Department of Educational Studies

Primary Teacher Education Program Undergraduate Student Guide 2019

Bachelor of Arts
with the degree of Bachelor of Education (Primary)

Bachelor of Arts with the degree of Bachelor of Education (Primary) with the Early Childhood Teaching major

Bachelor of Arts - Psychology
with the degree of Bachelor of Education (Primary)

Students commencing in 2019 are advised to retain the 2019 Student Guide and to refer to it in each subsequent year of study

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Important Links

Department of Educational Studies

- **Our people**
- **Professional Experience**

Macquarie University Handbook 2019

NSW Education Standards Authority (NESA)

Australian Children's Education and Care Quality Authority (ACECQA)

Welcome from the Directors

Welcome to the Macquarie University Teacher Education Program!

Please take the time to read through this Guide as it will help you plan your program of study, assist you with terms and help you to be aware of key activities that should be undertaken as you study such as LANTITE, Teaching Performance Assessment and, of course, Professional Experience

While important information from the University Handbook is incorporated into this Guide, you are strongly advised to familiarise yourself with the information in the University Handbook. This on-line publication contains information and requirements for degrees, programs, prerequisites and corequisites, majors and units. Between the University Handbook and this 'TEP Guide' you will have the information you need to successfully plan your studies.

The program includes discipline studies in Education, units covering a range of Key Learning Areas for primary teaching, curriculum studies, and a professional experience component. The sequence of units that you will study has been carefully designed to provide you with an excellent preparation for the primary classroom. From time to time, there are also a variety of other activities on offer that will allow you to broaden your experience in teacher education if you would like to participate.

A particular feature of the Macquarie program is the focus on integrating theory and practice throughout your academic studies and the concurrent school Professional Experience Program. These activities will afford you an excellent opportunity to develop a reflective stance on your classroom practice so that it is fully informed by the latest developments in educational theory and research-based evidence for practice.

As you progress through your studies, we encourage you to view yourself not simply as a university student, but as a Teacher Education Student who is preparing to join this challenging and rewarding profession. So, take every opportunity to fully engage in your academic work and make the most of all the opportunities presented to you during your candidature.

We wish you well in your endeavours.

Dr John De Nobile
Director, Primary Teacher Education Program

Dr Sandra Cheeseman
Director, Early Childhood Teacher Education Program

How to use this guide

The information contained in this guide is for students entering the following programs in 2019:

- Bachelor of Arts with the degree of Bachelor of Education (Primary) [BABEd(Primary)]
- Bachelor of Arts with the degree of Bachelor of Education (Primary) with the Early Childhood Teaching major [BABEd(Primary)]
- Bachelor of Arts-Psychology with the degree of Bachelor of Education (Primary) [BA-PsychBEd(Primary)]

Read this *Guide* in conjunction with the current *University Handbook* to:

- be fully aware of the relevant Bachelor Degree Rules and programs of study and units
- plan your program of study to fulfil degree requirements while meeting your own academic and professional interests and needs.

Students enrolled in the **Bachelor of Arts with the degree of Bachelor of Education (Primary)** omust choose a pattern of study that fulfils the requirements of:

- the BABEd(Primary) or the BA-PsychBEd(Primary),

  and

- the NSW Education Standards Authority (NESA).

Students enrolled in the **Bachelor of Education (Primary) with the Early Childhood Teaching major** must meet the requirements of

- the Bachelor of Education (Primary) with the Early Childhood Teaching major
- *and*
- the Australian Children's Education & Care Quality Authority (ACECQA)

  and

- the NSW Education Standards Authority (NESA

Students enrolled in the **Bachelor Arts-Psychology with the degree of Bachelor of Education (Primary)** must choose a pattern of study that fulfils the requirements of:

- the BA-PsychBEd(Primary),

  and

- the NSW Education Standards Authority (NESA).

  and

- the Australian Psychology Accreditation Council (APAC

This *Guide* is designed to provide information that will allow students to make informed choices.

