Internet Publishing; or
COMP 131 Computer Science I; and
COMP 132 Computer Science II |
| 3 | AMTH 246 Mathematical Methods in the Sciences I
PMTH 212 Multivariable Calculus
CHEM 201 Physical Chemistry
PHYS 204 Electromagnetism I |
| 4 | Choose one unit from:
ASTY 221 Introduction to Astronomy
PHYS 212 Photonics

PHYS 211 Introduction to Electronics
six cp Introductory Education Unit

Choose one unit from:
NR 331 Remote Sensing and Surveying
PHYS 302 Solid State Physics and Devices
PHYS 305 Nuclear Physics |
| 5 | PHYS 204 Electromagnetism I
PHYS 301 Quantum Mechanics, Spectroscopy
PHYS 311 Digital Electronic Systems
BIOP 320 Biomedical Applications of Biophysics
EDIT 312 Computers in Education |
| 6 | EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSE 964:12 Secondary Education: Science 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDSE 965:12 Secondary Education Science 11-12
ED 902 Practicum 2 (20 days) |
| 8 | EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

*Subject to final approval

Bachelor of Science/Bachelor of Teaching**Major in Physics****Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS**

- 1 MATH 101 Algebra and Differential Calculus
 MATH 102 Integral Calculus, Differential Equations and Introductory Statistics
 PHYS 121 Physics I
 PHYS 122 Physics II
 Choose two units from:
 BIOL 110 Biology I; and
 BIOL 120 Biology II; or
 CHEM 110 General Chemistry I; and
 CHEM 120 General Chemistry II; or
 GEOL 110 Geology and the Environment I; and
 GEOL 120 Geology and the Environment II; or
 STAT 100 Statistical Modelling in the Sciences; and
 AMTH 140 Discrete Mathematics
 Choose two units from:
 COMP 100 Business Information Technology, and
 COMP 160 Internet Publishing; or
 COMP 131 Computer Science I; and
 COMP 132 Computer Science II
- 2 AMTH 246 Mathematical Methods in the Sciences I
 PMTH 212 Multivariable Calculus
 EDIT 312 Computers in Education
 EDLT 485 An Introduction to Learning and Teaching I
 EDLT 486 An Introduction to Learning and Teaching II
 EDSE 964:12 Secondary Education: Science 7-10
 EDSP 380 Educating Students with Special Education Needs
 ED 901:0 Practicum 1 (20 days)
- 3 CHEM 201 Physical Chemistry
 PHYS 211 Introduction to Electronics
 PHYS 204 Electromagnetism I
 six cp Introductory Education Unit
 Choose one unit from:
 ASTY 221 Introduction to Astronomy
 PHYS 212 Photonics
 BIOP 320 Biomedical Applications of Biophysics
 six cp Applied Education Elective unit
 six cp Applied Education Elective unit
- 4 Choose one unit from:
 PHYS 301 Quantum Mechanics, Spectroscopy
 PHYS 311 Digital Electronic Systems
 EDCX 348 Curriculum and the Social Context of Schooling
 EDSE 965:12 Secondary Education Science 11-12
 Choose one unit from:
 PHYS 302 Solid State Physics and Devices
 PHYS 305 Nuclear Physics
 NR 331 Remote Sensing and Surveying
 ED 902 Practicum 2 (20 days)
 ED 903 Practicum 3 (20 days)

**Bachelor of Information Technology/Bachelor of Teaching
Bachelor of Science/Bachelor of Teaching
Major in Information Technology (continuing students only)**

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- 1 Choose two units from:
AMTH 140 Discrete Mathematics, and
AMTH 142 Scientific Computing I, or
MATH 101 Algebra and Differential Calculus, or
MATH 110 Introductory Mathematical Methods
COMP 131 Computer Science I
COMP 132 Computer Science II
- 2 COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units
- 3 COMP 280 Operating Systems
COMP 282 Data Structures and Algorithms
COMP 283 Computer Architecture and Assembler
COMP 284 Software Engineering
- 4 six cp At 200-level COMP
COMP 285 Object-Oriented Programming in Java
COMP 315 Web and Internet Programming
six cp Introductory Education Unit
- 5 12 cp At 300-level from COMP
EDIT 312 Computers in Education
- 6 EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDIT 913:12 Secondary Education: Computing Studies
ED 901:0 Practicum 1 (20 days)
- 7 EDCX 348 Curriculum and the Social Context of Schooling
six cp Introductory Education Unit
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
- 8 EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days)

Bachelor of Information Technology/Bachelor of Teaching
Bachelor of Science/Bachelor of Teaching
Major in Information Technology (continuing students only)

Year Suggested Degree Structure for Part-time Enrolment over FOUR YEARS

- | | |
|---|--|
| 1 | Choose two units from:
AMTH 140 Discrete Mathematics; and
AMTH 142 Scientific Computing I; or
MATH 101 Algebra and Differential Calculi; or
MATH 110 Introductory Mathematical Methods
COMP 131 Computer Science I
COMP 132 Computer Science II
COMP 100 Business Information Technology
COMP 160 Internet Publishing
12 cp Complementary Studies Units |
| 2 | COMP 280 Operating Systems
COMP 282 Data Structures and Algorithms
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDIT 913:12 Secondary Education: Computing Studies
EDSP 380 Educating Students with Special Education Needs
ED 901:0 Practicum 1 (20 days) |
| 3 | six cp At 200-level COMP
COMP 283 Computer Architecture and Assembler
COMP 284 Software Engineering
COMP 285 Object-Oriented Programming in Java
COMP 315 Web and Internet Programming
six cp Introductory Education Unit
six cp Introductory Education Unit |
| 4 | 12 cp At 300-level from COMP
EDCX 348 Curriculum and the Social Context of Schooling
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

**Bachelor of Mathematics/Bachelor of Teaching
Bachelor of Science/Bachelor of Teaching
Major in Mathematics (continuing students only)**

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

- | | |
|---|---|
| 1 | AMTH 140 Discrete Mathematics
AMTH 142 Scientific Computing I
MATH 101 Algebra and Differential Calculus
MATH 102 Integral Calculus, Differential Equations and Introductory Statistics |
| 2 | Choose two units from:
COMP 100 Business Information Technology; and
COMP 160 Internet Publishing; or
COMP 131 Computer Science I; and
COMP 132 Computer Science II
PMTH 212 Multivariable Calculus
PMTH 213 Linear Algebra |
| 3 | Choose two units from:
AMTH 246 Mathematical Methods in the Sciences I; and
AMTH 247 Scientific Computing II; or
STAT 260 Probability and Simulation; and
STAT 261 Inference
12 cp Complementary Studies Units |
| 4 | PMTH 332 Abstract Algebra
PMTH 333 Complex Analysis
12 cp At 300-level AMTH or PMTH or STAT |
| 5 | PMTH 338 Number Theory
PMTH 339 Differential Equations
six cp Introductory Education Unit |
| 6 | EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDME 932:12 Secondary Education: Mathematics 7-10
ED 901:0 Practicum 1 (20 days) |
| 7 | EDCX 348 Curriculum and the Social Context of Schooling
EDME 933:12 Secondary Education: Mathematics 11-12
ED 902 Practicum 2 (20 days) |
| 8 | EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective Unit
six cp Applied Education Elective Unit
ED 903 Practicum 3 (20 days) |

Bachelor of Mathematics/Bachelor of Teaching
Bachelor of Science/Bachelor of Teaching
Major in Mathematics (continuing students only)

Year Suggested Degree Structure for Full-time Enrolment over FOUR YEARS

- | | |
|---|--|
| 1 | AMTH 140 Discrete Mathematics
AMTH 142 Scientific Computing I
MATH 101 Algebra and Differential Calculus
MATH 102 Integral Calculus, Differential Equations and Introductory Statistics
Choose two units from:
COMP 100 Business Information Technology, and
COMP 160 Internet Publishing; or
COMP 131 Computer Science I; and
COMP 132 Computer Science II
12 cp Complementary Studies Units |
| 2 | PMTH 212 Multivariable Calculus
PMTH 213 Linear Algebra
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDME 932:12 Secondary Education: Mathematics 7-10
EDSP 380 Educating Students with Special Education Needs
ED 901:0 Practicum 1 (20 days) |
| 3 | Choose two units from:
AMTH 246 Mathematical Methods in the Sciences I; and
AMTH 247 Scientific Computing II; or
STAT 260 Probability and Simulation; and
STAT 261 Inference
12 cp At 300-level AMTH or PMTH or STAT
PMTH 332 Abstract Algebra
PMTH 333 Complex Analysis
six cp Introductory Education Unit
six cp Applied Education Elective Unit |
| 4 | PMTH 338 Number Theory
PMTH 339 Differential Equations
EDCX 348 Curriculum and the Social Context of Schooling
EDME 933:12 Secondary Education: Mathematics 11-12
six cp Applied Education Elective Unit
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

Bachelor of Science/Bachelor of Teaching

Majors in Information Technology and Mathematics

Year Suggested Degree Structure for Part-time Enrolment over EIGHT YEARS

1	AMTH 140 Discrete Mathematics AMTH 142 Scientific Computing I MATH 101 Algebra and Differential Calculus MATH 102 Integral Calculus, Differential Equations and Introductory Statistics
2	COMP 131 Computer Science I COMP 132 Computer Science II PMTH 212 Multivariable Calculus PMTH 213 Linear Algebra
3	COMP 100 Business Information Technology COMP 160 Internet Publishing COMP 280 Operating Systems COMP 282 Data Structures and Algorithms
4	COMP 284 Software Engineering Choose two units from: PMTH 332 Abstract Algebra PMTH 333 Complex Analysis PMTH 338 Number Theory PMTH 339 Differential Equations six cp Introductory Education Unit
5	COMP 315 Web and Internet Programming Six cp at 300-level COMP Choose one unit from: PMTH 332 Abstract Algebra PMTH 333 Complex Analysis PMTH 338 Number Theory PMTH 339 Differential Equations EDIT 312 Computers in Education
6	EDLT 485 An Introduction to Learning and Teaching I EDLT 486 An Introduction to Learning and Teaching II EDME 932:12 Secondary Education: Mathematics 7-10 ED 901:0 Practicum 1 (20 days)
7	EDCX 348 Curriculum and the Social Context of Schooling EDIT 913:12 Secondary Education: Computing Studies 7-12 ED 902 Practicum 2 (20 days)
8	EDME 933:12 Secondary Education: Mathematics 11-12 EDSP 380 Educating Students with Special Education Needs ED 903 Practicum 3 (20 days)

Bachelor of Science/Bachelor of Teaching**Majors in Information Technology and Mathematics****Year Suggested Degree Structure for Part-time Enrolment over FOUR YEARS**

- | | |
|---|--|
| 1 | AMTH 140 Discrete Mathematics
AMTH 142 Scientific Computing I
COMP 100 Business Information Technology
COMP 160 Internet Publishing
COMP 131 Computer Science I
COMP 132 Computer Science II
MATH 101 Algebra and Differential Calculus
MATH 102 Integral Calculus, Differential Equations and Introductory Statistics |
| 2 | PMTH 212 Multivariable Calculus
PMTH 213 Linear Algebra
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDME 932:12 Secondary Education: Mathematics 7-10
EDSP 380 Educating Students with Special Education Needs
ED 901:0 Practicum 1 (20 days) |
| 3 | COMP 280 Operating Systems
COMP 282 Data Structures and Algorithms
COMP 284 Software Engineering
COMP 315 Web and Internet Programming
Six cp at 300-level COMP
Choose two units from:
PMTH 332 Abstract Algebra
PMTH 333 Complex Analysis
PMTH 338 Number Theory
PMTH 339 Differential Equations
Choose one unit from:
PMTH 332 Abstract Algebra
PMTH 333 Complex Analysis
PMTH 338 Number Theory
PMTH 339 Differential Equations |
| 4 | EDIT 913:12 Secondary Education: Computing Studies 7-12
EDME 933:12 Secondary Education: Mathematics 11-12
six cp Introductory Education Unit
EDCX 348 Curriculum and the Social Context of Schooling
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

In-Service/Postgraduate Courses

Bachelor of Education

The Bachelor of Education is offered under the Commonwealth Supported Places scheme. The course provides you with the opportunity to upgrade your teaching qualification while focusing on areas of study which suit your needs. Candidates must include four units (24 credit points) at 400 level in Advanced Education units. The rest of the program can be made up of units from various areas including: Aboriginal and Multicultural Education, Adult Education, Arts Education, English Education, Health and Physical Education, Literacy, Mathematics and Computer Education, Science Education, Social Science Education, Special Education, Visual and Performing Arts and General Education studies. As a wide variety of units is available it is important for you to plan and undertake a choice of units which will form a rational 'package' and thereby relate to your future professional prospects and promotion.

With the exception of Steiner Education and Bachelor of Education (Physical Education) students, 900-level curriculum units are not available in the Bachelor of Education. Students wishing to enrol in such units will need to contact the Student Centre to seek enrolment in another course.

1 Admission to Candidature

A candidate shall:

- (b) (i) hold a degree of a university and a diploma in an area of education studies; or
- (ii) hold a three-year teaching qualification recognised by the Faculty as suitable for entry into the program; or
- (iii) hold three-year status with an appropriate educational authority except where that status is awarded wholly on the basis of service; or
- (iv) hold a two-year teaching qualification recognised by the Faculty as suitable for entry into the program; or
- (v) have units equivalent to not more than 12 credit points to pass in order to qualify for an award acceptable under Rule (b)(ii).

2 Course Requirements

Three-year teaching qualification [Admission Rules (b)(i), (b)(ii) or (b)(iii)]: Candidates are required to pass a total of 48 credit points from Groups 1A, 1B or 1C, including at least 24 credit points from Group 1B.

Two-year teaching qualification [Admission Rule (b)(v)]: Candidates are required to pass a total of 96 credit points from Groups 1A, 1B or 1C, including at least 24 credit points from Group 1B and not more than 48 credit points from Group 1C. Candidates who hold a two year teaching qualification are able to transfer to a named specialisation after completing 48 credit points within the Bachelor of Education.

3 Period of Candidature

For candidates admitted under Rule (b)(i), (b)(ii), (b)(iii) or (b)(vii) the maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

For candidates admitted under Rule (b)(v), the maximum period of candidature shall be:

- (a) two years as a full-time candidate;
- (b) five years as a part-time candidate.

4 Progress and Conduct

Failure in 18 credit points shall be deemed to be unsatisfactory progress.

5 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1A - Basic Education Units

EDAE 307	Drama and Educational Practice
EDAE 315	Visual Arts and Children
EDCX 330	Educational Thought and Practice: Past and Present
EDCX 335	History of Australian Education
EDCX 346	Sociology of Education
EDEE 322	Teaching Reading and Writing
EDEE 323	Literature and Children
EDEE 324	Teaching Functional Language, Text Types and Grammar
EDEE 325	Mass Media and Education

EDIT 312	Computers in Education
EDLA 314	Language, Power and Education
EDLA 318	Technology-Enhanced Language Learning (TELL)
EDLA 319	English as a World Language: Challenges for NESB Students and Their Teachers
EDLA 329	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLT 381	Education of the Gifted and Talented
EDLT 388	Internet Learning for Gifted and Talented Children
EDME 338	Educational Measurement and Evaluation
EDSE 369	Environmental Education Through Australian Ecotours
EDSP 380	Educating Students with Special Education Needs
EDSP 381	Introduction to Programming for Students with Learning Difficulties and Disabilities
EDSP 382	Behaviour Management
EDSP 383	Psychosocial Aspects of Exceptionality and Special Education
EDSP 384	Consultation and Communication
EDSP 385	Literacy Difficulties in the Regular Classroom
HS 332	Social Aspects of HIV/AIDS, Education and Community Mobilisation
or any other unit approved by the Faculty.	

Group 1B - Advanced Education Units

EDAE 401	Contemporary Issues in Arts Education
EDAE 406	Movements in Arts Education: Theory into Practice
EDAE 407	Drama and Educational Practice
EDAE 410	Arts Experience and Learning
EDAE 412	Individual Project in Arts Education
EDAE 413	Music in the School
EDAE 415	Visual Arts and Children
EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
EDCX 420	Introduction to Curriculum Inquiry
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 431	Education and Values
EDCX 446	Sociology of Education
EDCX 447	Community Responsive Schooling
EDEE 422	Writing in Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 423	Teaching the Origins and Influences of Fantasy Literature for Children and Adolescents
EDEE 426	Teaching Senior English
EDEE 428	Issues in Teaching Literacy
EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 415	Implementing ICT in Schools
EDIT 417	Web Mediated Learning Communities
EDIT 419	Project on Computers in Education
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
EDLA 410	Linguistics for Language Teachers
EDLA 423	Second Language Acquisition: Applications
EDLT 470	Effective Learning in Mixed-Age Classrooms
EDLT 481	Education of the Gifted and Talented
EDLT 482	Cognition and Learning Across the Curriculum
EDLT 483	Creative Thinking and Problem Solving
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDLT 488	Internet Learning for Gifted and Talented Children
EDME 433	Mathematical Investigations for Teachers
EDME 434	Current Innovations in Mathematics Education
EDME 438	Educational Measurement and Evaluation
EDPE 443	Health Promotion in the Schools and the Community

EDPE 444	Special Issues in Health and Physical Education
EDSE 465	Current Innovations in Science Education
EDSE 466	Science and Technology Education
EDSE 467	Teaching Environmental Health in Soil and Water
EDSP 443	Studies of Classroom Behaviour
EDSP 480	Inclusive Education: Strategies in Context
EDSP 481	Programming for Students with Learning Difficulties and Disabilities
EDSP 482	Education of Children and Adolescents with Severe Behaviour Disorders
EDSP 484	Educational Intervention for Children with Learning Difficulties
EDSP 485	Introduction to Psychoeducational Assessment
EDSS 473	Local Studies in Social Science
EDSS 475	Religious Education
EDUC 496	Special Topic in Education (A) (topic to be negotiated with academic)
EDUC 497	Special Topic in Education (B) (topic to be negotiated with academic)
EHPS 590	Research Methods 1
PDAL 496	Special Topics (A) (to be negotiated with academic)
PDAL 497	Special Topics (B) (to be negotiated with academic)
PDAS 471	Educational Administration and Organisation: Principles and Issues
PDAS 481	Tertiary Education: Foundations and Organisation
PDAS 482	Tertiary Education: Administration and Management
PDAS 484	Human Action in Organisations
PDAS 485	Tertiary Education: Issues in Developing Countries
PDAS 488	Distance Education: The Theory and Practice of Instructional Design
PDEC 400	Young Children's Language and Communication
PDL 470	Introduction to Adult Education and Training
PDL 471	Adult Learning
PDL 472	Teaching and Training Adults
PDL 473	Program Planning in Adult Education and Training
PDL 475:12	Professional Project in Adult Education and Training
PDL 477	Portfolio Assessment in Adult-Workplace Learning
or any other unit approved by the Faculty.	