In the following sections, the term ***required*** is used to indicate those units which students ***must complete*** to satisfy the Bachelor degree and Bachelor of Education requirements. There are also units that students must take in order to satisfy prerequisites or corequisites for required units. This information can also be found in the *University Handbook*. The term ***recommended*** is used to identify those units which we feel provide students with a basis of knowledge and skills on which to develop as a teacher or which will enhance their prospects of employment.

It is important for all students to refer to information in both the _University Handbook_ and this TEP Guide when planning their studies.

Information in this guide is accurate at the time of publication.

Glossary

ACECQA	Australian Children's Education & Care Quality Authority
AITSL	Australian Institute for Teaching and School Leadership
BABEd(Prim)	Bachelor of Arts with the Bachelor of Education (Primary)
BA-PsychBEd(Prim)	Bachelor of Arts – Psychology with the Bachelor of Education (Primary)
EC major	The major in early childhood includes units of study which consider the learning, development and wellbeing of children aged birth to twelve years. **Note: this is not an early childhood teaching qualification.**
ECT major	The major in Early Childhood Teaching (ECT) when completed within the BABEd(Prim) qualifies graduates to teach in both prior-to school and primary educational school settings.
LANTITE	Literacy and Numeracy Test for Initial Teacher Education Students
NESA	NSW Education Standards Authority
PACE unit	PACE is designed to deepen knowledge and broaden experience by applying academic study to real life. PACE integrates practical experience into Macquarie degrees by connecting students with partner organisations to provide a mutually beneficial experience.
PEX	Professional Experience
Primary program	Any of the degree programs leading to a primary teaching qualification including BABEd(Prim), BABEd(Prim) with the major in ECT), BA-PsychBEd(Prim)
Qualifying major	A major that is listed as satisfying the general requirements for a specific program
ST	Supervising Teacher (during PEX)
STEM	Science, Technology, Engineering and Mathematics
TEP Guide	Teacher Education Student Guide – a student guide for specific programs
TES	Teacher Education Student
TPA	Teaching Performance Assessment
TS	Tertiary Supervisor (during PEX)

Academic Advice

While care is always taken in the provision of academic advice it is ultimately the student's responsibility to see that their program satisfies both the Bachelor Degree Rules and the requirements of NESA and/or ACECQA.

Students are expected to have consulted this *Student Guide* (also known as the *TEP Guide*) and the *University Handbook* before seeking advice.

Full information regarding academic and program advisers is available on: https://students.mq.edu.au/support/study/academic-advisers

Students in the Department of Educational Studies shall submit their requests via https://ask.mq.edu.au/.

Recognition of Prior Learning

Exemptions may be given when students have been granted recognition of prior learning (RPL) unspecified credit and have studied one or more units similar to planned units in their program. Students must seek specific exemptions for the nominated units from the department that offers them. Information about applying for recognition of prior learning and exemptions may be found at: http://www.mq.edu.au/study/high-school-students/getting-into-university/applying/recognition-of-prior-learning

Credit Overload

If you wish to enrol in more than the standard number of credit points (credit overload) for a study period, you need academic approval. You must submit a Credit Overload form which is then forwarded to the Department of Educational Studies who will consider the request.

Please note that approval is not automatic and will depend upon your academic progress and reasons for the excess load.

SECTION 1
Undergraduate Preservice Programs in Teacher Education

1.1 The 5Rs Framework – attributes and capabilities for success

Teaching is a complex pursuit with competing demands, increasingly diverse student groups, high accountability and new requirements and evidence is adopted regularly. Therefore, success in the teaching professions depends upon some important attributes and capabilities.

At Macquarie University we aim to graduate teachers who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching programs is the Macquarie's **5R's framework** which helps develop our Teacher Education Students to be:

1. **R**esilient

2. **R**eflexive in their teaching practice

3. **R**esponsive to children, colleagues, parents, professionals and communities

4. **R**eady to learn, and

5. **R**esearch engaged

We believe that our 5Rs framework, when consciously adopted and continuously developed, leads to high quality outcomes for both teachers and students.

We make a conscious effort to equip you, our Teacher Education Students, with the tools you need to thrive so you can inspire our great minds of tomorrow.

1.2 Introduction

Intending primary teachers enrol in one of the following double degree programs:

1.2.1 Bachelor of Arts with the degree of Bachelor of Education (Primary) [BABEd(Primary)]

Students wishing to work only in primary schools enrol in the BABEd(Primary) program. As primary teachers are generalists and teach all areas of the K-6 curriculum, students will complete a broad program of studies, usually with a Qualifying Major in Education.

This double degree is accredited as an approved primary teaching qualification by NESA.

1.2.2 Bachelor of Arts with the degree of Bachelor of Education (Primary) with the Early Childhood Teaching major [BABEd(Prim)]

The BABEd (Primary) with the Early Childhood Teaching major is a four year degree program for students who wish to qualify as early childhood teachers as well as qualifying to be primary school teachers. Graduates of this program will qualify to teach children from birth to twelve years.

This double degree is accredited as an approved primary teaching qualification by NESA and as a NQF approved early childhood teacher qualification by ACECQA.

1.2.3 Bachelor of Arts-Psychology with the degree of Bachelor of Education (Primary) [BA-PsychBEd(Primary)]

Students wishing to become School Counsellors should enrol in the BA-PsychBEd (Primary). They will complete specific minimum requirements in Psychology and Education. After graduation, students need to add a postgraduate qualification in School Counselling to develop this career path. https://www.teach.nsw.edu.au/exploreteaching/high-demand-teachers/school-counsellors

This double degree has received a grade of Accreditation without conditions awarded by the Australian Psychology Accreditation Council (APAC) and is accredited as an approved primary teaching qualification by NESA.

These programs can be completed in four years full-time. The option for part-time study is available.

1.3 Mode and Workload

The degrees listed in Section 1.2 may be studied full-time or part-time. The Macquarie University Glossary defines full-time and part-time as follows:

Full-time student:	A student who is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full-Time Study Load for the course for which they are admitted
Part-time student:	A student who is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full-Time Student Load for the course for which they are admitted.

Students may change between full-time or part-time enrolment at any time throughout their degree. You do not need to notify the University about this. Students are advised to map out their program of study as far in advance as possible while remembering that both their interests may change and the offerings of units may alter on a yearly basis.

Workload

The University advises that one credit point is equivalent to a minimum of three hours work per week. Therefore, a 3 credit point unit would require a minimum study time commitment of 9 hours per week.

Students who wish to complete their program in the minimum time need to complete at least 12 credit points per session if following a standard Session 1/Session 2 pattern of study. Programs of study in excess of 14 credit points in Sessions 1 and 2, or more than 6 credits points in Session 3 require special approval via AskMQ.

1.4 NESA requirements: Academic standards

1.4.1 Three Band 5 HSC results

To study in an accredited undergraduate teaching degree in NSW, students are required to meet a minimum standard of three Band 5 HSC results, including one in English.

Students enrolled in our NESA accredited Primary double degrees will meet this requirement by successfully completing a full year of academic discipline studies before undertaking studies in how to teach (ie units in professional experience and curriculum studies).

Full information is available on the NESA website: http://nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/raising-university-entry-standards/

It is strongly recommended that students who did not achieve at least Band 5 in English at the HSC include one of the following units in their program:	It is strongly recommended that students who did not achieve at least Band 5 in General Mathematics at the HSC include the following unit in their program:
▪ LING291 *Writing in English* or ▪ LING109 *Language, Culture and Communication*	▪ MATH106 *A View of Mathematics*

1.4.2 Literacy and Numeracy tests for teacher education students (LANTITE)

In order to be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake a *Literacy and Numeracy Test for Initial Teacher Education Students* (the test).

In New South Wales, Teacher Education Students must meet the standards of the test prior to commencing their final professional experience placement.