Group 1C – Non-Education Units

EDCX 476	Religion in Australia
EDIT 414	Principles of Computer Programming
EDPE 440	Scientific Principles of Sports Coaching
EDSE 464	Environment, Technology and Society
PDAB 402	Aboriginal and Ethnic Community Field Study
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDPS 411	Traditional Aboriginal Societies and Colonisation
PDPS 413	Contemporary Aboriginal Societies
or any other unit approved by the Faculty.	

Specialisations

Bachelor of Education (Administrative Leadership)

This is a workplace-oriented course and caters for practising administrators in schools and other educational institutions. It relates to educationalists or those directly involved in the education industry at primary, secondary, technical or tertiary levels. The course focuses on the functioning of people within organisations with a compulsory special study based on participants' organisations.

Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon. Students must complete all units in Group 2A and 24 credit points from Group 2B.

Group 2A

PDAS 400	Problem Analysis in Contemporary Organisations
PDAS 401	Contemporary Organisation Theory
PDAS 403:12	Administrative Leadership: Special Study

Group 2B

PDAS 405	Industrial Relations in Education
PDAS 414	Leadership and Organisational Effectiveness
PDAS 415	Managing Organisational Transition
PDAS 416	Personnel and Quality in Administration
PDPS 433	Professional Ethics in Contemporary Society
or any other unit approved by the Faculty.	

Bachelor of Education (Adult Education)

The course is designed to focus on the particular professional interests of each candidate. For those with a training background, it offers an opportunity to examine educational practice in the workplace against a framework of theory and research. The course provides an alternative 'track' for graduates in Education wishing to gain professional qualifications in adult education. For all candidates the Bachelor of Education (Adult Education) offers a pathway to study at the Masters level. Note, this course is only available off-campus.

Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon. Students must complete the compulsory units, 12 credit points from the optional group and 24 credit points from the elective group of which PDLD 475:12 is compulsory.

Compulsory

PDLD 470	Introduction to Adult Education and Training
PDLD 471	Adult Learning

Optional (Students complete 12 credit points from this Group)

PDLD 410	Learning in Social Movements
PDLD 472	Teaching and Training Adults
PDLD 473	Program Planning in Adult Education and Training
PDLD 477	Portfolio Assessment in Adult-Workplace Learning
PDLD 478:12	Adult Education Practicum

Electives (Students complete 24 credit points from either Group (a) or (b) or (c))

(a) Peace Studies

PDLD 475:12	Professional Project in Adult Education and Training
PDPS 402	Social Development Environment and Peace
PDPS 451	Building Peace in Post Conflict Situations

(b) Aboriginal Studies

PDLD 475:12	Professional Project in Adult Education and Training
EDCX 415	Indigenous Australian Education
EDCX 409	Race Relations in the Classroom

(c) Cross Cultural Studies

PDLD 475:12	Professional Project in Adult Education and Training
EDLA 403	Language, Society and Culture
PDPS 304	Facilitating Cross-Cultural Communication

or any other unit approved by the Faculty.

Bachelor of Education (Educational Management)

This course caters for educational managers or those aspiring to such positions in schools and other educational institutions.

Units Offered

All units listed below for this award have a value of six credit points. Students must complete the unit in Group 6A and 42 credit points from Group 6B.

Group 6A

PDAS 401 Contemporary Organisation Theory

Group 6B

PDAS 405 Industrial Relations in Education

PDAS 415 Managing Organisational Transition

PDAS 416 Personnel and Quality in Administration

PDAS 478 Finance for Education

PDAS 481 Tertiary Education: Foundations and Organisation

PDAS 482 Tertiary Education: Administration and Management

PDAS 484 Human Action in Organisations

PDAS 488 Distance Education: The Theory and Practice of Instructional Design

or any other unit approved by the Faculty.

Bachelor of Education (Information and Communication Technology Education)

Computers and related forms of technology play an increasingly important role in schools, both inside and outside the classroom. This course is designed to cater for both specialist and non-specialist teachers in the area by providing a range of computer-related units to choose from, and additionally, the opportunity to take elective units from other disciplines.

Units Offered

All units listed below for this course have a value of six credit points. Students must complete the unit in Group 4A, 30 credit points from Group 4B and not more than 12 credit points from Groups 1A, 1B and 1C.

Group 4A

EDIT 312 Computers in Education

Group 4B

COMP 131 Computer Science I

COMP 132 Computer Science II

EDIT 411 Principles of Web Mediated Learning

EDIT 412 LOGO: The Language and Culture

EDIT 413 Introduction to Computer Mediated Learning

EDIT 414 Principles of Computer Programming

EDIT 415 Implementing ICT in Schools

EDIT 416 ICT for Professional Practice

EDIT 417 Web Mediated Learning Communities

EDIT 419 Project on Computers in Education

Groups 1A, 1B, 1C

For a list of the units in these groups please refer to the Bachelor of Education.

Bachelor of Education (Physical Education)

With the Key Learning Area of Personal Development, Health and Physical Education now needing and attracting greater educational emphasis, this course is designed to meet the needs of primary and secondary school teachers (both specialist and non-specialists) who wish to upgrade their qualifications in this area. The course has particular focus on the areas of skill acquisition, coaching pedagogy and current curriculum issues.

Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon. Students must complete all units in Group 7A, 12 credit points from Group 7B and not more than 12 credit points from Groups 1A, 1B and 1C.

Group 7A

EDPE 440:12	Scientific Principles of Sports Coaching
EDPE 442	Motor Skill Acquisition
EDPE 445	Advanced Studies in Health and Physical Education

Group 7B

EDPE 443	Health Promotion in the Schools and the Community
EDPE 444	Special Issues in Health and Physical Education
EDPE 942:12	Secondary Education: Personal Development, Health and Physical Education 7-10
HS 332	Social Aspects of HIV/AIDS, Education and Community Mobilisation

Groups 1A, 1B, 1C

For a list of the units in these groups please refer to the Bachelor of Education.

NSW State Registration Program for Steiner Qualified Applicants (part-time)

Candidates who hold the Associate Diploma or Diploma in Steiner Education [admitted under Rule (b)(iv)] and wish to apply for New South Wales state registration for Primary teaching must complete the following pattern of enrolment.

Year	Units
1	EDME 133 Enrichment Mathematics for Primary Teachers EDME 233 Mathematical Thinking for Primary Teachers; or EDME 333 Mathematical Investigations for Teachers ENGL 101 An Introduction to Literary Studies ENGL 102 Literature, Film and Society
2	EDEE 920 Curriculum Studies: Primary English EDIT 312 Computers in Education EDLT 485 An Introduction to Learning and Teaching I EDSS 970 Society and Environment Curriculum ED 901 Practicum 1*
3	EDAE 900 The Creative Arts Key Learning Area: The Fourth "R" in Education EDME 931 Curriculum Studies: Mathematics K-6 RSCHIPI Stage I Residential School for EDAE 900 and EDME 931 (off-campus students) EDCX 348 Curriculum and the Social Context of Schooling EDSP 380 Educating Students with Special Education Needs
4	EDPE 941 Health and Physical Education in the Primary School EDSE 963 Primary Science and Technology Education RSCHIIPII Stage II Residential School for EDPE 941 and EDSE 963 (off-campus students) KLA Studies Unit KLA Studies Unit ED 902 Practicum 2*

Key Learning Area (KLA) Studies

Plus six credit points in each of two of the following four areas of teaching:

English

EDEE 324	Teaching Functional Language, Text Types and Grammar
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Science and Technology

EDSE 466	Science and Technology Education
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Human Society and Its Environment

EDSS 473	Local Studies in Social Science
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Information Technology/Languages Other Than English (LOTE)

EDIT 413	Introduction to Computer Mediated Learning
EDIT 418	Issues in Computer Education
EDLA 329	An Integrated Approach for Modern Language Teaching in Primary Schools

* As this course aims to prepare students for teaching across the structure of educational contexts, at least one of the practicum placements should be undertaken in a school other than a Steiner School.

NSW State Registration Program for Steiner Qualified Applicants (full-time)

Candidates who hold the Associate Diploma or Diploma in Steiner Education [admitted under Rule (b)(iv)] and wish to apply for New South Wales state registration for Primary teaching must complete the following pattern of enrolment.

Year	Units
1	<p>EDAE 900 The Creative Arts Key Learning Area: The Fourth "R" in Education</p> <p>EDME 931 Curriculum Studies: Mathematics K-6</p> <p>RSCHIPI Stage I Residential School for EDAE 900 and EDME 931 (Off-campus students)</p> <p>EDEE 920 Curriculum Studies: Primary English</p> <p>EDLT 485 An Introduction to Learning and Teaching I</p> <p>EDME 133 Enrichment Mathematics for Primary Teachers</p> <p>EDME 233 Mathematical Thinking for Primary Teachers; or</p> <p>EDME 333 Mathematical Investigations for Teachers</p> <p>ENGL 101 An Introduction to Literary Studies</p> <p>ENGL 102 Literature, Film and Society</p> <p>ED 901 Practicum 1*</p>
2	<p>EDPE 941 Health and Physical Education in the Primary School</p> <p>EDSE 963 Primary Science and Technology Education</p> <p>RSCHIPII Stage II Residential School for EDPE 941 and EDSE 963 (off-campus students)</p> <p>EDCX 348 Curriculum and the Social Context of Schooling</p> <p>EDIT 312 Computers in Education</p> <p>EDSP 380 Educating Students with Special Education Needs</p> <p>EDSS 970 Society and Environment Curriculum</p> <p>KLA Studies Unit</p> <p>KLA Studies Unit</p> <p>ED 902 Practicum 2*</p>

Key Learning Area (KLA) Studies

Plus six credit points in each of two of the following four areas of teaching:

English

EDEE 324	Teaching Functional Language, Text Types and Grammar
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Science and Technology

EDSE 466	Science and Technology Education
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Human Society and Its Environment

EDSS 473	Local Studies in Social Science
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Information Technology/Languages Other Than English (LOTE)

EDIT 413	Introduction to Computer Mediated Learning
EDIT 418	Issues in Computer Education
EDLA 329	An Integrated Approach for Modern Language Teaching in Primary Schools

* As this course aims to prepare students for teaching across the structure of educational contexts, at least one of the practicum placements should be undertaken in a school other than a Steiner School.

General Information - Bachelor of Teaching (Primary/Secondary) Graduate Diploma in Education

The Faculty of Education, Health and Professional Studies offers two professional graduate entry pre-service teaching qualifications to accommodate the changing needs of teacher employing authorities, the one year Graduate Diploma in Education and the two year Bachelor of Teaching. Students may choose the Bachelor of Teaching to take advantage of the extended program it offers in the areas of Introductory Education, Applied Education Electives and enhanced practicum experience.

Both the equivalent one year Graduate Diploma in Education and the equivalent two year Bachelor of Teaching have the same graduate entry requirements as well as common Foundation Units, Compulsory Units and Curriculum Units. However, the Bachelor of Teaching has been extended to include Introductory Education Units, Applied Education Electives and a minimum of 60 days practicum.

HSC Requirements for Infants/Primary Teaching

Graduates intending to seek employment with the New South Wales Department of Education and Training to teach at primary level must have successfully completed any two units of English and Mathematics at HSC level (or equivalent). Students who have not satisfied this requirement before enrolment can do so during their enrolment. Successful completion of this degree will meet the English requirement. To meet the Mathematics requirement students may choose to either successfully complete two units of HSC level Mathematics at TAFE or successfully complete either EDME 133 Enrichment Mathematics for Primary Teachers or EDME 233 Mathematical Thinking for Primary Teachers or EDME 333 Mathematical Investigation for Teachers. Upon request of the student and on successful completion of the relevant criteria, the Head of School of Education will provide a letter stating that these requirements have been satisfied.

Primary LOTE Teaching

Students undertaking the Bachelor of Teaching (Primary) who already have at least two years of a Language Other Than English in their initial degree may also apply for EDLA 329 An Integrated Approach for Modern Language Teaching in Primary Schools to enable them to become a language teacher in a primary school. This unit can be taken as an Applied Education Elective in the Bachelor of Teaching (Primary).

The Practicum

Cost

Students are advised to consider carefully the financial implications of each practicum session and the necessity to budget for these three to four sessions for the Bachelor of Teaching. For students in employment, consideration must also be given to eligibility for leave in order to complete up to a 20 day block practice teaching.

Days of Practicum

The practicum component of the Bachelor of Teaching and the Graduate Diploma in Education is compulsory. The Bachelor of Teaching requires a minimum of 60 days of practicum. The Graduate Diploma in Education requires 40 days of practicum.

Students enrolled in the primary program must either be enrolled in or have completed two curriculum units prior to enrolling in ED 901 Practicum 1 (20 days). Students enrolled in the secondary program must complete concurrently with their curriculum units either ED 901 Practicum 1 (20 days) or ED 902 Practicum 2 (20 days).

Professional Experience Office

Both on-campus and off-campus students will be provided with a Professional Experience Handbook after enrolment in the practicum unit. The handbooks are posted to off-campus students in the last week (or thereabouts) in March of each year. This Handbook provides all information required by students to satisfactorily complete the unit. All practicum placements are arranged by the Professional Experience Office in consultation with individual students. Students are requested to direct any enquiries relating to professional experience to the Professional Experience Office, Faculty of Education, Health and Professional Studies, The University of New England, NSW 2351 (telephone: 02 6773 3802 or facsimile: 02 6773 3804).

Practicum details for Internal Students

The designated periods for professional experience during 2006 are as follows:

Secondary

Graduate Diploma in Education

- Practicum 1 - ED 901 (Semester 1)
5 Dispersed Days (leading up to 3 week block)
15 Day block (June 5 - June 23)
- Practicum 2 - ED 902 (Semester 2)
20 Day block (August 28 - September 22)

Bachelor of Teaching

Primary

Year 1

- Practicum 1 - ED 901
5 Dispersed days (leading up to 3 week block)
15 Day block (September 4 - September 22)

Year 2

- Practicum 2 - ED 902
20 Day block (May 29 - June 23)
- Practicum 3 - ED 903
20 Day block (August 28 - September 22)

Secondary

Year 1

- Practicum 1 - ED 901
5 Dispersed days (leading up to 3 week block)
15 Day block (September 4 - September 22)

Year 2

- Practicum 2 - ED 902
20 Day block (May 29 - June 23)
- Practicum 3 - ED 903
20 Day block (August 28 - September 22)

Students who wish to complete 80 days of practicum within the award will need to enrol additionally in ED 904. This may mean completing ED 901 and ED 902 in Year 1, ED 903 and ED 904 in Year 2. Please contact the Director of Professional Experience about this enrolment pattern.

Examinations during Practicum

Students should be aware that the professional experience periods take precedence over all other work including lectures, seminars and science practical sessions. No student will be permitted to leave a school where they are undertaking a practicum session to attend other university courses (except for UNE examinations). Before committing themselves to degree studies or any other studies additional to the degree, students should advise individual lecturers that they will be required to be absent from lectures for the periods of practicum during the dispersed days, June and August/September.

If you have an examination during the practicum you may need to change your examination centre (by April for first semester or September for second semester units) with the Examinations Unit, in consultation with the Student Centre. It may also be necessary to arrange leave from the practicum to attend any scheduled examinations during this period.

Practicum details for External Students

Secondary

Graduate Diploma in Education

Year 1

- Practicum 1 - ED 901
20 Day block (August 28 - September 22) (Part-time enrolment)
20 Day block (May 29 - June 23) (Full-time enrolment)

Year 2

- Practicum 2 - ED 902
20 Day block (August 28 - September 22)

	Bachelor of Teaching
Primary	<ul style="list-style-type: none"> • Practicum 1 - ED 901 (20 days) to be taken concurrently with or following completion of at least two Primary Curriculum Units and EDLT 485 - An Introduction to Teaching and Learning I. • ED 902 (Practicum 2) and ED 903 (Practicum 3) to be undertaken following successful completion of ED 901 (Practicum 1) or the preceding practicum throughout the course.
Secondary	<ul style="list-style-type: none"> • Practicum 1 - ED 901 (20 days) to be completed in the same year (August/September preferably) as enrolment in first Curriculum Unit. Students must also be concurrently enrolled or have previously completed EDLT 485 An Introduction to Teaching and Learning I • Practicum 2 - ED 902 (20 days) to be completed in the same year (August/September preferably) as enrolment in second Curriculum Unit. • Practicum 3 - ED 903 to be completed following satisfactory completion of ED 901 and ED 902.

External candidates are permitted to undertake their practicum in approved schools of their choice with the exception of schools in Armidale and its surrounding district. Placement in these areas must be arranged through the Professional Experience Office. Each session should normally be completed in the August/September professional experience period.

Students who are employed as full-time or part-time teachers and who are teaching the subject(s) in line with their specific curriculum area(s) may be eligible to meet requirements as "in-service" candidates. Those students who qualify as "in-service" candidates will have a formal report sent from the University to their Principal for completion. Each candidate's situation will be examined by the Director of Professional Experience, UNE to determine whether their teaching position satisfies the requirements in terms of teaching load and appropriateness to specific curriculum enrolment.

Teacher Requirements Across Australia

Students should note that teacher registration requirements vary from state to state. UNE bases entry requirements for teacher qualification awards on the NSW Department of Education and Training guidelines for teacher registration. Please note however, in some cases UNE requirements exceed NSW Department of Education and Training requirements. The following information should be treated as a guide only as it is the responsibility of each student to check their eligibility to teach with the relevant state authority (including students who intend to teach in NSW).