At Macquarie we require our Teacher Education Students to have sat both LANTITE tests and that their results indicate they successfully met the standard in both literacy and numeracy before being eligible to enrol in EDST300. This means completing both tests no later than the end of the second year of your program. We recommend undertaking these tests early in your candidature, preferably by the end of the first year of your studies.

Students who do not meet the standard for literacy or numeracy on the first attempt will have two further opportunities to sit the test/s. Further information is available at https://teacheredtest.acer.edu.au/results/re-sit

For support and practice prior to sitting the tests, we recommend the following:

1. Access iLearn at http://ilearn.mq.edu.au/mod/page/view.php?id=3529290 for test resources and information

2. Access the ACER website and complete the practice questions and practice tests. https://teacheredtest.acer.edu.au/prepare/practice-material

3. Access **DES101** *Prepare yourself: Enhance your literacy skills* iLearn site. This resource supports students in developing their literacy skills. http://ilearn.mq.edu.au/course/view.php?id=28215

4. Access the Numeracy Centre at Macquarie University for support. The Numeracy Centre will be running workshops for students preparing for the numeracy component of the LANTITE test. The centre has resources for students available on their iLearn page: http://ilearn.mq.edu.au/enrol/index.php?id=30577

   a. You can also contact Carolyn Kennett at the Numeracy Centre for support in preparing for the test. carolyn.kennett@mq.edu.au +61-2-9850-8924 E7A-12 Wally's Walk 712

5. Access the Cambridge LANTITE Edge online material which allows students to practice questions. The cost is $40 for both components (or $25 for either the literacy or numeracy component). See: https://lantite.edjin.com/

6. Complete the test via remote proctoring if you feel anxious about sitting the test. This means you can complete the test in a place you feel comfortable and familiar with (not a test centre). See: https://teacheredtest.acer.edu.au/sit/remote-proctoring1. Some students feel more comfortable in the test centre so make sure you select what works best for you when sitting tests.

7. If you have a disability or other health-related need which might interfere with your ability to sit the test in the standard manner, you can apply for special testing conditions online via your candidate account, as soon as possible after registration for the relevant test window. See: https://teacheredtest.acer.edu.au/register/special-testing-conditions

8. Contact Campus Well Being for strategies on sitting tests (we recommend this for anyone worried about these tests). See: https://students.mq.edu.au/support/wellbeing.

9. Consider sitting one test at a time – spreading this across the year allows for you to have time to study and prepare.

Information about the test and how to register is available on the Australian Council for Educational Research (ACER) website at https://teacheredtest.acer.edu.au

1.4.3 The Teaching Performance Assessment (TPA)

To be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake and meet the minimum standard for a Teaching Performance Assessment (TPA). The TPA is completed in the Teacher Education Student's final professional experience unit **EDST404** - *Practice of Teaching: Transition to the Primary Teaching Profession.*

In completing the TPA, Teacher Education Students must provide evidence of their proficiency in lesson planning, classroom teaching, assessment of student learning, and critical reflection on their classroom practice. Information Sessions about the TPA will be held for Teacher Education Students prior to commencing their final professional experience placement. The Sessions will provide information about the specific requirements of the TPA. These Sessions will be recorded so Teacher Education Students who are not able to attend in person can access the information. In addition, various assessment tasks and in-class activities have been incorporated throughout the Primary Teacher Education Program which model the tasks associated with the TPA and will assist in your preparation for the TPA.

SECTION 2
Bachelor of Arts with the Degree of Bachelor of Education (Primary)

2.1 Introduction

The BABEd(Primary) is a double degree program for intending primary teachers that combines discipline and general studies in the BA with specific curriculum, pedagogical and applied practical knowledge related to teaching in a BEd. Students are engaged in an exploration of evidence-based practice in educational theory, curriculum, pedagogy and assessment. These programs enable students to become reflexive, responsive, research engaged, resilient graduates ready to engage in lifelong learning. The integrated professional experience program allows students to apply, in primary classroom contexts, the pedagogical knowledge and skills they develop in their academic and curriculum-based methodology units. The program enables students to specialise in either English or Mathematics/Science and Technology.