Infants/Primary Teaching

Students intending to teach in primary schools are generally required to have a degree which contains at least one full academic year of study in four of the following Key Learning Areas, or two full academic years of study in one area and one full academic year of study in two other areas as listed below:

- (a) Mathematics
- (b) Science and Technology
- (c) English
- (d) Personal Development, Health Education and Physical Education
- (e) Human Society and its Environment (eg Aboriginal studies, economics, geography, history, politics, sociology, studies in religion)
- (f) Creative Arts (eg drama, music, visual arts, dance)
- (g) A Language or Languages Other Than English/Information Technology/Psychology
- (h) Education Studies

Secondary Teaching

Except for Music, Mathematics and Science, students intending to teach in secondary schools are required to complete two different curriculum units to enable them to have a first and second teaching subject area. The background studies for these teaching subject areas are completed in the initial undergraduate degree. As a general rule students are required to have two units at 100-level, two units at 200-level and two units at 300-level for their teaching area and two units at 100-level and two units at 200-level for their second teaching area. Please refer to page 9 of this booklet for more detailed information.

Please contact the Student Centre should you require further clarification or advice.

Bachelor of Teaching (Primary)

The Bachelor of Teaching (Primary) is a 96 credit point course offered to both on-campus and off-campus students. This course includes Introductory Education Units, Foundation Studies Units, Curriculum and Practicum Units as well as Applied Education Electives. It gives students the opportunity to complete up to 80 days of practicum.

1 Admission to Candidature

A candidate shall:

- (a) hold a relevant* degree of a university; or
- (b) hold a three-year diploma acceptable to the Faculty as adequate grounding for admission to Bachelor of Teaching (Primary) candidature; or
- (c) have units equivalent to not more than 12 credit points to pass in order to qualify for an award accepted under Rule 1(a) or 1(b).

2 Award of Degree

Candidates who meet the course requirements listed under Rule 3 shall be awarded the Bachelor of Teaching (Primary Education).

3 Course Requirements

- (a) To qualify for the award of Bachelor of Teaching (Primary) candidates admitted under Rules 1.(a), (b) or (c) shall pass 96 credit points as specified in Rules 3(b) and 7.
- (b) The course shall comprise:
 - (i) six credit points from Group 3;
 - (ii) all units in Group 4;
 - (iii) all units in Group 5A together with three six-credit point Practica; and
 - (iv) six credit points from Group 6.

4 Period of Candidature

The maximum period of candidature shall be:

- (a) three years as a full-time candidate;
- (b) eight years as a part-time candidate.

5 Progress and Conduct

- (a) Failure in 24 credit points shall be deemed to be unsatisfactory progress.
- (b) Failure in any professional experience component of the award or breaches of professional conduct requirements or unethical conduct during the practical experience component shall be deemed to be unsatisfactory progress.

6 Code of Ethics

Candidates are required to abide by the Code of Ethics for general contact with schools and professional experience as laid down by the Faculty.

7 Units Offered

All units listed below for this course have value of six credit points except where indicated after a colon.

Group 3 - Introductory Education Units

EDCX 230	Educational Thought and Practice: Past and Present
EDCX 235	History of Australian Education
EDCX 246	Society and Education
EDSP 244	Childhood, Adolescence and Learning
EDUC 1/293	Reading in the Primary Curriculum
PDAB 100	Australian Indigenous Societies and Colonisation
PDAB 101	Issues in Contemporary Indigenous Societies
PDAB 200	Analysing Indigenous Australian Policy Issues
PDAB 201	Analysing Change in Indigenous Societies
PDPS 204	Facilitating Cross-Cultural Communication
PDPS 208	Immigrants and Society: An Introduction
or any other unit approved by the Faculty.	

* Please refer to page 8 for guidelines.

Group 4 - Foundation Studies Units

EDCX 348	Curriculum and the Social Context of Schooling
EDIT 312	Computers in Education
EDLT 485	An Introduction to Learning and Teaching I
EDLT 486	An Introduction to Learning and Teaching II
EDSP 380	Educating Students with Special Education Needs
or any other unit approved by the Faculty.	

Group 5A - Curriculum and Practica Units

ED 901	Practicum 1 (20 days)
ED 902	Practicum 2 (20 days)
ED 903	Practicum 3 (20 days)
EDAE 900	The Creative Arts Key Learning Area: The Fourth "R" in Education
EDEE 920	Curriculum Studies: Primary English
EDME 931	Curriculum Studies: Mathematics K-6
EDPE 941	Health and Physical Education in the Primary School
EDSE 963	Primary Science and Technology Education
EDSS 970	Society and Environment Curriculum
or any other unit approved by the Faculty.	

Group 6 - Applied Education Electives

ED 904	Practicum 4 (20 days)
ED 905	International Professional Experience Elective
EDAE 3/407	Drama and Educational Practice
EDAE 310	Creative Arts in the Classroom
EDAE 3/412:6/12	Individual Project in Arts Education
EDAE 3/413	Music in the School
EDAE 3/415	Visual Arts and Children
EDAE 401	Contemporary Issues in Arts Education
EDAE 406	Movements in Arts Education: Theory into Practice
EDAE 410	Arts Experience and Learning
EDAE 414	Choral Skills for Teachers in Schools
EDCX 3/409	Race Relations in the Classroom
EDCX 3/415	Indigenous Australian Education
EDCX 330	Educational Thought and Practice: Past and Present
EDCX 3/431	Education and Values
EDCX 335	History of Australian Education
EDCX 3/446	Sociology of Education
EDCX 349	Gender and Education
EDCX 420	Introduction to Curriculum Inquiry
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 442	"Education For All": Issues and Challenges
EDCX 445	Education, Colonialism and Change
EDCX 447	Community Responsive Schooling
EDCX 448	Education and Society: Contemporary and Global Issues
EDEE 322	Teaching Reading and Writing
EDEE 323	Literature and Children
EDEE 324	Teaching Functional Language, Text Types and Grammar
EDEE 325	Mass Media and Education
EDEE 422	Writing In Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 426	Issues in Teaching Senior English

EDEE 428	Issues in Teaching Literacy
EDEE 429	Literature Teaching and the Moral Imagination
EDEE 498	Applying Critical Theory to the Teaching of English
EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 415	Implementing ICT in Schools
EDIT 416	ICT for Professional Practice
EDIT 417	Web Mediated Learning Communities
EDLA 3/414	Language, Power and Education
EDLA 3/429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
EDLA 410	Linguistics for Language Teachers
EDLT 3/481	Education of the Gifted and Talented
EDLT 3/488	Internet Learning for Gifted and Talented Children
EDLT 470	Effective Learning in Mixed-Age Classrooms
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDLT 487	Assessing Student Outcomes
EDME 3/433	Mathematical Investigations for Teachers
EDME 3/438	Educational Measurement and Evaluation
EDME 421	Developing Mental Computation Competence
EDME 434	Current Innovations in Mathematics Education
EDPE 3/443	Health Promotion in the Schools and the Community
EDSE 369	Environmental Education through Australian Ecotours
EDSE 464	Environment, Technology and Society
EDSE 465	Current Innovations in Science Education
EDSE 466	Science and Technology Education
EDSP 382	Behaviour Management
EDSP 385	Literacy Difficulties in the Regular Classroom
EDSP 480	Inclusive Education: Strategies in Context
EDSS 473	Local Studies in Social Science
EDSS 475	Religious Education
HS 332	Social Aspects of HIV/AIDS Education and Community Mobilisation
HSCS 3/410	Counselling Theory 1
HSCS 3/411	Counselling Theory 2
PDAB 3/402	Aboriginal and Ethnic Community Field Study
PDAB 3/406	Aboriginal Health
PDAB 3/412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDEC 400	Young Children's Language and Communication
PDPS 3/433	Professional Ethics in Contemporary Society
PDPS 3/460	Frameworks for Intercultural Studies and Education
or any other unit approved by the Faculty.	

Bachelor of Teaching (Primary)

Year	Suggested Degree Structure for Part-time Enrolment Over FOUR YEARS
1	EDEE 920 Curriculum Studies: Primary English EDLT 485 An Introduction to Learning and Teaching I EDIT 312 Computers in Education EDSS 970 Society and Environment Curriculum
2	EDME 931 Curriculum Studies: Mathematics K-6 EDAE 900 The Creative Arts Key Learning Area: The Fourth 'R' in Education RSCHIPI Stage I Residential School for EDAE 900 and EDME 931 (off-campus students) EDLT 486 An Introduction to Learning and Teaching II ED 901 Practicum 1 (20 days)
3	EDPE 941 Health and Physical Education in the Primary School EDSE 963 Primary Science and Technology Education RSCHIPII Stage II Residential School for EDPE 941 and EDSE 963 (off-campus students) six cp Introductory Education Unit from Group 3 ED 902 Practicum 2 (20 days)
4	six cp Applied Education Elective from Group 6 EDCX 348 Curriculum and the Social Context of Schooling EDSP 380 Educating Students with Special Needs ED 903 Practicum 3 (20 days)

Year Suggested Degree Structure for Full-time Enrolment Over TWO YEARS

1	EDAE 900 The Creative Arts Key Learning Area: The Fourth "R" in Education EDME 931 Curriculum Studies: Mathematics K-6 RSCHIP1 Stage I Residential School for EDAE 900 and EDME 931 (off-campus students) EDEE 920 Curriculum Studies: Primary English EDIT 312 Computers in Education EDLT 485 An Introduction to Learning and Teaching I EDLT 486 An Introduction to Learning and Teaching II EDSS 970 Society and Environment Curriculum ED 901 Practicum 1 (20 days)
2	EDPE 941 Health and Physical Education in the Primary School EDSE 963 Primary Science and Technology Education RSCHIP11 Stage II Residential School for EDPE 941 and EDSE 963 (off-campus students) EDCX 348 Curriculum and the Social Context of Schooling EDSP 380 Educating Students with Special Needs six cp Introductory Education Unit from Group 3 six cp Applied Education Elective from Group 6 ED 902 Practicum 2 (20 days) ED 903 Practicum 3 (20 days)

Bachelor of Teaching (Secondary)

The Bachelor of Teaching (Secondary) is a 96 credit point course offered to both on-campus and off-campus students. This course includes Introductory Education Units, Foundation Studies Units, Curriculum and Practicum Units as well as Applied Education Electives. It gives students the opportunity to complete up to 80 days of practicum.

1 Admission to Candidature

A candidate shall:

- (a) hold a relevant* degree of a university; or
- (b) hold a three-year diploma acceptable to the Faculty as adequate grounding for admission to Bachelor of Teaching (Secondary) candidature; or
- (c) have units equivalent to not more than 12 credit points to pass in order to qualify for an award accepted under Rule 1(a) or 1(b).

2 Award of Degree

Candidates who meet the courses requirements listed under Rule 3 shall be awarded the Bachelor of Teaching (Secondary).

3 Course Requirements

- 3.1. (a) To qualify for the award of Bachelor of Teaching (Secondary) candidates admitted under Rules 1.(a) or (b) or (c) shall pass 96 credit points as specified in Rules 3.(b) and 7.
- (b) The course shall comprise:
 - (i) 12 credit points from Group 3;
 - (ii) all units in Group 4;
 - (iii) at least 24 credit points from Group 5B together with two six-credit points Practica; and
 - (iv) 18 credit points from Group 6.
- 3.2 Candidates who are 12 credit points short of meeting prerequisite requirements for a specific curriculum unit may be permitted to enrol in that specific curriculum unit provided they enrol concurrently in the appropriate prerequisite unit or units. All prerequisites for specific curriculum courses must be passed prior to or concurrently with Bachelor of Teaching candidature.

4 Period of Candidature

The maximum period of candidature shall be:

- (a) three years as a full-time candidate;
- (b) eight years as a part-time candidate.

5 Progress and Conduct

- (a) Failure in 24 credit points shall be deemed to be unsatisfactory progress.
- (b) Failure in any professional experience component of the award or breaches of professional conduct requirements or unethical conduct during the practical experience component shall be deemed to be unsatisfactory progress.

6 Code of Ethics

Candidates are required to abide by the Code of Ethics for general contact with schools and professional experience as laid down by the Faculty.

7 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 3 - Introductory Education Units

EDCX 230	Educational Thought and Practice: Past and Present
EDCX 235	History of Australian Education
EDCX 246	Society and Education
EDSP 244	Childhood, Adolescence and Learning
EDUC 1/293	Reading in the Primary Curriculum
PDAB 100	Australian Indigenous Societies and Colonisation
PDAB 101	Issues in Contemporary Indigenous Societies
PDAB 200	Analysing Indigenous Australian Policy Issues
PDAB 201	Analysing Change in Indigenous Societies
PDPS 204	Facilitating Cross-Cultural Communication

* Please refer to page 9 for guidelines.

PDPS 208 Immigrants and Society: An Introduction
or any other unit approved by the Faculty.

Group 4 - Foundation Studies Units

EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
EDSP 380 Educating Students with Special Education Needs
or any other unit approved by the Faculty.

Group 5B - Curriculum Units

EDAE 902:12 Secondary Education: Drama
EDAE 904:12 Secondary Education: Music I
EDAE 905:12 Secondary Education: Music II
EDAE 906:12 Secondary Education: Visual Arts I
EDAE 907:12 Secondary Education: Visual Arts II
EDCX 982 Aboriginal Studies Curriculum
EDEE 921:12 Secondary Education: English I
EDEE 922:12 Secondary Education: English II
EDIT 913:12 Secondary Education: Computing Studies
EDLA 965:12 Modern Languages Teaching Method
EDLA 967:12 Teaching English as a Second Language
EDME 932:12 Secondary Education: Mathematics 7-10
EDME 933:12 Secondary Education: Mathematics 11-12
EDSE 964:12 Secondary Education: Science 7-10
EDSE 965:12 Secondary Education: Science 11-12
EDSE 966:12 Secondary Education: Agriculture 7-12
EDSS 973:6/12 Secondary Education: Society and Environment Curriculum
EDSS 974 Secondary Education: Economics/Commerce/Business Studies
EDSS 975 Secondary Education: Geography
EDSS 976 Secondary Education: History
EDSS 977 Secondary Education: Social Science
EDSS 978 Secondary Education: Legal Studies
ED 901:0 Practicum 1 (20 days)
ED 902:6 Practicum 2 (20 days)
ED 903:6 Practicum 3 (20 days)

Group 6 - Applied Education Electives

ED 904 Practicum 4 (20 days)
ED 905 International Professional Experience Elective
EDAE 3/407 Drama and Educational Practice
EDAE 310 Creative Arts in the Classroom
EDAE 3/412:6/12 Individual Project in Arts Education
EDAE 3/413 Music in the School
EDAE 3/415 Visual Arts and Children
EDAE 401 Contemporary Issues in Arts Education
EDAE 406 Movements in Arts Education: Theory into Practice
EDAE 410 Arts Experience and Learning
EDAE 414 Choral Skills for Teachers in Schools
EDCX 3/409 Race Relations in the Classroom
EDCX 3/415 Indigenous Australian Education
EDCX 330 Educational Thought and Practice: Past and Present
EDCX 3/431 Education and Values
EDCX 335 History of Australian Education
EDCX 3/446 Sociology of Education
EDCX 349 Gender and Education
EDCX 420 Introduction to Curriculum Inquiry

EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 442	"Education For All": Issues and Challenges
EDCX 445	Education, Colonialism and Change
EDCX 447	Community Responsive Schooling
EDCX 448	Education and Society: Contemporary and Global Issues
EDEE 322	Teaching Reading and Writing
EDEE 323	Literature and Children
EDEE 324	Teaching Functional Language, Text Types and Grammar
EDEE 325	Mass Media and Education
EDEE 422	Writing In Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 426	Issues in Teaching Senior English
EDEE 428	Issues in Teaching Literacy
EDEE 429	Literature Teaching and the Moral Imagination
EDEE 498	Applying Critical Theory to the Teaching of English
EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 415	Implementing ICT in Schools
EDIT 416	ICT for Professional Practice
EDIT 417	Web Mediated Learning Communities
EDLA 3/414	Language, Power and Education
EDLA 3/429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
EDLA 410	Linguistics for Language Teachers
EDLT 3/481	Education of the Gifted and Talented
EDLT 3/488	Internet Learning for Gifted and Talented Children
EDLT 470	Effective Learning in Mixed-Age Classrooms
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDLT 487	Assessing Student Outcomes
EDME 3/433	Mathematical Investigations for Teachers
EDME 3/438	Educational Measurement and Evaluation
EDME 421	Developing Mental Computation Competence
EDME 434	Current Innovations in Mathematics Education
EDPE 3/443	Health Promotion in the Schools and the Community
EDSE 369	Environmental Education through Australian Ecotours
EDSE 464	Environment, Technology and Society
EDSE 465	Current Innovations in Science Education
EDSE 466	Science and Technology Education
EDSP 382	Behaviour Management
EDSP 385	Literacy Difficulties in the Regular Classroom
EDSP 480	Inclusive Education: Strategies in Context
EDSS 473	Local Studies in Social Science
EDSS 475	Religious Education
HS 332	Social Aspects of HIV/AIDS Education and Community Mobilisation
HSCS 3/410	Counselling Theory 1
HSCS 3/411	Counselling Theory 2
PDAB 3/402	Aboriginal and Ethnic Community Field Study
PDAB 3/406	Aboriginal Health
PDAB 3/412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDEC 400	Young Children's Language and Communication
PDPS 3/433	Professional Ethics in Contemporary Society
PDPS 3/460	Frameworks for Intercultural Studies and Education
or any other unit approved by the Faculty.	

Bachelor of Teaching (Secondary)**Year Suggested Degree Structure for Part-time Enrolment Over FOUR YEARS**

- | | |
|---|--|
| 1 | 12 cp Curriculum Unit 1
Residential School for Curriculum Unit 1 (off-campus students)
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
ED 901:0 Practicum 1 (20 days) |
| 2 | six cp Introductory Education Unit from Group 3
six cp Introductory Education Unit from Group 3
EDIT 312 Computers in Education
EDSP 380 Educating Students with Special Education Needs |
| 3 | 12 cp Curriculum Unit 2
Residential School for Curriculum Unit 2 (off-campus students)
EDCX 348 Curriculum and the Social Context of Schooling
ED 902 Practicum 2 (20 days) |
| 4 | six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
ED 903 Practicum 3 (20 days) |

Year Suggested Degree Structure for Full-Time Enrolment Over TWO YEARS

- | | |
|---|--|
| 1 | 12 cp Curriculum Unit 1
Residential School for Curriculum Unit 1 (off-campus students)
EDCX 348 Curriculum and the Social Context of Schooling
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
six cp Introductory Education Unit from Group 3
six cp Introductory Education Unit from Group 3
ED 901:0 Practicum 1 (20 days) |
| 2 | 12 cp Curriculum Unit 2
Residential School for Curriculum Unit 2 (off-campus students)
EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

NOTE: Students should refer to their offer letters regarding their approved curriculum units. Students enrolled in the Modern Languages Teaching Method unit are required to complete their practicum in the language that they completed to 300-level at university level.

Bachelor of Teaching (Secondary)

ENROLMENT FOR STUDENTS UNDERTAKING ONLY HSIE CURRICULUM UNITS

Year Suggested Degree Structure for Part-time Enrolment Over FOUR YEARS

- | | |
|---|--|
| 1 | EDSS 973:12 Secondary Education: Society and Environment Curriculum
six cp HSIE Curriculum Lobe Unit
Residential School for Curriculum Unit (off-campus students)
EDLT 485 An Introduction to Learning and Teaching I
ED 901:0 Practicum 1 (20 days) |
| 2 | EDIT 312 Computers in Education
EDLT 486 An Introduction to Learning and Teaching II
six cp Introductory Education Unit from Group 3
six cp Introductory Education Unit from Group 3 |
| 3 | six cp HSIE Curriculum Lobe Unit
EDCX 348 Curriculum and the Social Context of Schooling
EDSP 380 Educating Students with Special Education Needs
ED 902 Practicum 2 (20 days) |
| 4 | six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
ED 903 Practicum 3 (20 days) |

Year Suggested Degree Structure for Part-time Enrolment Over TWO YEARS

- | | |
|---|---|
| 1 | EDSS 973:12 Secondary Education: Society and Environment Curriculum
six cp HSIE Curriculum Lobe Unit
Residential School for Curriculum Unit (off-campus students)
EDIT 312 Computers in Education
EDLT 485 An Introduction to Learning and Teaching I
EDLT 486 An Introduction to Learning and Teaching II
six cp Introductory Education Unit from Group 3
six cp Introductory Education Unit from Group 3
ED 901:0 Practicum 1 (20 days) |
| 2 | six cp HSIE Curriculum Lobe Unit
EDCX 348 Curriculum and the Social Context of Schooling
EDSP 380 Educating Students with Special Education Needs
six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
six cp Applied Education Elective from Group 6
ED 902 Practicum 2 (20 days)
ED 903 Practicum 3 (20 days) |

NOTE: Students should refer to their offer letters regarding their approved curriculum units.

Graduate Diploma in Education

The Graduate Diploma in Education (Secondary) is a 48 credit point course offered to both on-campus and off-campus students. A secondary teacher is usually required to complete two curriculum units in two different areas (except for Mathematics, Music and Science). The background studies for these teaching subject areas are completed in the initial undergraduate degree. As a general rule students are required to have two units at 100-level, two units at 200-level and two units at 300-level for their teaching area and two units at 100-level and two units at 200-level for their second teaching area. These become your first and second teaching subjects for employment. You must have the background studies for the relevant curriculum areas as the Diploma comprises the methods of teaching subjects already studied.

1 Admission to Candidature

A candidate shall:

- (a) hold a relevant* degree of a university; or
- (b) hold a three-year diploma acceptable to the Faculty as adequate grounding for admission to Graduate Diploma in Education candidature; or
- (c) have units equivalent to not more than 12 credit points to pass in order to qualify for an award accepted under Rule 1(a) or 1(b).

2 Course Requirements

- 2.1. To qualify for the award a candidate shall pass units to the value of 48 credit points as specified in Rules 2.2.-2.5. and 6 and shall satisfy practicum requirements.
- 2.2. Except as provided under Rule 2.3., the course shall comprise:
 - (a) all units in Group 1; and
 - (b) 24 credit points from Group 2; and
 - (c) either at least 40 days of practice teaching in the subject areas relevant to the candidate's specific curriculum units or, for candidates with substantial teaching experience, a principal's report on the candidate's teaching in the subject areas relevant to their specific curriculum units.
- 2.3. Candidates with substantial teaching experience may have their course requirements varied by the Faculty.
- 2.4. Candidates must have passed or must pass concurrently with diploma candidature 36 credit points in one of their specific curriculum subject areas which include not more than 12 credit points at 100 level.
- 2.5. Candidates who are 12 credit points short of meeting prerequisite requirements for a specific curriculum unit may be permitted to enrol in that specific curriculum unit provided they enrol concurrently in the appropriate prerequisite unit or units. All prerequisites for specific curriculum courses must be passed prior to or concurrently with diploma candidature.

3 Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) four years as a part-time candidate.

4 Progress and Conduct

- (a) Failure in eighteen credit points shall be deemed to be unsatisfactory progress.
- (b) Failure in any professional experience component of the award or breaches of professional conduct requirements or unethical conduct during the practical experience component shall be deemed to be unsatisfactory progress.

5 Award of the Diploma

The Diploma will be awarded only to a candidate who has met the requirements of Rules 1.(a) or 1.(b).

6 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1 - Foundation Studies Units

- EDCX 348 Curriculum and the Social Context of Schooling
- EDIT 312 Computers in Education
- EDLT 485 An Introduction to Learning and Teaching I
- EDSP 380 Educating Students with Special Education Needs
- or any other unit approved by the Faculty.

* Please refer to page 9 for guidelines.

Group 2 - Curriculum Units

EDAE 902:12	Secondary Education: Drama
EDAE 904:12	Secondary Education: Music I
EDAE 905:12	Secondary Education: Music II
EDAE 906:12	Secondary Education: Visual Arts I
EDAE 907:12	Secondary Education: Visual Arts II
EDCX 982	Aboriginal Studies Curriculum
EDEE 921:12	Secondary Education: English I
EDEE 922:12	Secondary Education: English II
EDIT 913:12	Secondary Education: Computing Studies
EDLA 965:12	Modern Languages Teaching Method
EDLA 967:12	Teaching English as a Second Language
EDME 932:12	Secondary Education: Mathematics 7-10
EDME 933:12	Secondary Education: Mathematics 11-12
EDSE 964:12	Secondary Education: Science 7-10
EDSE 965:12	Secondary Education: Science 11-12
EDSE 966:12	Secondary Education: Agriculture 7-12
EDSS 973:6/12	Secondary Education: Society and Environment Curriculum
EDSS 974	Secondary Education: Economics/Commerce/Business Studies
EDSS 975	Secondary Education: Geography
EDSS 976	Secondary Education: History
EDSS 977	Secondary Education: Social Science
EDSS 978	Secondary Education: Legal Studies
ED 901:0	Practicum 1 (20 days)
ED 902:0	Practicum 2 (20 days)

SOME CURRICULUM UNITS HAVE COMPULSORY RESIDENTIAL SCHOOLS

DETAILS OF RESIDENTIAL SCHOOL ATTENDANCES DATES ARE INCLUDED WITH THE UNIT OUTLINES

CURRICULUM UNITS MUST BE UNDERTAKEN CONCURRENTLY WITH A 20 DAY PRACTICUM

Graduate Diploma in Education (Secondary)

Year Suggested Degree Structure for Part-time Enrolment over TWO YEARS

- | | |
|---|--|
| 1 | 12 cp Curriculum Unit 1
Residential School for Curriculum Unit 1 (off-campus students)
EDIT 312 Computers in Education (Semester 1 or 2)
EDLT 485 An Introduction to Learning and Teaching I
ED 901:0 Practicum 1 (20 days) |
| 2 | 12 cp Curriculum Unit 2
Residential School for Curriculum Unit 2 (off-campus students)
EDCX 348 Curriculum and the Social Context of Schooling
EDSP 380 Educating Students with Special Needs
ED 902:0 Practicum 2 (20 days) |

Year Suggested Degree Structure for Full-time Enrolment over ONE YEAR

- 1 12 cp Curriculum Unit 1
 12 cp Curriculum Unit 2
 Residential School for Curriculum Units 1 and 2 (off-campus students)
 EDCX 348 Curriculum and the Social Context of Schooling
 EDIT 312 Computers in Education
 EDLT 485 An Introduction to Learning and Teaching I
 EDSP 380 Educating Students with Special Needs
 ED 901:0 Practicum 1 (20 days)
 ED 902:0 Practicum 2 (20 days)

NOTE: Students should refer to their offer letters regarding their approved curriculum units.

Students enrolled in the Modern Languages Teaching Method unit are required to complete their practicum in the language that they completed to 300-level at university level.

Graduate Diploma in Education (Secondary)**ENROLMENT FOR STUDENTS UNDERTAKING ONLY HSIE CURRICULUM UNITS****Year Suggested Degree Structure for Part-time Enrolment over TWO YEARS**

- 1 EDSS 973:12 Secondary Education: Society and Environment Curriculum
 Residential School for Curriculum Unit (off-campus students)
 EDLT 485 An Introduction to Learning and Teaching I
 six cp HSIE Curriculum Lobe Unit
 ED 901:0 Practicum 1 (20 days)
- 2 EDCX 348 Curriculum and the Social Context of Schooling
 EDIT 312 Computers in Education
 EDSP 380 Educating Students with Special Needs
 six cp HSIE Curriculum Lobe Unit
 ED 902:0 Practicum 2 (20 days)

Year Suggested Degree Structure for Full-time Enrolment over ONE YEAR

- 1 EDSS 973:12 Secondary Education: Society and Environment Curriculum
 Residential School for Curriculum Unit (off-campus students)
 EDCX 348 Curriculum and the Social Context of Schooling
 EDIT 312 Computers in Education
 EDLT 485 An Introduction to Learning and Teaching I
 EDSP 380 Educating Students with Special Needs
 2 x six cp HSIE Curriculum Lobe Units
 ED 901:0 Practicum 1 (20 days)
 ED 902:0 Practicum 2 (20 days)

NOTE: Students should refer to their offer letters regarding their approved curriculum units.

Graduate Certificate in Behaviour Management

The Graduate Certificate in Behaviour Management is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The course is designed for practising educators who do not have a formal special education qualification. Units will examine the context of challenging behaviour and factors contributing to these behaviours. Units will also examine a range of structures and strategies designed to provide positive and practical support for students with behaviour difficulties within classroom and school community contexts. The course also identifies the range and features of severe behaviour disorders and links a broad spectrum of theoretical approaches and contemporary practices in behaviour management.

Aims of Course

- To provide participants with knowledge, skills, understandings, attitudes and values needed to support the full range of learning needs of students having difficulties with behaviour.
- To build on participants' own knowledge of education and learning in relation to diversity in the classroom.
- To develop participants' understanding of support structures inside and outside the school (eg policy documents, personnel, community resources) and strategies available for teaching students with behaviour difficulties.
- To develop skills necessary for collaborative practices in inclusive classrooms.

1 Admission to Candidature

A candidate shall have had appropriate experience in an educational institution or in education services delivery; and

- (a) hold a three-year teaching qualification; or
- (b) hold a degree and a one-year teaching qualification recognised by the Faculty as suitable for entry into the award.

2 Course Requirements

To qualify for the award a candidate shall pass 24 credit points including all units in Group 1.

3 Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4 Progress and Conduct

Failure in 12 credit points shall be deemed to be unsatisfactory progress.

5 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

EDSP 383 Psychosocial Aspects of Exceptionality and Special Education
EDSP 472 Student Behaviour and Learning: Social Contexts and Diversity
EDSP 486:12 Supporting Students with Challenging Behaviour
on any other unit approved by the Faculty.

Graduate Certificate in Education Studies

The Graduate Certificate in Education Studies is offered on a Full Fee basis. This Graduate Certificate is a postgraduate qualification that will provide a pathway for candidates who may wish to pursue Masters studies in their chosen field. Listed below are examples of focus studies and units available within that focus.

The Graduate Certificate in Education Studies (Middle Years Schooling) is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The course is designed for practising teachers who do not have a specialist qualification but who recognise that adolescents in the middle years have particular developmental, learning and pedagogical needs, and who want to know more about how to teach them effectively.

1 Admission to Candidature

1.1. A candidate shall:

- (a) hold a three-year teaching qualification; or
- (b) hold a degree and a one-year teaching qualification recognised by the Faculty as suitable for entry into the award.

1.2. A candidate who wishes to specialise in Middle Years Schooling as specified in Rule 3.2. shall meet the requirements of Rule 1.1. and have had appropriate teaching experience.

2 Award of the Certificate

- (a) Candidates who meet the course requirements listed under Rule 3.1. and who have not specialised shall be awarded the Graduate Certificate in Education Studies.
- (b) Candidates who meet the course requirements listed under Rule 3.2. shall be awarded the Graduate Certificate in Education Studies (Middle Years Schooling).

3 Course Requirements

3.1. To qualify for the award of Graduate Certificate in Education Studies a candidate shall pass 24 credit points as prescribed by the Faculty.

3.2. (a) To qualify for the award of Graduate Certificate in Education Studies (Middle Years Schooling), a candidate shall pass 24 credit points as specified in Rules 3.2.(b) and 6.

- (b) The course shall comprise:
 - (i) the unit in Group 1; and
 - (ii) 18 credit points from Group 2.

4 Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

5 Progress and Conduct

Failure in 12 credit points shall be deemed to be unsatisfactory progress.

6 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

EDCX 422 Curriculum Design for Middle Years Schooling

Group 2

EDME 411 Mathematical Investigations for the Middle Years

EDSP 382 Behaviour Management

EDSP 472 Student Behaviour and Learning: Social Contexts and Diversity

EDSP 480 Inclusive Education: Strategies in Context

PDAS 471 Educational Administration and Organisation: Principles and Issues

or any other unit approved by the Faculty.

Graduate Certificate in Education Studies

Aboriginal Education

EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
PDPS 411	Traditional Aboriginal Societies and Colonisation
PDPS 413	Contemporary Aboriginal Societies

Communities, Cultures and Education

EDCX 409	Race Relations in the Classroom
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 446	Sociology of Education
EDCX 445	Education, Colonialism and Change
EDCX 447	Community Responsive Schooling
EDCX 448	Education and Society: Contemporary and Global Issues
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
PDPS 460	Frameworks for Intercultural Studies and Education

Curriculum Studies

EDCX 420	Introduction to Curriculum Inquiry
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 494	School Subjects and Curriculum Inquiry

Gifted and Talented Education

EDLT 481	Education of the Gifted and Talented
EDLT 483	Creative Thinking and Problem Solving
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDLT 488	Internet Learning for Gifted and Talented Children

Information and Communication Technology Education

EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 414	Principles of Computer Programming

International Education

EDCX 415	Indigenous Australian Education
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 446	Sociology of Education
EDCX 455	International Schooling: Challenges and Issues

Mathematics Education

EDLT 487	Assessing Student Outcomes
EDME 411	Mathematical Investigations for the Middle Years
EDME 433	Mathematical Investigations for Teachers
EDME 434	Current Innovations in Mathematics Education
EDME 537	Foundations in Mathematics Education

Physical Education

EDPE 440:12	Scientific Principles of Sports Coaching
EDPE 442	Motor Skill Acquisition
EDPE 444	Special Issues in Health and Physical Education
EDPE 445	Advanced Studies in Health and Physical Education

Primary English Education

- EDEE 422 Writing in Schools: A Higher Level Focus on Practice and Pedagogy
- EDEE 423 Teaching the Origins and Influences of Fantasy Literature for Children and Adolescents
- EDEE 428 Issues in Teaching Literacy
- EDEE 498 Applying Critical Theory to the Teaching of English

Science Education

- EDSE 464 Environment, Technology and Society
- EDSE 466 Science and Technology Education
- EDSE 467 Teaching Environmental Health in Soil and Water
- EDSE 563 Foundations in Science Education

Secondary English Education

- EDEE 422 Writing in Schools: A Higher Level Focus on Practice and Pedagogy
- EDEE 423 Teaching the Origins and Influences of Fantasy Literature for Children and Adolescents
- EDEE 426 Issues in Teaching Senior English
- EDEE 428 Issues in Teaching Literacy

Web Mediated Learning

- EDIT 411 Principles of Web Mediated Learning
- EDIT 413 Introduction to Computer Mediated Learning
- EDIT 416 ICT for Professional Practice
- EDIT 417 Web Mediated Learning Communities

Graduate Certificate in Gifted and Talented Education

The Graduate Certificate in Gifted and Talented Education is offered on a Full Fee basis. Children may exhibit exceptional performance in any one of a number of intellectual and academic pursuits. These gifted and talented children often require educational, social and emotional support that is specific to their needs. Many countries around the world now recognise the special needs of these children and are placing a greater emphasis on their education.

The Graduate Certificate is offered to enable teachers to meet the specific needs of these children. It is a specialised post-graduate qualification that can also provide a pathway for teachers who may wish to pursue masters or doctoral studies in the field. It provides a broad theoretical and practical basis for the education of gifted and talented children, hence the principles are applicable across a number of cultures. Particular attention, however, is given to cultural differences. The course will appeal to practising teachers already in the field of gifted education, or those teachers wishing to specialise.

Special Features: (i) a specialist qualification containing a balance of theory and practice; (ii) an extensive web site of support material and helpful links is continually being developed; (iii) some units available online; and (iv) a pre-enrolment reading and unit sample option.

Pre-enrolment Reading Option

To help you decide whether this course will meet your expectations and to guide your choice of units, we offer examples of recommended reading and assignment tasks for each unit. These can be found on our TalentEd web site: <http://scs.une.edu.au/TalentEd/> — via the Unit Information link. Furthermore, to make it a little easier for you to manage the workload associated with completing two units per semester, we can provide specific details of readings and assignment tasks prior to the formal commencement of each semester. This means that you can make use of start-of-year or between-semester breaks to spread your course workload more flexibly around your other commitments.