2.2 What you will study

2.2.1 Bachelor of Arts with the Degree of Bachelor of Education (Primary): General Requirements of the Award

All students are required to complete a minimum of 96 credit points that satisfy the Bachelor of Arts Degree with the degree of Bachelor of Education rules outlined in the *University Handbook*. All general requirements, outlined in the schedule of programs of study, must be met and include:

- Completion of a Qualifying Major for the Bachelor of Arts (this is usually Education);
- Completion of specific minimum requirements for the Bachelor of Education (Primary);
- Completion of the balance of required credit points which include a PACE unit.

2.2.2 Qualifying Major for the Bachelor of Arts

The Bachelor of Arts component of the double degree requires students undertake study in an approved structured sequence of undergraduate units. The University calls this the 'Qualifying Major'.

Students wanting to be a Primary teacher often complete their Qualifying Major in Education, although other options are available. A complete list of approved Qualifying Majors may be found in the *University Handbook.*

2.2.3 PACE Units

The University requires that a student complete a Professional and Community Engagement (PACE) Unit in their program of study. In the BABEd(Primary), the Primary Professional Experience Units EDST200, EDST300, EDST403, and EDST404 are designated as PACE units.

2.3 Overview of requirements for the BABEd(Primary)

The chart below outlines the general components for meeting the University requirements for the BABEd (Primary). This information must be read in conjunction with the *University Handbook*, and the requirements of NESA.

This information was accurate at publication. The on-line *University Handbook* is the final authority on all current degree requirements.

Qualifying Major 24 cps eg Education:	BEd Specific Minimum Requirements 48 cps		Electives 24 cps
100 Level EDUC105 or EDUC106 **200 Level** EDUC2XX EDUC2XX **300 Level** EDUC3XX EDUC3XX EDUC3XX EDUC399 (Capstone) **Any Level** EDUCXXX	EDST100 EDST101 EDST200 EDST210 EDST211 EDST300 EDST310 EDST311 EDST403 EDST404 EDST410 EDST411 EDST413 EDST414 EDST420 **EITHER**: EDST415 **OR** EDST416	Exploring Australian Education: Social and Historical Contexts Learning and Development: An Introduction for Educators Practice of Teaching: Inclusive Education (PACE) Language and Literacies Principles of Maths, Science and Technology Education Practice of Teaching: Cultures in History and Geography (PACE) Teaching English Language and Literacies in the Early Primary School Years Designing Mathematics, Science and Technology Learning Practice of Teaching: The Emerging Professional K-6 (PACE) Practice of Teaching: Transition to the Primary Teaching Profession (Capstone/PACE) Teaching English Language and Literacies in the later Primary School Years Principles of STEM Education The Arts in Education Health and Physical Education in the Primary School Using and Interpreting Educational Data Multiliteracies and Literature in the Primary English Curriculum Design of STEM Education	ELECTIVE ELECTIVE ELECTIVE ELECTIVE ELECTIVE ELECTIVE ELECTIVE ELECTIVE

2.3.1 Band 5 in HSC

It is strongly recommended that students who did not achieve at least Band 5 in English at the HSC include one of the following units in their program: LING109 *Language, Culture and Communication* or LING 291 *Writing in English.*

It is strongly recommended that students who did not achieve at least Band 5 in General Mathematics at the HSC include MATH106 *A View of Mathematics* in their program.

2.4   Suggested Pattern of Study: BABEd(Primary)

This section sets out a suggested pattern of study for the BABEd(Primary). This pattern will help show you how a program can be completed in four years full-time.

This suggested pattern has been prepared based on the draft 2019 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued. This suggested pattern may be altered (ie moving a suggested Session 2 elective to Session 1 or Session 3).