1 Admission to Candidature

A candidate shall:

- (a) hold a degree of a university; or
- (b) hold a three-year diploma relevant to the award.

2 Course Requirements

To qualify for the award a candidate shall pass 24 credit points from Group 1.

3 Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4 Progress and Conduct

Failure in 12 credit points shall be deemed to be unsatisfactory progress.

5 Units Offered

All units listed below for this course have a value of six credit points.

Group 1

EDLT 381	Education of the Gifted and Talented
EDLT 483	Creative Thinking and Problem Solving
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDLT 488	Internet Learning for Gifted and Talented Children
EDUC 496	Special Topics in Education (topic to be negotiated with academic)
EHPS 590	Research Methods 1
or any other unit approved by the Faculty.	

Graduate Certificate in Teaching English to Speakers of Other Languages

The Graduate Certificate in Teaching English to Speakers of Other Languages is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The aim of this course is to provide a specialist professional qualification in Teaching English to Speakers of Other Languages (TESOL). It is offered at either school or adult level.

1 Admission to Candidature

A candidate shall hold:

- (a) a three-year teaching qualification; or
- (b) a degree and a one-year teaching qualification recognised by the Faculty as suitable for entry into the award.

2 Course Requirements

To qualify for the award a candidate shall pass 24 credit points from Group 1.

3 Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4 Progress and Conduct

Failure in 12 credit points shall be deemed to be unsatisfactory progress.

5 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

EDLA 401:12	TESOL Methodology
EDLA 403	Language, Society and Culture
EDLA 410	Linguistics for Language Teachers

Students will also be required to complete fifty hours of practice teaching and reach a satisfactory standard of proficiency as determined by a supervising teacher and/or staff member from the University. Practice teaching is arranged by University staff, if possible in your home area, but this cannot be guaranteed. This practice teaching component is included in EDLA 401:12 TESOL Methodology.

Residential School

Candidates are required to attend a compulsory residential school for EDLA 401:12 which will be held from 26-29 April 2006.

Graduate Diploma in Educational Studies (TESOL)

The Graduate Diploma in Educational Studies (TESOL) is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The aim of the TESOL course is to provide a specialist professional qualification in Teaching English to Speakers of Other Languages (TESOL). It is offered at either school or adult level.

1 Admission to Candidature

A candidate shall:

- (a) (i) hold a three-year teaching qualification; or
- (ii) hold a degree and a one-year teaching qualification recognised by the Faculty as suitable for entry into the award; or
- (b) hold the Graduate Certificate in Teaching English to Speakers of Other Languages.

2 Course Requirements

- 2.1. To qualify for the award of Graduate Diploma in Educational Studies (TESOL) candidates admitted under Rule 1(a)(i) or 1(a)(ii) shall pass 36 credit points including all units in Group 1 and 12 credit points from Group 2.
- 2.2. To qualify for the award of Graduate Diploma in Educational Studies (TESOL) candidates admitted under Rule 1(b) shall pass 12 credit points from Group 2.

4 Period of Candidature

- 4.1. For candidates admitted under Rule 1(a) the maximum period of candidature shall be:
 - (a) one year as a full-time candidate;
 - (b) four years as a part-time candidate.
- 4.2. For candidates admitted under Rule 1(b) the maximum period of candidature shall be:
 - (a) six months as a full-time candidate;
 - (b) two years as a part-time candidate.

5 Progress and Conduct

- (a) For candidates admitted under Rule 1(a) failure in 18 credit points shall be deemed to be unsatisfactory progress under Rule 2.13.2.
- (b) For candidates admitted under Rule 1(b), failure in 12 credit points shall be deemed to be unsatisfactory progress under Rule 2.13.2.

6 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

EDLA 401:12	TESOL Methodology
EDLA 403	Language, Society and Culture
EDLA 410	Linguistics for Language Teachers

Group 2

EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
EDEE 323	Literature and Children
EDEE 324	Teaching, Functional Language, Text Types and Grammar
EDLA 318	Technology-Enhanced Language Learning (TELL)
EDLA 319	English as a World Language: Challenges for NESB Students and their Teachers
EDLA 403	Language, Society and Culture
EDLA 429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLA 492	Practicum for TESOL and LOTE
PDAB 402	Aboriginal and Ethnic Community Field Study
PDLD 471	Adult Learning
PDPS 304	Facilitating Cross-Cultural Communication

or any relevant unit offered by the School of Languages, Cultures and Linguistics.

Residential School

Attendance at a compulsory residential school is required for the following unit: EDLA 401:12 from 26-29 April 2006.

Master of Education

The Master of Education is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The Master of Education (MEd) is normally completed by coursework. As such the MEd does not normally provide a pathway to the Doctor of Education or the Doctor of Philosophy. Its main purpose is to contribute to the student's knowledge and understanding at a postgraduate level. The MEd can be completed by choosing a combination of units. However, if you have an interest in a particular area then this area may be represented in the specialisation below (see 'Specialisations').

The MEd (Secondary English Education) provides the opportunity to enrol in 50% (4 units) in the School of English, Communication and Theatre and 50% (4 units) in the School of Education. Similarly, the MEd (Archaeology and Ancient History) allows 50% of selected units from the Faculty of Arts, Humanities and Social Sciences.

Occasionally students, once enrolled in the MEd, may develop an interest in a research project. To some extent this can be accommodated by enrolling in a special topic (eg EDUC 596:12) in consultation with the lecturer concerned. This research project may provide the basis for an application for a Doctorate. For the Adult Education specialisation please see the Professional Studies Course Guide.

1 Admission to Candidature

A candidate shall¹:

- (a) hold the degree of Bachelor of Education of The University of New England; or
- (b) hold a bachelor degree of a university and either a diploma in the field of education or the equivalent of one year of full-time study in education beyond that required for a three-year first degree; or
- (c) hold a three-year Diploma in Teaching and a graduate diploma relevant to the degree; or
- (d) hold a post-initial teaching graduate diploma relevant to the degree; or
- (e) hold the Graduate Certificate in Behaviour Management² or the Graduate Certificate in Teaching English to Speakers of Other Languages or a graduate certificate relevant to the degree; or
- (f) hold the Graduate Diploma in Adult Education or Graduate Diploma in Educational Studies (Teaching English to Speakers of Other Languages) or (Languages Other Than English); or
- (g) hold the Graduate Certificate in Education Studies; or
- (h) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2 Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the Master of Education.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise³ shall be awarded the Master of Education in the following: Aboriginal Education; Adult Education; Archaeology and Ancient History; Arts Education; Communities, Cultures and Education; Curriculum Studies; Gifted and Talented; Information and Communication Technology Education; International Education; Mathematics Education; Physical Education; Primary English Education; Psychology Education (not 2006); Science Education; Secondary English Education; Special Education; Teacher Development (not 2006); Teaching English to Speakers of Other Languages; Teaching Languages Other Than English; Web Mediated Learning.

3 Course Requirements

- 3.1. (a) To qualify for the award, a candidate admitted under Rule 1.(a), (b), (c) or (h) shall pass 48 credit points as specified in Rules 3.1.(b) and 6.
- (b) The course shall comprise:
 - (i) at least 12 credit points from Group 1;
 - (ii) not more than 36 credit points from Group 2;
 - (iii) not more than six credit points from Group 3.

¹ It will be expected that Master of Education (Special Education) candidates will have had at least two years' teaching experience in an educational setting. In addition, Master of Education (Special Education) candidates will be required to have successfully completed at least one unit in special education or have special education work experience.

² Candidates admitted to Master of Education candidature under Rule 1.(e) are only eligible to undertake the Master of Education (Special Education).

³ In order to meet specialisation requirements for the Secondary English Education specialisation, candidates must complete their whole award in this area. For all other specialisations candidates must complete a minimum of five-eighths of the award in the area.

- 3.2. (a) To qualify for the award, candidates admitted under Rule 1.(e), (d) or (g) shall pass 24 credit points as specified in Rule 3.2.(b) and 6.
- (b) The course shall comprise:
- (i) at least 12 credit points from Group 1;
 - (ii) not more than 12 credit points from Group 2.
- 3.3. (a) To qualify for the award, candidates admitted under Rule 1(f) shall pass 12 credit points as specified in Rule 3.3 (b) and 6.
- (b) The course shall comprise 12 credit points from Group 1.
- 3.4. (a) To qualify for the award of Master of Education (Secondary English Education), candidates admitted under Rule 1.(a), (b), (c), (d) or (h) shall pass 48 credit points as specified in Rule 3.4.(b) and 6.
- (b) The course shall comprise:
- (i) six credit points from Group 4;
 - (ii) not more than 18 credit points from Group 5;
 - (iii) six credit points from Group 6;
 - (iv) not more than 18 credit points from Group 7.
- 3.5. (a) To qualify for the award of Master of Education (Archaeology and Ancient History), candidates admitted under Rule 1.(a), (b), (c), (d) or (h) shall pass 48 credit points as specified in Rules 3.5.(b) and 6.
- (b) The course shall comprise:
- (i) 24 credit points from Group 8;
 - (ii) 12 credit points from Group 9;
 - (iii) 12 credit points from Group 10.

4 Period of Candidature

- 4.1. For candidates admitted under Rule 1.(a), (b), (c) or (h) the maximum period of candidature shall be:
- (a) one year as a full-time candidate;
 - (b) three years as a part-time candidate.
- 4.2. For candidates admitted under Rule 1(e), (d), (f) or (g) the maximum period of candidature shall be:
- (a) one year as a full-time candidate;
 - (b) two years as a part-time candidate.

5 Progress and Conduct

- 5.1. For candidates admitted under Rule 1.(a), (b), (c) or (h) failure in 18 credit points shall be deemed to be unsatisfactory progress.
- 5.2. For candidates admitted under Rule 1.(e), (d), (f) or (g) failure in 12 credit points shall be deemed to be unsatisfactory progress.

6 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

EDAE 501, 510; EDCX 528, 531, 545, 547, 548, 594; EDEE 523, 528, 529, 598; EDIT 511, 513, 515; EDLA 512, 517; EDLT 583, 584, 590, 591; EDME 537; EDPE 541:12, 542:12; EDSE 563; EDSP 501, 502, 585, 586; EDUC 596:6 or 12; EDUC/HS/PDAL 591; EHPS 590; HS 596:6 or 12; PDAL 596:6 or 12; PDAS 551, 570, 574, 577, 578, 580, 581, 591, 595; PDL 503, 508, 510; PDPS 516; or any other unit approved by the Faculty.

Group 2

EDAE 401, 406, 407, 410, 412, 413, 414, 415; EDCX 409, 415, 420, 422, 428, 431, 442, 445, 446, 447, 448, 455, 476, 494; EDEE 422, 423, 426, 428, 498; EDIT 411, 412, 413, 415, 416, 417, 418, 419; EDLA 401:12, 403, 407, 410, 418, 419, 429, 492; EDLT 470, 481, 483, 482, 483, 484, 487, 488, 490, 491, 492; EDME 411, 421, 433, 434, 438, 471; EDPE 440:12, 442, 443, 444, 445:6 or 12; EDSE 464, 465, 466, 467, 468; EDSP 443, 472, 480, 481, 482, 484, 485, 486:12, 489; EDSS 471, 475; EDUC 402; HSCS 410, 411; PDAB 412; PDAS 401, 405, 415, 416, 430, 471, 478, 481, 482, 484, 485, 488; PDEC 442, 488; PDL 410, 450, 451, 470, 471, 472, 473, 475:12, 477, 478:12; PDPS 401, 402, 403, 429, 433, 451, 460; or any other unit approved by the Faculty.

Group 3

EDCX 330; EDIT 312; EDSP 381, 382; or any other unit approved by the Faculty.

Group 4

EDEE 598

Group 5

EDEE 422, 423/523, 426, 428, 528, 529; EDLA 401:12, 403, 410, 419; or any other unit approved by the Faculty.

Group 6

ENGL 490

Group 7

ABEN 473; COMM 423, 425, 483, 485, 486; ECWG 427; ENCO 406, 408, 426, 429; ENGL 403, 404, 475, 490; LING 452, 453; WGC0 488; or any other unit approved by the Faculty.

Group 8

EDSS 471; EDUC 596:12; EHPS 590; or any other unit approved by the Faculty.

Group 9

ARPA 304, 408; or any other unit approved by the Faculty.

Group 10

ANCH 410, 422, 424, 425, 451; or any other unit approved by the Faculty.

Specialisations

A number of 'named specialisations' are available within the Master of Education. One of these specialisations must be nominated by each applicant on the Application for Admission form, if the applicant wishes to graduate with the named specialisation upon completion of their studies. In order to meet the specialisation requirement students must complete at least five eighths of their studies in the specialised area. For example, a student who nominates to specialise in Aboriginal Education within their Master of Education, and who completes at least five out of the eight units in the area of Aboriginal Education, will be eligible to graduate Master of Education (Aboriginal Education). The available specialisations appear below.

Aboriginal Education*Core units:*

EDCX 415	Indigenous Australian Education
EDCX 545	Education, Colonialism and Change
EDLA 414	Language, Power and Education
PDAB 406	Aboriginal Health
PDPS 460	Frameworks for Intercultural Studies and Education
six cp	400 level Elective
six cp	500 level Elective

Electives:

EDCX 409	Race Relations in the Classroom
EDCX 428/528	Critical Perspectives in Curriculum Inquiry
EDCX 446	Sociology of Education
EDLA 517	Language Maintenance, Shift and Loss
PDPS 411	Traditional Aboriginal Societies and Colonisation
PDPS 413	Contemporary Aboriginal Societies
PDPS 516	Educational Democracy: Education and Equal Opportunity

Archaeology and Ancient History*Core units:*

ARPA 304	Archaeology, studying the human past
ARPA 408	Art and Society: an archaeological perspective
EDSS 471	Advanced Inquiry into Social Science Curriculum
EDUC 596:12	Special Topics in Education (topic to be negotiated with academic)
EHPS 590	Research Methods 1; and
At least 12 cp from the following:	
ANCH 410	Politics and Life in the Roman Republic, 201-31BC
ANCH 422	Bronze Age Greece and the Aegean
ANCH 424	Egypt in the Age of the Pyramids
ANCH 425	New Kingdom Egypt and its Neighbours
ANCH 451	The Origins of Western Warfare

Arts Education

Core units:

EDAE 501	Contemporary Issues in Arts Education
EDAE 410	Arts Experience and Learning
six cp	500 level Elective
12 cp	400/500 level Electives; and
At least 18 cp from the following:	
EDAE 407	Drama and Educational Practice
EDAE 412:6/12	Individual Project in Arts Education
EDAE 413	Music in the School
EDAE 414	Choral Skills for Teachers in Schools
EDAE 415	Visual Arts and Children

Electives:

six cp	Group 1
12 cp	Groups 1 and 2

Communities, Cultures and Education

Core units:

EDCX 409	Race Relations in the Classroom
EDCX 547	Community Responsive Schooling
EDCX 548	Education and Society: Contemporary and Global Issues
EDLA 403	Language, Society and Culture
PDPS 460	Frameworks for Intercultural Studies and Education
18 cp	400/500 level Electives

Electives:

EDCX 415	Indigenous Australian Education
EDCX 431	Education and Values
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 445/545	Education, Colonialism and Change
EDLA 419	English as a World Language: Challenges for NESB Students and their Teachers
EDSP 472	Student Behaviour and Learning: Social Contexts and Diversity
PDAS 591	Cross-Cultural Management
PDPS 403	Globalisation, Cultures and Work
PDPS 516	Educational Democracy: Education and Equal Opportunity

Curriculum Studies

Core units:

EDCX 420	Introduction to Curriculum Inquiry
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 528	Critical Perspectives in Curriculum Inquiry
six cp	500 level Elective
24 cp	400/500 level Electives

Electives:

EDAE 406	Movements in Arts Education: Theory into Practice
EDAE 413	Music in the School
EDAE 415	Visual Arts and Children
EDAE 501	Contemporary Issues in Arts Education
EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
EDCX 431	Education and Values
EDCX 446	Sociology of Education
EDCX 531	Contemporary Issues in Philosophy of Education

EDCX 494/594	School Subjects and Curriculum Inquiry
EDIT 418	Issues in Computer Education
EDLA 512	Language Policy and Language Planning
EDME 434	Current Innovations in Mathematics Education
EDPE 444	Special Issues in Health and Physical Education
EDSE 465	Current Innovations in Science Education
EDUC 496:6/12	Special Topics in Education (topic to be negotiated with academic)
EDUC 596:6/12	Special Topics in Education (topic to be negotiated with academic)
PDAS 401	Contemporary Organisation Theory
PDAS 471	Educational Administration and Organisation: Principles and Issues
PDAS 570	The Principalship
PDAS 577	School Organisation and Development
PDAS 580	The Administrator and the Law
PDAS 581	Leadership for Personnel Development
PDLD 471	Adult Learning
PDLD 472	Teaching and Training Adults
Select unit(s) focusing on a chosen KLA (offered in several other schools)	

Gifted and Talented

Core units:

EDLT 481	Education of the Gifted and Talented
18 cp	400/500 level Electives; and
24 cp of which 12 cp have to be at 500 level from the following:	
EDLT 483	Creative Thinking and Problem Solving
EDLT 484	Social and Cultural Aspects of Giftedness and Talent
EDLT 488	Internet Learning for Gifted and Talented Children
EDLT 584	Issues in Talent Development
EDUC 496:6/12	Special Topics in Education (topic to be negotiated with academic)
EDUC 596:6/12	Special Topics in Education (topic to be negotiated with academic)
EHPS 590	Research Methods 1

Electives:

18 cp	Groups 1 and 2
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After completion of the Grad Cert in Gifted and Talented Education, undertake 24 cp to be negotiated with academic as follows:

12 cp	@ 400 level
12 cp	@ 500 level

Information and Communication Technology Education

Core units:

EDIT 418	Issues in Computer Education
EDIT 511	Research on Computer Applications in Education
EDIT 513	Multimedia in Education
EHPS 590	Research Methods 1
24 cp	400 level Electives

Electives:

EDIT 411	Principles of Web Mediated Learning
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDIT 415	Implementing ICT in Schools
EDIT 416	ICT for Professional Practice
EDIT 417	Web Mediated Learning Communities
EDIT 419	Project on Computers in Education

International Education

Core units:

EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 455	International Schooling: Challenges and Issues
EDCX 545	Education, Colonialism and Change
EDCX 548	Education and Society: Contemporary and Global Issues
24 cp	400/500 level Electives

Electives:

EDCX 415	Indigenous Australian Education
EDCX 420	Introduction to Curriculum Inquiry
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 442	"Education for All": Issues and Challenges
EDCX 446	Sociology of Education
EDCX 447	Community Responsive Schooling
EDCX 449	Gender and Education
EDCX 494/594	School Subjects and Curriculum Inquiry
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
EHPS 590	Research Methods 1
PDPS 402	Social Development, Environment and Peace
PDPS 429	Peacemaking and Conflict Resolution
PDPS 451	Building Peace in Post Conflict Situations
PDPS 460	Frameworks for Intercultural Studies and Education

Mathematics Education

Core units:

EDLT 487	Assessing Student Outcomes
EDME 433	Mathematical Investigations for Teachers
EDME 537	Foundations in Mathematics Education
six cp	500 level Elective
24 cp	400/500 level Electives

Electives:

EDCX 494/594	School Subjects and Curriculum Inquiry
EDIT 412	LOGO: The Language and Culture
EDIT 413	Introduction to Computer Mediated Learning
EDME 411	Mathematical Investigations for the Middle Years
EDME 421	Developing Mental Computation Competence
EDME 434	Current Innovations in Mathematics Education
EDME 438	Educational Measurement and Evaluation
EDME 471	Problem Solving with Concept Maps and Vee Diagrams
EHPS 590	Research Methods 1
EDUC 402	Developing Statistical Literacy
EDUC 496:6/12	Special Topics in Education (topic to be negotiated with academic)
EDUC 591	Research Methods 2
EDUC 596:6/12	Special Topics in Education (topic to be negotiated with academic)

Physical Education

Core units:

EDPE 440:12	Scientific Principles of Sports Coaching
EDPE 442	Motor Skill Acquisition
EDPE 445	Advanced Studies in Health and Physical Education

EDPE 541:12	Applied Anatomy and Exercise Science
12 cp	400/500 level Electives

Electives:

EDPE 444	Special Issues in Health and Physical Education
EDPE 542:12	Neuropsychology of Motor Learning and Dysfunction
Units from	Groups 1 and 2

Primary English Education

Core units (at least 18 cp at 400 level and 12 cp at 500 level from the following):

EDEE 423/523	Teaching the Origins and Influences of Fantasy Literature for Children and Adolescents
EDEE 422	Writing in Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 428	Issues in Teaching Literacy
EDEE 498/598	Applying Critical Theory to the Teaching of English
EDEE 528	Advanced Study of Literacy Issues in Education
EDSP 585	Issues in Comprehension Instruction for Students with Learning Difficulties
EDUC 496:6/12	Special Topics in Education (topic to be negotiated with academic)
EDUC 596:6/12	Special Topics in Education (topic to be negotiated with academic)
EHPS 590	Research Methods 1
PDEC 400	Young Children's Language and Communication; and
18 cp	400/500 level Electives

Electives:

18 cp	Groups 1 and 2
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Psychology Education (not 2006)

Core units:

EDLT 490	Advanced Learning Theory 1
EDLT 491	Advanced Learning Theory 2
EDLT 590	Contemporary Issues in Psychology for Educators
EDLT 591	Psychology Teaching Method
EHPS 590	Research Methods 1
18 cp	400/500 level Electives

Electives:

18 cp	Groups 1 and 2
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Science Education

Core units:

EDSE 464	Environment, Technology and Society
EDSE 466	Science and Technology Education
EDSE 467	Teaching Environmental Health in Soil and Water
EDSE 563	Foundations in Science Education
EDUC 596:6/12	Special Topics in Education (topic to be negotiated with academic)
12 or 18 cp	400/500 level Electives

Electives:

12 or 18 cp	Groups 1 and 2
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Secondary English Education

Core units:

EDEE 598	Applying Critical Theory to the Teaching of English
ENGL 490	Contemporary Literacy Criticisms: Theory and Practice
12 cp	400 level Education Electives (Group 5)
six cp	500 level Education Elective (Group 5)
18 cp	400 level Arts Electives (Group 7)

Electives:

Education (Group 5)

EDCX 494/594	School Subjects and Curriculum Inquiry
EDEE 422	Writing in Schools: A Higher Level Focus on Practice and Pedagogy
EDEE 423/523	Teaching the Origins and Influences of Fantasy Literature for Children and Adolescents
EDEE 426	Issues in Teaching Senior English
EDEE 428	Issues in Teaching Literacy
EDEE 528	Advanced Study of Literacy Issues in Education
EDEE 529	Literature Teaching and the Moral Imagination
EDLA 401:12	TESOL Methodology
EDLA 403	Language, Society and Culture
EDLA 410	Linguistics for Language Teachers
EDLA 419	English as a World Language: Challenges for NESB Students and Their Teachers

Arts (Group 7)

ABEN 473	Australian Literature: Black and White
COMM 423	New Media
COMM 425	Popular Television Drama
COMM 483	Film Genre
COMM 485	Australian Film
COMM 486	Screenwriting I
ECWG 427	Reading Popular Culture
ENCO 406	Writing for Work: Styles and Contexts
ENCO 408	The Art of Non-Fiction
ENCO 426	Persuading the Public: Rhetoric in Public Affairs
ENCO 429	Publishing and Editing
ENGL 403	Research in Writing
ENGL 404	Critical and Creative Writing Through Literature
ENGL 475	Feminism and Literature
ENGL 490	Contemporary Literary Criticisms: Theory and Practice (if not taken as the 'Semester 2' core unit)
LING 452	Intercultural Communication
LING 453	The English Language
WGC0 488	Visual Pleasures: Feminism goes to the Movies

Special Education

Core units:

EDSP 382	Behaviour Management
EDSP 484	Educational Intervention for Children with Learning Difficulties
EDSP 501	Assessment Practices in Special Education Contexts
EDSP 502	Planning and Instruction in Special Education
EHPS 590	Research Methods 1
18 cp	400/500 level Electives

Electives:

EDSP 443	Studies of Classroom Behaviour
EDSP 472	Student Behaviour and Learning: Social Contexts and Diversity
EDSP 480	Inclusive Education: Strategies in Context
EDSP 585	Issues in Comprehension on Instruction for Students with Learning Difficulties
EDSP 586	Research on the Psychology and Education of Children with Disabilities
PDEC 488	Young Children with Exceptional Development

After completion of the Grad Cert in Behaviour Management, undertake 24 cp as follows:

EDSP 501	Assessment Practices in Special Education Contexts
EDSP 502	Planning and Instruction in Special Education
12 cp	400 level Electives (see above)

Teaching English to Speakers of Other Languages (TESOL)

Core units:

EDLA 401:12	TESOL Methodology
EDLA 403	Language, Society and Culture
EDLA 410	Linguistics for Language Teachers
12 cp	400 level Electives
12 cp	500 level Electives

Electives:

EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
EDLA 407	Culture and Learning
EDLA 414	Language, Power and Education
EDLA 418	Technology-Enhanced Language Learning (TELL)
EDLA 419	English as a World Language: Challenges for NESB Students and their Teachers
EDLA 429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLA 492	Practicum for TESOL and LOTE (optional additional Practicum)
EDLA 512	Language Policy and Language Planning
EDLA 517	Language Maintenance, Shift and Loss
EDUC 591	Research Methods 2
EDUC 596:6/12	Special Topics in Education (A) (topic to be negotiated with academic)
EDUC 597:6/12	Special Topics in Education (B) (topic to be negotiated with academic)
EHPS 590	Research Methods 1
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDEC 400	Young Children's Language and Communication
PDEC 416	Young Children and Multiliteracies
PDLD 471	Adult Learning
PDPS 460	Frameworks for Intercultural Studies and Education
PDPS 516	Educational Democracy: Education and Equal Opportunity

Teaching Languages other than English (LOTE)

Core units:

EDLA 403	Language, Society and Culture
EDLA 410	Linguistics for Language Teachers
EDLA 965:12	Modern Languages Teaching Method
12 cp	400 level Electives
12 cp	500 level Electives

Electives:

EDLA 407	Culture and Learning
EDLA 414	Language, Power and Education
EDLA 418	Technology-Enhanced Language Learning (TELL)
EDLA 429	An Integrated Approach for Modern Language Teaching in Primary Schools
EDLA 492	Practicum for TESOL and LOTE (optional additional Practicum)
EDLA 512	Language Policy and Language Planning
EDUC 596:6/12	Special Topics in Education (A) (topic to be negotiated with academic)
EDUC 597:6/12	Special Topics in Education (B) (topic to be negotiated with academic)
EHPS 590	Research Methods 1

PDL D 471	Adult Learning
PDL D 472	Teaching and Training Adults
PDPS 460	Frameworks for Intercultural Studies and Education

Web Mediated Learning

Core units:

EDIT 411	Principles of Web Mediated Learning
EDIT 413	Introduction to Computer Mediated Learning
EDIT 416	ICT for Professional Practice
EDIT 417	Web Mediated Learning Communities
EDIT 511	Research on Computer Applications in Education
EDIT 515	Managing a Web Mediated Learning Environment
EDLT 488	Internet Learning for Gifted and Talented Children or Group 2 Elective
EHPS 590	Research Methods 1

Higher Degrees Research in Education

Master of Education with Honours

The Master of Education with Honours (MEd(Hons)) is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirement to pay student contribution and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

The MEd(Hons) is essentially a research training award which, if completed successfully at Honours Level 1 or Honours Level 2(1), can lead to a Doctor of Education or a Doctor of Philosophy. The research undertaken is traditionally based upon the student's own interest and is completed with the support of a supervisory team. Alternatively, a student may work within the research project/program of a senior academic. Many research methodologies are supported by supervisors in this program. Qualitative and quantitative techniques together with them in combination, interpretive methods (eg critical discourse analysis) action research, and so on can be learned in the Master of Education with Honours program.

For Adult Education and Early Childhood Education specialisations please see the Professional Studies Course Guide.

1 Admission to Candidature

A candidate shall⁴:

- (a) (i) hold the degree of Bachelor of Education of The University of New England; or
- (ii) hold a bachelor degree of a university and either a diploma in the field of education or the equivalent of one year of full-time study in education beyond that required for a three-year first degree; or
- (iii) hold a graduate diploma relevant to the degree; or
- (iv) hold the Master of Education; and
have attained a level of Credit or better in 18 credit points in education; or
- (b) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2 Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the Master of Education with Honours.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise⁵ shall be awarded the Master of Education with Honours in the following: Aboriginal Education; Adult Education; Arts Education; Communities, Cultures and Education; Curriculum Studies; Early Childhood Education; Gifted and Talented; Information and Communication Technology Education; International Education; Mathematics Education; Physical Education; Primary English Education; Science Education; Secondary English Education; Special Education; Teacher Development (not 2006); Teaching English to Speakers of Other Languages; Teaching Languages Other Than English.

3 Course Requirements

3.1 To qualify for the course, a candidate shall pass 72 credit points as specified in Rules 3.2 and 6.

3.2 The course shall comprise either:

- (a) 72 credit points from Group 1; or
- (b) (i) 48 credit points from Group 2;
- (ii) at least six credit points from Group 3;
- (iii) at least six credit points from Group 4;
- (iv) not more than 12 credit points from Group 5;
- (v) not more than six credit points from Group 6.

3.3 To qualify for the award of Master of Education with Honours (Secondary English Education), a candidate shall pass 72 credit points as specified in Rules 3.4 and 6.

3.4 The course shall comprise either:

- (a) 72 credit points from Group 1; or

4 Generally it will be expected that Master of Education with Honours (Special Education) candidates will have had at least two years' experience post degree. In addition, Master of Education with Honours (Special Education) candidates will be required to have successfully completed at least one unit in special education or have special education work experience.

5 In order to meet specialisation requirements for the Secondary English Education specialisation, candidates must complete their whole award in this area. For all other specialisations candidates must complete a minimum of five-eighths of the award in the area.

- (b) (i) 48 credit points from Group 2;
- (ii) at least six credit points from Group 3;
- (iii) at least six credit points from Group 7;
- (iv) at least six credit points from Group 8;
- (v) at least six credit points from Group 9.

4 Period of Candidature

The maximum period of candidature shall be:

- (a) 18 months as a full-time candidate;
- (b) four years as a part-time candidate.

5 Progress and Conduct

Failure to obtain a result of Credit or better in each course work unit shall be deemed to be unsatisfactory progress.

6 Units Offered

All units listed below for this course have a value of six credit points except where indicated after a colon.

Group 1

EDUC/HS/PDAL 699:72 Thesis at Masters Honours Level

Group 2

EDUC/HS/PDAL 699:48 Thesis at Masters Honours Level

Group 3

EDCX 528, 531; EDUC/HS/PDAL 591; EHPS 590; or any other unit approved by the Faculty.

Group 4

EDAE 501, 510; EDCX 528, 531, 545, 547, 548, 594; EDEE 523, 528, 529, 598; EDIT 511, 513; EDLA 512, 517; EDLT 583, 584; EDME 537; EDPE 541:12, 542:12; EDSE 563; EDSP 585, 586; EDUC 596:6 or 12; EDUC/HS/PDAL 591; EHPS 590; HS 596:6 or 12; PDAL 596:6 or 12; PDAS 551, 570, 574, 577, 578, 580, 581, 591, 595; PDEC 500, 501; PDLD 503, 508, 510; PDPS 516; or any other unit approved by the Faculty.

Group 5

EDAE 401, 406, 407, 410, 412, 413, 415; EDCX 409, 415, 420, 422, 428, 431, 442, 445, 446, 447, 448, 455, 476, 494; EDEE 422, 423, 426, 428, 498; EDIT 411, 412, 413, 415, 416, 417, 418, 419; EDLA 401:12, 403, 407, 410, 418, 419, 423, 429, 492; EDLT 470, 481, 482, 483, 484, 487, 488, 492; EDME 411, 421, 433, 434, 438, 471; EDPE 440:12, 442, 443, 444, 445:6 or 12; EDSE 464, 465, 466, 467, 468; EDSP 443, 472, 480, 481, 482, 484, 485, 489; EDSS 475; EDUC 402; HSCS 410, 411; PDAB 412; PDAS 401, 405, 415, 416, 430, 471, 478, 481, 482, 484, 488; PDEC 442; PDLD 410, 450, 451, 470, 471, 472, 473, 475:12, 477; PDPS 401, 402, 403, 429, 433, 451, 460; or any other unit approved by the Faculty.

Group 6

EDCX 330, EDIT 312; EDSP 381, 382; or any other unit approved by the Faculty.

Group 7

EDEE 529, 598

Group 8

ENGL 490

Group 9

ABEN 473; COMM 423, 425, 483, 485, 486; ECWG 427; ENCO 406, 408, 426, 429; ENGL 403, 404, 475, 490; LING 452, 453; WGC0 488; or any other unit approved by the Faculty.

Specialisations - Coursework and Thesis

A number of 'named specialisations' are available within the Master of Education with Honours. One of these must be nominated by each applicant on the Application for Admission form, if the applicant wishes to graduate with the named specialisation upon completion of their studies. In order to meet the specialisation requirement students must complete at least five eighths of their studies in the specialised area. For example, a student who nominates to specialise in Aboriginal Education within their Master of Education with Honours, and who completes at least five out of the eight units in the area of Aboriginal Education, will be eligible to graduate Master of Education with Honours (Aboriginal Education). The available specialisations appear below.