Year 1 Session 1			Year 1 Session 2		
EDST100	Exploring Australian Education: Social and Historical Contexts	3 cp	EDST101	Learning and Development: An Introduction for Educators.	3 cp
	Qualifying Major	3 cp		Qualifying Major	3 cp
	Elective	3 cp		Elective	3 cp
	Elective	3 cp		Elective	3 cp
Year 2 Session 1			**Year Session 2**		
EDST200	Practice of Teaching: Inclusive Education	3 cp	EDST211	Principles of Maths, Science and Technology Education	3 cp
EDST210	Language and Literacies	3 cp		Qualifying Major	3 cp
	Qualifying Major	3 cp		Elective	3 cp
	Elective	3 cp		Elective	3 cp
Year 3 Session 1			**Year 3 Session 2**		
EDST311	Designing Mathematics, Science and Technology Learning	3 cp	EDST300	Practice of Teaching: Cultures in History and Geography	3 cp
	Elective	3 cp	EDST310	Teaching English Language and Literacies in the Early Primary School Years	3 cp
	Qualifying Major	3 cp		Qualifying Major	3 cp
	Qualifying Major	3 cp		Qualifying Major (Capstone)	3 cp
Year 4 Session 1			**Year 4 Session 2**		
EDST403	Practice of Teaching: The Emerging Professional K-6	3 cp	EDST404	Practice of Teaching: Transition to the Primary Teaching Profession	3 cp
EDST410	Teaching English Language and Literacies in the later Primary School Years	3 cp	EDST414	Health and Physical Education in the Primary School	3 cp
EDST411	Principles of STEM Education	3 cp	EDST415 or EDST416	Multiliteracies and Literature in the Primary English Curriculum Design of STEM Education	3 cp
EDST413	The Arts in Education	3 cp	EDST420	Using and Interpreting Educational Data	3 cp

2.5   Planning a part-time program

Students undertaking a part-time program begin with EDST100 and EDST101 as well as at least two units contributing to satisfy the Qualifying Major. In subsequent years they undertake required 200 and 300 level units. Part-time students should seek academic advice in planning their program.

3.1   Introduction

The BABEd (Primary) with the Early Childhood Teaching major is a double degree that combines the curriculum, pedagogical and practical knowledge for primary teaching with child development, early years curriculum and applied specialist knowledge required to work with children in early childhood contexts. Students are engaged in an exploration of evidence-based practice in educational theory, curriculum, pedagogy and assessment. These programs enable students to become reflexive, responsive, research engaged, resilient graduates ready to engage in lifelong learning. The integrated professional experience program allows students to apply, in both early childhood and primary classroom contexts, the pedagogical knowledge and skills they develop in their academic and curriculum-based methodology units. The program enables students to specialise in either English or Mathematics/Science and Technology.

3.2   What you will study

3.2.1   Bachelor of Arts with the Degree of Bachelor of Education (Primary): General Requirements of the Award

All students are required to complete a minimum of 96 credit points that satisfy the Bachelor of Arts Degree with the degree of Bachelor of Education rules outlined in the *University Handbook*. All general requirements, outlined in the schedule of programs of study, must be met and include:

- Completion of a Qualifying Major for the Bachelor of Arts ;
- Completion of specific minimum requirements for the Bachelor of Education (Primary);
- Completion of the balance of required credit points which include a PACE unit.

3.2.2   Qualifying Major for the Bachelor of Arts

The Qualifying Major for this program must be Early Childhood Teaching. This is a 36 credit point major. Students should consult the suggested program of study below as well as the University Handbook for information on the correct units to complete

Note: To qualify as both a primary and early childhood teacher, you MUST be enrolled in the 2019 **Early Childhood Teaching** major. If you have mistakenly enrolled in the 2019 Early Childhood major, contact the Faculty of Human Science Student Centre or submit a request through ask.mq.edu for assistance.

3.2.4   PACE Units

The University requires that a student complete a Professional and Community Engagement (PACE) Unit in their program of study.