Aboriginal Education

EDCX 415	Indigenous Australian Education
EDCX 545	Education, Colonialism and Change
EDCX 528	Critical Perspectives in Curriculum Inquiry
EHPS 590	Research Methods 1
EDUC 699:48	Thesis at Masters Honours Level

Arts Education

EDAE 410	Arts Experience and Learning
EDAE 501	Contemporary Issues in Arts Education
EDUC 591	Research Methods 2
EHPS 590	Research Methods 1
EDUC 699:48	Thesis at Masters Honours Level

Communities, Cultures and Education

EDCX 409	Race Relations in the Classroom
EDCX 528	Critical Perspectives in Curriculum Inquiry
EDCX 547	Community Responsive Schooling
PDPS 460	Frameworks for Intercultural Studies and Education
EDUC 699:48	Thesis at Masters Honours Level

Curriculum Studies

EDCX 420	Introduction to Curriculum Inquiry
EDCX 422	Curriculum Design for Middle Years Schooling
EDCX 528	Critical Perspectives in Curriculum Inquiry
six cp	500 level Elective (see Coursework Master of Education)
EDUC 699:48	Thesis at Masters Honours Level

Gifted and Talented

EDLT 481	Education of the Gifted and Talented
EDLT 584	Issues in Talent Development; <i>or</i>
EDUC 596	Special Topics in Education (topic to be negotiated with supervisor)
EDUC 591	Research Methods 2
EHPS 590	Research Methods 1
EDUC 699:48	Thesis at Masters Honours Level

Information and Communication Technology Education

EDIT 418	Issues in Computer Education
EDIT 511	Research on Computer Applications in Education
EDIT 513	Multimedia in Education
EHPS 590	Research Methods 1
EDUC 699:48	Thesis at Masters Honours Level

International Education

EDCX 428	Critical Perspectives in Curriculum Inquiry
EDCX 442	"Education for All": Issues and Challenges; or
EDCX 445	Education, Colonialism and Change
EDCX 531	Contemporary Issues in Philosophy of Education
EDCX 548	Education and Society: Contemporary and Global Issues
EDUC 699:48	Thesis at Masters Honours Level

Mathematics Education

EDLT 487	Assessing Student Outcomes; or
six cp	400 level Elective (see coursework Master of Education)
EDME 537	Foundations in Mathematics Education; or
EDUC 596	Special Topics in Education (topic to be negotiated with supervisor)
EHPS 590	Research Methods 1
EDUC 591	Research Methods 2
EDUC 699:48	Thesis at Masters Honours Level

Physical Education

EDPE 445	Advanced Studies in Health and Physical Education
EDPE 541:12	Applied Anatomy and Exercise Science
EHPS 590	Research Methods 1
EDUC 699:48	Thesis at Masters Honours Level

Primary English Education

EDEE 528	Advanced Study of Literacy Issues in Education
EHPS 590	Research Methods 1
EDUC 591	Research Methods 2
six cp	400 level Elective to be negotiated with supervisor
EDUC 699:48	Thesis at Masters Honours Level

Science Education

EDLT 487	Assessing Student Outcomes; or
EDUC 496	Special Topics in Education (topic to be negotiated with supervisor)
EDSE 563	Foundations in Science Education
EHPS 590	Research Methods 1
EDUC 591	Research Methods 2
EDUC 699:48	Thesis at Masters Honours Level

Secondary English Education

EDCX 531	Contemporary Issues in Philosophy of Education
EDEE 598	Applying Critical Theory to the Teaching of English
ENGL 403	Research in Writing
ENGL 490	Contemporary Literary Criticisms: Theory and Practice
EDUC 699:48	Thesis at Masters Honours Level

Special Education

EDSP 472	Student Behaviour and Learning
EDSP 501	Assessment Practices in Special Education Contexts
EDSP 502	Planning and Instruction in Special Education
EHPS 590	Research Methods 1
EDUC 699:48	Thesis at Masters Honours Level

Teaching English to Speakers of Other Languages (TESOL)

EHPS 590	Research Methods 1
EDUC 496	Special Topics in Education (topic to be negotiated with supervisor)
EDUC 591	Research Methods 2
EDUC 596	Special Topics in Education (topic to be negotiated with supervisor)
EDUC 699:48	Thesis at Masters Honours Level

Teaching Languages other than English (LOTE)

EHPS 590	Research Methods 1
EDUC 496	Special Topics in Education (topic to be negotiated with supervisor)
EDUC 591	Research Methods 2
EDUC 596	Special Topics in Education (topic to be negotiated with supervisor)
EDUC 699:48	Thesis at Masters Honours Level

Doctor of Education (EdD)

The Doctor of Education is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirement to pay student contributions and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

Introduction

The EdD program is recommended for those who wish to study and research in areas associated with their professional life. We find educational leaders or people who intend to become educational leaders and wish to remain within their profession undertake the program.

The EdD is proposed as an award different from, but complementary to, the PhD. The latter award, by dissertation alone, is recommended for those in (or aiming to enter) an academic position or a professional research post. The University of New England currently offers the PhD only in this form. The EdD is a course that academics may (and do) undertake since it enables them to focus upon an area of research concerning their profession. However, the majority of EdD candidates are from outside academia, eg schools and school systems, TAFE, the military and banking institutions.

In broad terms the EdD program aims to:

- 1) improve professional practice through the applied nature of the course work and research as a portfolio or dissertation;
- 2) cater for educational practitioners' advanced research training needs; and
- 3) apply the research skills of practitioners to professional practice.

There are two pathways into the EdD:

- a) direct entry; and
- b) via a Qualifying EdD program

Entry Requirements

In order to be accepted into the course you have to provide evidence of "potential to complete (i) course work and (ii) research, both at the doctoral level". Normally, but not exclusively, this means successful completion of a research Masters degree. We have developed a number of alternative mechanisms for assessing potential for doctoral research, and if you do not have a Masters degree with at least a 25% research component, you may qualify using one of these alternate mechanisms.

Candidates who do not possess an Australian Masters degree with 25% research, are required to provide evidence for 'research potential at the doctoral level', such as:

- a copy of an internal research report (unpublished); and/or
- copies of at least two refereed research-based papers; or
- some other evidence of quality research conceived, designed, implemented and written by the applicant.

A Master by research may be part of a two year Masters, be less than 25%, but still satisfy the 'potential for research at the doctoral level' criterion. Any such evidence is reviewed. If you are in doubt, you are encouraged to include information that will support your application. You may need to consult the EdD Coordinator on these points. If such evidence cannot be provided, applicants are invited to enrol in the EdD Qualifying program.

Candidates are also required to provide evidence that they have at least four years of relevant professional experience.

Credit

Students may complete course work units in an EdD program from another university. Should you elect to do this you will need to provide sufficient detail about the unit so that a judgement can be made about its appropriateness to your program of study and to the UNE EdD program.

The Structure of the EdD Program

The EdD is a professional doctorate, namely an advanced-level course that will require each candidate to focus intensely on specific issues of the workplace and to address such in terms of course work and portfolio or dissertation research. The course will require the completion of four semester units of course work; one is an advanced research methodology unit and the remaining three are Professional Workplace Culture and Learning, EdD Research Proposal, and Professional Practice. The EdD comprises course work (48 credit points) and dissertation or portfolio (96 credit points). In terms of wordage—admittedly sometimes a poor indicator of the size of a unit—each of the four course work units will have a ceiling of 10,000 words and the portfolio/dissertation will have a ceiling of 70,000 (as compared with 100,000 for the PhD).

A part-time candidate may take up to six years for completion. It is the intention of the Faculty, however, to encourage and facilitate completion for part-time candidates in four years (see Table 1). Our program is designed to be undertaken in the part-time mode since the research is to be undertaken within the student's own workplace and/or professional practice. In unusual circumstances full-time candidature may be able to be arranged, particularly in order to complete the course work. (Note: a Semester One start is preferred.)

Table 1 — Part-time Candidature

		Semester 1 start		
	Year 1	Year 2	Year 3	Year 4
Semester 1	PDED 790	EDCX 793	Portfolio/Dissertation	Portfolio/Dissertation
Semester 2	PDED 791	EDUC 792	Portfolio/Dissertation	Portfolio/Dissertation

		Semester 2 start			
	Year 1	Year 2	Year 3	Year 4	Year 5
Semester 1		PDED 790	EDCX 793	Portfolio/Dissertation	Portfolio/Dissertation
Semester 2		PDED 791	EDUC 792	Portfolio/Dissertation	Portfolio/Dissertation

Table 2 — Units in the EdD

PDED 790:12	Professional Workplace Culture and Learning (Semester 1)
PDED 791:12	Professional Practice and Ethics (Semester 2)
EDCX 793:12	EdD Research Proposal (Semester 1) (residential- July)
EDUC 792:12	Applied Research in Education (Semester 2) (residential - July)
EDUC/PDAL 796:12	Special Topic in Education (to be negotiated with supervisor - only used in exceptional circumstances)

Your Proposed Research

A space is provided on the "Application for Admission to Candidature" form for you to write a description of the area(s) in which you propose to undertake your research. It is often helpful to set out your proposed research on a separate page. No doubt you will realise that before you can be accepted for candidature, an academic colleague/supervisor must be available for your proposed research (see Potential Supervisors). Consequently we must have a reasonable description of your proposed area(s) of research. You will not be held to your description as it is recognised that preliminary thoughts may well change direction after you start work and/or consult with your academic colleague/supervisor.

Finding at least one Supervisor

You should do this before you submit your application. In your application you should indicate a suggested academic colleague/supervisor. When you have more than one supervisor in mind, you should include both or more names. Normally, if the proposed person(s) is available he/she will become your *pro tem* supervisor (see below). Please note the staff member's supervision and general workload may mean that your proposed person is not available. Generally speaking, we appoint a team of at least two academic colleagues/supervisors in our Faculty.

Later, you may also change an academic supervisor if, for example, you change your research question. However, some care is needed as there may not always be people available in this 'new' topic. Please note that academic staff are not able to give definitive answers on your eligibility for candidature or on your chances of gaining a place. Such decisions are the prerogative of the UNE Research Doctoral Committee. The principal *pro tem* supervisor will be specified and normally the principal supervisor is your main point of contact. Your *pro tem* supervisors are specified on the offer letter.

Potential Supervisors

A list entitled "Research Interests of Staff" is provided later in this Course Guide. Read the research interests carefully. It is likely that some or all of your proposed research topics will correspond with research interests of particular staff. However, your interpretation of the phrases used may differ from the writer's and so you are encouraged to make contact with the relevant people. Staff are usually happy, even delighted, to discuss proposed areas of research and related programs with you. You may also find individual academic's websites very useful.

You should discuss your proposed research and supervisor(s) with the EdD Course Coordinator and/or the relevant Head of School listed below (Table 3) if:

- 1) you are uncertain about who might be the appropriate supervisor(s) for your proposed topic;
- 2) you cannot choose between several prospective people;
- 3) you think you may like co-supervisor(s) from different schools;
- 4) you are unable to contact your probable academic colleague/supervisor; or
- 5) you believe you can identify a local, well qualified person who could act as a supervisor, but who is not on UNE staff.

Table 3 — Heads of School

School	Head	Phone
Education	Associate Professor Tom Maxwell	02 6773 2583
Health	Dr Jeanne Madison	02 6773 3667
Professional Development and Leadership	Office Manager: Morna Winter-Irving	02 6773 2581

Allocation of Pro Tem Supervisors and Supervisors (academic colleagues)

As mentioned above, successful applicants will normally be allocated two *pro tem* (temporary) supervisors. Once the candidate is formally enrolled in the portfolio or dissertation component, the *pro tem* supervisor(s) may become the confirmed supervisor(s) for the research, or there may be a change. The supervisor(s) provide guidance and advice on your research and will eventually certify whether or not the portfolio or dissertation is ready for examination. We recommend that you contact your *pro tem* principal supervisor soon after receiving your letter of offer.

Portfolio or Dissertation

The program is designed for the portfolio to be the major tangible outcome. We make a distinction between the portfolio and the dissertation (often called a thesis) along the following lines. We think of the dissertation as the traditional, single, coherent product of research. In contrast, the doctoral portfolio is an equally rigorous alternative and consists of a report of a series of research projects.

In the portfolio we seek to achieve coherence through a “linking paper”, ie a paper that integrates and provides coherence for the interrelated pieces of research. The linking paper will normally be developed out of the two initial units in the program concerned with your profession and workplace.

While a dissertation might be an appropriate product for a professional doctorate in certain circumstances, we take the stand that a portfolio of research is more consistent with the nature of professionals’ lives in that professionals have many researchable questions and that these questions need answers in the medium rather than the long term. Professionals operate on many fronts at the same time. Furthermore, we believe that rigorous research is possible in site-based projects. Additionally, other professionals are adept at reading case studies and taking what is valuable from such research. A dissertation is usually less consistent with these realities. The portfolio or dissertation is “substantially an original contribution to the study of Education” etc, and will not exceed 70,000 words.

Students who enrol will be choosing to undertake a course with a very substantial research orientation. The research will be expected to contribute new (original), insightful and substantial findings, perspectives or ideas to the area(s) of the profession with which they are identified. It is anticipated that the portfolio will contain research which addresses problems of the workplace. You may be referred to the Faculty’s Research Guide to help you in your writing and in proposal development.

UNE Research Doctoral Committee

Based on your academic record and the information that you provide in your application for admission, the UNE Research Doctoral Committee will determine your eligibility for admission to candidature, program of study and academic colleague/supervisor(s). Note that both the program of study and academic colleague/supervisor(s) are subject to subsequent change by the Committee, at your request and in consultation with the academic colleague/supervisor(s) and relevant Head(s) of School.

Electronic Support-Bulletin Board

We have developed an electronic bulletin board (based upon WebCT software) for all students enrolled at UNE. This is an asynchronous way for EdD students to keep in contact and to post issues of interest/concern etc. See *All Faculties Enrolment Guide* for technical details.

Residential School Attendance

The residential school achieves a number of purposes. Collegiality is developed and networking facilitated. Access to the Dixon Library is seen as advantageous as is having a block of time available to engage in the course work and/or research parts of the program. There is another important reason for basing course work on residential schools. It is the intention to maximise the advantage of group interaction and peer group support. Accordingly, candidates should closely identify with their respective cohorts and, during the first two years of candidature and afterward, enjoy the many advantages of this contact. During years three and four, however, candidates will work closely with their academic colleagues.

You are required to attend a shorter residential school for EDCX 793. The residential school is the time where students ‘defend’ the research that they are intending to include in their portfolio. The audience for the defence will be other EdD students and a number of academics on staff. Other EdD students, not currently enrolled in the Portfolio unit, should also attend. This residential school is planned for July each year.

Please plan for these dates: EDCX 793 — 9-10 July 2006 and EDUC 792 — to be advised.

Residence at the University

Overall residence required for the EdD is 54 days (or equivalent) during the duration of the program. Participation in residential schools contributes towards this period.

Candidature Confirmation Process

At the completion of course work:

- 1) your candidature; and
- 2) your supervisors

are confirmed by the Course Coordinator in consultation with supervisors, in writing.

Study Loads and Time Commitment

Most off-campus EdD candidates will enrol in one unit per semester (Table 1). Each course work unit has a value of twelve credit points. Each credit point represents approximately 25 hours of study, so you will need to spend about 300 hours of study on a 12-point unit. Periods of time weekly will be required through the semester for a one unit per semester enrolment. You must therefore be prepared to devote a significant amount of time to study each week, for a lengthy period. Please consider carefully the implications for those who live with you, your friends, your work and your other interests. Each of these will be affected by your studies. The successful completion of a Doctor of Education degree requires significant commitment from you and considerable changes to your life-style. If you are not prepared to make that commitment and those changes, you should not proceed any further.

Students enrolled solely in the portfolio or dissertation are currently supported during their research by the Faculty. In 2006, \$250 for part-time and \$500 for full-time students per annum will be available.

Changes to Candidature

If, after enrolment, candidates wish to:

- vary the course work pattern;
- suspend candidature (owing to an inability to undertake studies in a particular semester or year). (Note, the maximum period permissible for suspension is 2 years);
- extend candidature (owing to candidature expiring before the portfolio or dissertation is submitted for examination); and/or
- change from part-time to full-time or vice versa

they should make a case in writing and submit it to Research Services. You may consult the EdD coordinator or your supervisor(s).

Progress

The candidate presents a report on progress twice yearly. This report is commented on by the supervisor and the relevant Head of School. The report is submitted to the UNE Research Doctoral Committee. This is the opportunity for candidates and supervisors to document key points associated with candidature in the period. Consistent with external pressures placed on all universities to effect timely completions, candidates and supervisors are encouraged to aim for a five year three month completion time (part-time).

EdD Portfolio or Dissertation Component

The naming of your portfolio/dissertation unit depends upon the School of your principal supervisor.

EDUC 799	Portfolio or Dissertation at Doctorate Level	96 credit points
	Semester: 1 or 2 or Y, ON/OF	
	Explanation: EDUC = Education	
HS 799	Portfolio or Dissertation at Doctorate Level	96 credit points
	Semester: 1 or 2 or Y, ON/OF	
	Explanation: HS = Health	
PDAL 799	Portfolio or Dissertation at Doctorate Level	96 credit points
	Semester: 1 or 2 or Y, ON/OF	
	Explanation: PDAL = Professional Development and Leadership	

Edd Qualifying Program

The Doctor of Education Qualifying Program is offered under the Commonwealth Supported Places scheme. If you have not been able to meet the “potential for doctoral research” criterion you may be enrolled in the EdD Qualifying program (QEdD). You may be disappointed about this but it is a quality control mechanism for us and it gives you the opportunity to complete a quality piece of work while coming to understand and execute your own research study. However, you need to consider the merits of converting your course work Masters into a Master with Honours by completing a 48 credit point thesis against completing the EdD Qualifying program. A Master of Education with Honours or a Master of Educational Administration with Honours program usually attracts a Research Training Scheme scholarship. The EdD Qualifying program does not. You may wish to discuss this alternative with the EdD coordinator or your potential supervisor. Since the Master with Honours requires a longer piece of work, the Masters thesis can be considered a more thorough preparation to the Doctor of Education compared to the shorter research project in the QEdD.

The Structure of the Qualifying EdD program

- 1) One Masters level six credit point research methodology unit (unless an appropriate one has already been completed in your Masters program); and
- 2) An 18 credit point research project (approximately 15-20,000 words) at Masters level. Usually this will be either EDUC 596:18 or PDAL 596:18, depending on the School of your principal supervisor.

Please note that the research project must be completed at Distinction or High Distinction level prior to formal admission to EdD candidature.

The Research Project

Your supervisors are specified in your offer letter and it is usually the principal supervisor who will supervise your EdD Qualifying research project.

The research project:

- is negotiated with the supervisor(s) (15-20,000 words). It is your responsibility to make early contact with your principal supervisor in order to begin work on the research project as early as possible;
- will usually be empirical. Thus it should have a research question(s) and literature, a methodology and analysed data. Other research orientations can be used such as historical or philosophical methodologies;
- it is a 500 level unit so a high degree of conceptual understanding is required;
- is preceded by a research proposal;
- is usually completed over two semesters. When the candidate has to complete a Masters research method unit as well as a project, the units can run concurrently with the research methods unit taken in the first of the two semesters;
- is developed and assessed by the candidate's supervisor(s) and a second opinion may be sought;
- grades are established in reference to the University policy regarding the awarding of grades; and
- may act as a pilot study for portfolio research or it may be an addition to your portfolio and thus become one of the components of the research portfolio for the EdD.

Examples of possible projects which can be completed in the EdD Qualifying project include:

- one or two action research cycles addressing a question of improvement in the classroom;
- a case study of a particular program;
- interviewing or surveying a sample of stakeholders;
- a historical analysis of an issue or theme; and
- a critical discourse analysis of a key range of text in an area.

Units

EHPS 590	Research Methods 1
EDUC/PDAL 596:18	Special Topics in Education (This is the research project unit - the unit number depends upon the School affiliation of your principal supervisor)

Special Topics in Education (Reading Units)

These units are individually tailored to meet the requirements of students wishing to specialise in a particular topic related to the interests and competence of a member of staff. They are reading study units with set assessment, approved by the Head of School. If you wish to undertake such a unit, you should indicate the topic proposed (in one or two sentences) and the proposed unit coordinator. If you have enrolled in a Special Topic it is your responsibility to make early contact with your Unit Coordinator to begin work.

The code consists of the mnemonic prefix designating the School (list below) in which the unit coordinator is located, plus one of the following numerical codes:

496	400-level, six credit point unit
496:12	400-level, 12 credit point unit
596	500-level, six credit point unit
596:12	500-level, 12 credit point unit
596:18	500-level, 18 credit point unit (Qualifying EdD only)
796:12	700-level, 12 credit point unit

Research Interests of Staff

Contacting your Prospective Supervisor (for new EdD and Masters with Honours students)

The purposes of this list are to provide you with information on the areas in which members of staff have a research interest and to facilitate your contact with your prospective supervisor, before you submit your admission form. If you propose to undertake a thesis on a topic outside these areas, it is unlikely that the Faculty would be able to accept you as a candidate.

Each member of staff's work phone number and email address is provided. Staff are happy to discuss proposed programs of study before you submit your admission forms. You should contact your prospective supervisor before submitting this form. Please read this Course Guide carefully before telephoning staff—they will not be happy to receive trivial enquiries or to provide information which is already set out in this Course Guide.

Prospective Masters with Honours and Doctor of Education candidates should indicate a suggested supervisor on their admission form. These students in particular are strongly encouraged to discuss possible programs of study with prospective supervisors.

Please note that supervisors are not able to give definitive answers on your eligibility for candidature or on your chances of gaining a place in the quota for any degree. Additional information about supervisors and Schools can be found at the Faculty of Education, Health and Professional Studies website: <http://fehps.une.edu.au/>

If you are uncertain about who might be the appropriate supervisor for your proposed topic; if you cannot choose between several prospective supervisors; if you think you may like co-supervisors from different schools or if you are unable to contact your probable supervisor, you should discuss your proposed programme with the relevant Head of School.

School	Phone
<i>Education</i>	
Associate Professor Tom Maxwell	02 6773 2583
<i>Health</i>	
Dr Jeanne Madison	02 6773 3667
<i>Professional Development and Leadership</i>	
Office Manager: Morna Winter-Irving	02 6773 2581

School of Education

Ms Rachel Adlington 02 6773 4224 rachael.adlington@une.edu.au

The relationship between information technology and literacy, multimedia technology, multiliteracies, and information technology in performing arts.

Associate Professor Karoline Afamasaga-Fuata'i 02 6773 3327 kafamasa@une.edu.au

Problem solving; concept maps and vee diagrams in mathematics problem solving; conceptual understanding; modelling functions; rates of changes; critical and analytical thinking; teacher education; teacher development and assessment strategies; use of concept maps and vee diagrams in the development of teaching sequences, lesson planning and learning activities; concept maps and vee diagrams as communication and assessment tools.

Ms Frances Alter 02 6773 3822 falter@une.edu.au

Visual arts education in primary and secondary schooling; children's art; the artistic process and its role in human development and learning; and literacy studies (visual and linguistic).

Dr Myung-sook Auh 02 6773 2917 mauh@une.edu.au

Compositional strategies; creativity in music using graphic notions versus traditional staff notations; cross-cultural studies of creativity with Australian, USA, and South Korean students; creativity and visual thinking in music; concepts of creativity of Korean traditional musicians, Australian Aboriginals, and Australian composers; making a difference in confidence in teaching music of primary pre-service students; factors for confidence in teaching music of secondary student teachers; reasons for listening to music, musical identities, differences in musical tastes by geographical locations and musical backgrounds; music mapping and visual thinking.

- Dr David Baxter** 02 6773 3812 dbaxter@une.edu.au
Secondary English education with special reference to NSW HSC syllabuses; relating critical theory to classroom practice in English education; the functional view of language; NSW English K-6 syllabus implementation; professional teaching standards; assessment strategies in English; and Faculty leadership in high schools.
- Dr Jeanette Berman** 02 6773 3828 jberman@une.edu.au
Dynamic assessment; school psychology; and inclusive education.
- Ms Di Bloomfield** 02 6773 3800 dbloomfi@une.edu.au
Professional experience practicum; Internship in teacher education; action research at pre-service and in-service levels; the development of teacher professional identity; post-structural perspectives.
- Dr Jillian Boyd** 02 6773 3818 jboyd8@une.edu.au
Quality teaching in school and university contexts; teaching standards; teachers' work and culture, school teacher – teacher education relationship; developing genuine partnership through collaborative school/classroom-based research; practical problem solving in the management of everyday living (Personal Development, Health and Physical Education Key Learning Area in Secondary Schools); and primary teachers' expectations of their students.
- Mr Tony Brown** 02 6773 5087 tony.brown@une.edu.au
Regional and rural education and Digital Kids and Learning.
- Dr Corinne Buckland** 02 6773 3847 cbucklan@une.edu.au
Teaching of literature; children's and adolescent literature; ethics and values in literature and in education; aesthetics; the writing process; tertiary literacy; and wisdom.
- Dr Rosemary Callingham** 02 6773 5094 rosemary.callingham@une.edu.au
Numeracy and mathematics assessment, performance assessment; educational measurement and Rasch modelling; mental computation; statistical literacy.
- Dr Bruce Cameron** 02 6773 3411 bcameron@une.edu.au
Teaching and learning of science in elementary schools; reproductive biology of Australian legumes; desert landscapes; and international touring.
- Dr Greg Carroll** 02 6773 4230 gcarroll@une.edu.au
Environmental education; environmental and educational philosophy; international education and the globalisation of educational policy; and the philosophical implications of technology use on curriculum and pedagogy.
- Mr Garry Clark** 02 6773 5088 gclark@une.edu.au
Integration of technology into mathematics curriculum; information technology in primary schools; LOGO; problem solving; and graphics calculators.
- Dr Bev Croker** 02 6773 2431 bcroker2@une.edu.au
Children's literature—role of literature in the classroom (importance of literacy and literacy skills); significance of poetry; the sense of adolescent literature.
- Dr Lynn Everett** 02 6773 2723 leverett@une.edu.au
Drama education in primary, secondary and tertiary contexts; drama as a teaching tool across the curriculum, especially science and environmental education; and movement-based approaches to teaching drama.

Ms Judith Falle

02 6773 2380

judith.falle@une.edu.au

Primary and secondary mathematics education with a particular interest in the cognitive development of students through classroom activities that promote discourse; the pragmatics of the language used in classroom discourse; the links between language use in the classroom and the development of mathematical understanding.

Mrs Annette Freak

02 6773 2453

a.freak@une.edu.au

Physical education teacher education in the context of preparing generalist primary teachers for the NSW school system; pedagogical innovations in the tertiary setting with special reference to initial teacher education; liberating marginalised subjects through curriculum design and development.

Dr Lorraine Graham

02 6773 3821

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Effective teaching of students with learning difficulties; literacy and numeracy for middle school students; comprehension strategies; and inclusion.

Dr Joy Hardy

02 6773 2520

joy.hardy@une.edu.au

Environmental education; philosophy of education; theories of truth; epistemology; poststructural perspectives in education; post-structural critiques of language and cultural production.

Ms Ingrid Harrington

02 6773 5068

iharring@une.edu.au

Boys' education; disadvantaged youth; criminology; juvenile justice issues; and managing challenging behaviour.

Dr Neil Harrison

02 6773 3835

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Indigenous education; incorporating Aboriginal English in the classroom; learning and teaching in higher education.

Mr John Haynes

02 6773 5091

jhaynes2@une.edu.au

Curriculum studies; K-12 personal development, health and physical education pedagogy; health and physical education; movement studies; applied anatomy; fundamental motor skills; teaching games for understanding; structure of Observed Learning Outcomes (SOLO) associated with the sensorimotor mode of learning.

Dr Terrence Hays

02 6773 3649

thays@une.edu.au

Music performance; music education; mentorship; and gerontology and psychosocial musicology.

Mrs Kathy Jenkins

02 6773 3850

kjenkins@une.edu.au

Teacher education; environmental education; cooperative learning strategies; integrated curriculum.

Ms Glenda Kupczyk-Romanczuk

02 6773 3838

gkupczyk@une.edu.au

Dictionaries which address social justice and environmental issues; dictionaries in plain English for students using English as the language of education; English as a foreign or second language; cross-cultural communication.

Ms Linley Lloyd

02 6773 3458

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Multi-age classrooms; effective teaching and learning; gifted and talented education; teacher education.

Mr John Maurer

02 6773 3669

bmaurer@une.edu.au

Developmental and educational psychology; development of individual identity; teacher training; teaching and learning; mentoring; and education development in PNG.

Associate Professor Tom Maxwell**02 6773 2583****tmaxwell@une.edu.au**

Action research; doctoral education, especially professional doctorates; multi-method research; education in Bhutan; rural education; teacher education; professional development.

Associate Professor Cathryn McConaghy**02 6773 3823****cmcconag@une.edu.au**

Teacher education—sociocultural contexts; sociology of education; sexualities and schooling; Indigenous education; postcolonial feminist pedagogies; psychoanalysis and education; critical discourse analysis; critical studies in education; teacher education for rural schooling.

Dr Peter Merrotsy**02 6773 3832****pmerrots@une.edu.au**

Education of gifted students: academic acceleration, early entry to tertiary level courses, gifted students in rural or isolated settings, giftedness and psychopathology, mathematics and problem solving.

Dr Judy Miller**02 6773 5071****jmiller7@une.edu.au**

Teaching and research centres on the primary school-aged child in effective learning for the KLA of personal development, health and physical education (PDHPE); pedagogy using developmentally sound principles complemented by research in the measurement of fundamental motor skill performances and coordination levels of children; socialisation in sport and physical activity and the implications for children with developmental coordination disorder.

Ms Ruth Nicholls**02 6773 3840****rnicholl@une.edu.au**

Applied linguistics; language learning and teaching (TESOL and LOTE); TESOL/LOTE teacher education; role of practicum in TESOL/LOTE teacher education; learning styles; literacy issues; and literacy and pronunciation coding (reading aloud).

Associate Professor Peter Ninnies**02 6773 3087****pninnes@une.edu.au**

Critical discourse analysis; cultural politics of education; education and post-conflict recovery; education and development; curriculum inquiry; comparative and international education; education in the Asia-Pacific region; power/knowledge in education; science education; and Roviana language.

Ms Kay Noble**02 6773 3809****knoble@une.edu.au**

Online technology applications in HSIE/SOSE teaching and learning; distance education applications in HSIE/SOSE teacher education; and HSIE/SOSE pedagogies.

Dr Debra Panizzon**02 6773 5061****dpanizzo@une.edu.au**

Science education; the development of secondary and tertiary students' understandings of scientific concepts; assessing students' understandings qualitatively; using research to improve the effectiveness of teaching; and environmental education.

Mr Mitchell Parkes**02 6773 5082****mparkes2@une.edu.au**

Integration of technology across the curriculum; technology training for teachers; web-based education; teacher librarian issues; information literacy.

Dr David Paterson**02 6773 3846****dpaters1@une.edu.au**

Special education; teacher thinking; cognitive and metacognitive instruction; effective inclusion of students with special needs; collaborative consultation.

Professor John Pegg**02 6773 5070****jpegg@une.edu.au**

The teaching and learning of mathematics in primary, secondary and tertiary education; student cognitive growth in understanding in various subject and topic areas; the SOLO model; the van Hiele theory; developmental-based assessment and instruction; QuickSmart; teacher professional development; professional teaching standards; and improving student learning outcomes in rural and regional schools.

Dr Christine Reading

02 6773 5060

creading@une.edu.au

Developmental growth of students' understanding of statistics; embedding information and communication technology in learning; organisation of information and communication technology in schools; and teaching computing studies to secondary students.

Mr Jonathon Sargeant

02 6773 3831

jsargean@une.edu.au

Young children's perspectives of their world and the future; classroom behaviour management; social skills development in children; non-aversive methods of behaviour support; and use of physical activity to achieve positive behavioural outcome.

Dr Howard Smith

02 6773 3109

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Integration of computers and information technology in educational practice; understanding of navigation and information retrieval strategies in an Internet environment; and development of on-line enrichment provision of high ability/interest learners.

Dr Izabel Soliman

02 6773 3158

isoliman@une.edu.au

Community responsive schooling; curriculum theory and curriculum development; middle years schooling; collaboration in schooling and teacher education; critical pedagogy in teaching and teacher education; gender and education; and professional development in higher education.

Dr Laurence Tamatea

02 6773 2661

ltamatea@une.edu.au

International schooling; Education For All (The Dakar Framework - UNESCO) policy and practice; 'informal' and alternative forms of schooling; questioning neo-liberalism (the business paradigm) in education; globalisation and education; intercultural and cross-cultural issues in education.

Dr Neil Taylor

02 6773 5064

ntaylor6@une.edu.au

Science education in developing countries; environmental education and education for sustainability; students' mental models in science; and action research.

Professor Len Unsworth

02 6773 2677

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Literacy education from pre-school to matriculation; children's and adolescents' literature and literacy development; e-literature for children and adolescents; information and communication technology and literacies; multiliteracies; visual literacies; critical social literacies; language and literacy in curriculum area learning and teaching; systemic Functional Linguistics in literacy and literacy research and education; functional grammar in the school curriculum; genre theory; and the semiosis of explanation in education.

School of Health

A/Prof Margot Schofield

02 6773 3648

mschofi2@une.edu.au

Counselling-related issues, measurement of and evaluation of strategies for improving interaction patterns between health care professionals and clients/patients, and quality of life and quality of care issues.

School of Professional Development and Leadership

Ms Cynthia a'Beckett

02 6773 2944

abeckett@une.edu.au

Australian families in context; arts, aesthetics and early childhood education; issues for teaching in tertiary institutions; curriculum decision-making.

Dr Bob Boughton

02 6773 2913

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Adult education history and theory; popular education and social movements; indigenous adult education and development; inter-relationships between education and health, adult education in East Timor.

Dr Margaret Brooks

02 6773 2654

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Visual ethnography; arts based research; phenomenology; play; the relationship between drawing and learning; and project work with young children.

Mr John Carey

02 6773 3254

jcare2@une.edu.au

Organisational theory and behaviour, the administration, implementation and evaluation of curriculum, history of Australian education.

Dr Susan Davies

02 6773 2562

sdavies@une.edu.au

History of higher education; higher education policy and institutions; history of Australian education.

Dr Brian Denman

02 6773 2581

bdenman@une.edu.au

International higher education; knowledge production; university co-operation and formation; leadership development; and new academic fields of inquiry.

Professor Anne-Katrin Eckermann

02 6773 3849

aeckerma@une.edu.au

Methodological issues in the social sciences; educational philosophy/practice; minorities and power and powerlessness; cross-cultural education; Aboriginal studies and Aboriginal health.

Dr Helen Edwards

02 6773 2078

hedward2@une.edu.au

Aboriginal education; quality assurance in early childhood settings; early intervention; clumsy children; children and adults with developmental disabilities; adult and life-long learning; workplace learning; and learning in rural and remote environments.

Dr Rhonda Forrest

02 6773 3830

rforrest@une.edu.au

Early Childhood leadership; beginning educational leaders; policy development; State Acts and Regulations; resourcing and advising; and children and post disaster environments.

Dr Siri Gamage

02 6773 3836

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Ethnic minorities, their rights and status in natural cultures and polity; immigrants, multiculturalism, democracy and citizenship; social inequality and justice in relation to education; conflict and peace in developing countries; and globalisation and its effects on local communities.

Associate Professor Kay Harman

02 6773 2089

kharman@une.edu.au

Higher education and research policy; academic culture and work; researcher-industry links; technology and knowledge transfer; educational management and leadership; the professional development of university managers and new researchers; and methods in organisational research.

Dr Bert Jenkins

02 6773 5120

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The analysis and resolution of environmental and natural resource conflicts; ecological violence; environmental security, ecological violence and ecologically sustainable development; environmental education; leadership in CBOs and NGOs that work actively in environmental repair, nature conservation, agroforestry and community development.

Professor Lynn Meek

02 6773 2042

vmeek@une.edu.au

Sociology/anthropology of higher education; governance, funding, management and diversity of higher education; complex organisations; social theory and method.

Dr Alison McConnell-Imbriotis

02 6773 2401

amcconne@une.edu.au

Global systems of education and training; embodied expertise and knowledge; experiential knowledge; workplace and uptake of learning; learning and resistance; teaching adults; adult learning; workplace culture; learning the body; the body in the workplace; diabetes education; embodiment as a methodology; representation of knowledge; and contested knowledges.

Associate Professor Nadine McCrea

02 6773 2039

nmccrea@une.edu.au

Revealing culture and climate in learning organisations; understanding daily events in educational workplaces; leadership frameworks and concepts; early childhood education focusing on environmental sciencing; family food cycle learning and social meanings of foods; educative health promotion approaches; challenges in early childhood teacher education.

Dr Dan Riley

02 6773 3113

driley2@une.edu.au

Leadership at school and system level; strategic thinking; legal and industrial relations issues.

Associate Professor Margaret Somerville

02 6773 3362

msomervi@une.edu.au

Work, subjectivity and learning; workplace cultures; learning safety at work; ethnography of workplace learning; learning place and forming community; researching place pedagogies; and alternative, emergent and arts based methodologies.

Dr Rebecca Spence

02 6773 5095

rspence1@une.edu.au

Processes of conflict transformation; recovery from armed conflict in developing countries; peace building initiatives with particular reference to those in Northern Ireland, Bougainville, South Africa, East Timor, Solomon Islands; processes of truth and reconciliation.

Ms Christine Stafford

02 6773 3873

cstaffor@une.edu.au

Interdisciplinary approaches to the study of the social sciences, particularly the ways in which social, political and legal institutions affect Indigenous peoples; comparative race relations; structural violence.

Professor Helen Ware

02 6773 2442

hware@une.edu.au

Peace building; diplomacy; development targets and priority setting; economic impact of HIV/AIDS; national sovereignty in the economic context; the World Bank and poverty; gender and development; administration of development assistance; use of imperfect data; statistics and social change demography; Africa; the Pacific; la Francophonie.

Dr Fiona Wood

02 6773 2582

fwood@une.edu.au

Science and technology policy; recruitment and retention of skilled scientists; role and functioning of national research funding agencies; peer review; governance; management; funding and diversity of higher education.