3.3 Overview of requirements for the BABEd(Primary) with the Early Childhood Teaching (ECT) major

The chart below outlines the general components for meeting the University requirements for the BABEd(Primary) with the Early Childhood Teaching major. This information must be read in conjunction with the *University Handbook*, and the requirements of NESA and ACECQA.

This information was accurate at publication. The on-line *University Handbook* is the final authority on all current degree requirements.

Qualifying Major: ECT 36 cps		BEd Specific Minimum Requirements 48 cps		Electives 12 cps
100 Level		EDST100	Exploring Australian Education: Social and Historical Contexts	ELECTIVE
ECH130	Health and Wellbeing	EDST101	Learning and Development: An Introduction for Educators	ELECTIVE
ECH131	The Arts in Children's Lives	EDST200	Practice of Teaching: Inclusive Education (PACE)	ELECTIVE
ECH118	Infancy and Early Development	EDST210	Language and Literacies	ELECTIVE
ECH113	Play and Inquiry in Early Childhood	EDST211	Principles of Maths, Science and Technology Education	
		EDST300	Practice of Teaching: Cultures in History and Geography (PACE)	
200 Level		EDST310	Teaching English Language and Literacies in the Early Primary School Years	
ECH218	Child Development Preschool to Adolescence	EDST311	Designing Mathematics, Science and Technology Learning	
ECHE220	Early Childhood Pedagogy and Curriculum	EDST404	Practice of Teaching: Transition to the Primary Teaching Profession (Capstone/PACE)	
EDST212	Language and Literacy Learning in Early Childhood	EDST405	Practice of Teaching: Making Learning Visible with Infants and Toddlers (PACE)	
EDST214	STEAM Integration in the Early Years	EDST410	Teaching English Language and Literacies in the later Primary School Years	
300 Level		EDST411	Principles of STEM Education	
ECH315	Management and Leadership 1 - The Socio-Political Context of Teaching	EDST413	The Arts in Education	
		EDST414	Health and Physical Education in the Primary School	
ECH326	Children, Families and Communities in a Diverse Society	EDST420	Using and Interpreting Educational Data	
EDST302	Practice of Teaching: Outdoor Learning Environments	**EITHER**:		
Any Level		EDST415	Multiliteracies and Literature in the Primary English Curriculum	
ECHE420	The Educational Leader (Capstone)	**OR**		
		EDST416	Design of STEM Education	

3.4 Suggested Pattern of Study: BABEd(Primary) with the Early Childhood Teaching Major

This section sets out a suggested pattern of study for the BABEd(Primary) with the ECT major. This pattern will help show you how a program can be completed in four years full-time.

Year 1 Session 1			Year 1 Session 2		
EDST100	Exploring Australian Education: Social and Historical Contexts	3 cp	**EDST101**	Learning and Development: An Introduction for Educators.	3 cp
ECHE130*	Health	3 cp	ECH113*	Play and Inquiry in Early Childhood	3 cp
	Elective	3 cp	ECHE118	Infancy and Early Development	3 cp
	Elective	3 cp	ECHE131"	The Arts in Children's Lives	3 cp
Year 2 Session 1			**Year Session 2**		
EDST200	Practice of Teaching: Inclusive Education	3 cp	**EDST211**	Principles of Maths, Science and Technology Education	3 cp
EDST210	Language and Literacies	3 cp	EDST212	Elective Language and Literacy Learning in Early Childhood	3 cp
ECH218	Child Development in the Preschool and Primary School Years	3 cp	EDST214	STEAM Integration in the Early Years	3 cp
ECHE220*	Early Years Curriculum and Pedagogy in the Australian context*	3 cp		Elective	3 cp
Year 3 Session 1			**Year 3 Session 2**		
EDST311	Designing Mathematics, Science and Technology Learning	3 cp	**EDST300**	Practice of Teaching: Cultures in History and Geography	3 cp
EDST302	Practice of Teaching: Outdoor Learning Environments	3 cp	**EDST310**	Teaching English Language and Literacies in the Early Primary School Years	3 cp
ECH315	Leading and Managing as Early Childhood Teachers 1	3 cp	**EDST414**	Health and Physical Education in the Primary School	3 cp
ECH326	Working with families, communities & other professionals in educational settings	3 cp		Elective	3 cp
Year 4 Session 1			**Year 4 Session 2**		
EDST405	Practice of Teaching: Making Learning Visible with Infants and Toddlers	3 cp	**EDST404**	Practice of Teaching: Transition to the Primary Teaching Profession	3 cp
EDST410	Teaching English Language and Literacies in the later Primary School Years	3 cp	**EDST420**	Using and Interpreting Educational Data	3 cp
EDST411	Principles of STEM Education	3 cp	**EDST415 OR EDST416**	Multiliteracies and Literature in the Primary English Curriculum Design of STEM Education	3 cp
EDST413	The Arts in Education	3 cp	ECHE420	ECHE420 The Educational Leader (Major Capstone)	3 cp

* Students who enter with an approved Diploma of Children's Services will receive Recognition of Prior Learning (RPL) for these units.

3.5 Suggested Pattern of Study: Diploma Pathway - BABEd(Primary) with the Early Childhood Teaching Major

This section sets out a suggested pattern of study for students in the BABEd(Primary) with the ECT major who have received RPL for previous Early Childhood Diploma study.. This pattern will help show you how a program can be completed in four years full-time.

Year 1 Session 1			Year 1 Session 2		
EDST100	Exploring Australian Education: Social and Historical Contexts	3 cp	**EDST101**	Learning and Development: An Introduction for Educators.	3 cp
	Elective (ENGL or LING recommended)	3 cp	ECHE118	Infancy and Early Development	3 cp
	Elective	3 cp		Elective (MATH106 recommended)	3 cp

Year 2 Session 1			Year Session 2		
EDST200	Practice of Teaching: Inclusive Education	3 cp	**EDST211**	Principles of Maths, Science and Technology Education	3 cp
EDST210	Language and Literacies	3 cp	EDST212	Language and Literacy Learning in Early Childhood	3 cp
ECH218	Child Development in the Preschool and Primary School Years	3 cp	EDST214	STEAM Integration in the Early Years	3 cp
				Elective	3 cp

Year 3 Session 1			Year 3 Session 2		
EDST311	Designing Mathematics, Science and Technology Learning	3 cp	**EDST300**	Practice of Teaching: Cultures in History and Geography	3 cp
EDST302	Practice of Teaching: Outdoor Learning Environments	3 cp	**EDST310**	Teaching English Language and Literacies in the Early Primary School Years	3 cp
ECH315	Leading and Managing as Early Childhood Teachers 1	3 cp	**EDST414**	Health and Physical Education in the Primary School	3 cp
ECH326	Working with families, communities & other professionals in educational settings	3 cp			

Year 4 Session 1			Year 4 Session 2		
EDST405	Practice of Teaching: Making Learning Visible with Infants and Toddlers	3 cp	**EDST404**	Practice of Teaching: Transition to the Primary Teaching Profession	3 cp
EDST410	Teaching English Language and Literacies in the later Primary School Years	3 cp	**EDST420**	Using and Interpreting Educational Data	3 cp
EDST411	Principles of STEM Education	3 cp	**EDST415 OR EDST416**	Multiliteracies and Literature in the Primary English Curriculum Design of STEM Education	3 cp
EDST413	The Arts in Education	3 cp	ECHE420	ECHE420 The Educational Leader (Major Capstone)	3 cp

3.6   Planning a part-time program

Students undertaking a part-time program begin with EDST100, EDST101, and two subjects contributing to the ECT Major. In subsequent years they undertake required 200 and 300 level units. Part-time students should seek academic advice in planning their program.

SECTION 4
Bachelor of Arts – Psychology with the degree of Bachelor of Education (Primary)

4.1   Introduction

The BA-PsychBEd (Primary) is a double degree program for intending primary teachers that combines APAC accredited studies in Psychology in the BA-Psych with specific curriculum, pedagogical and applied practical knowledge related to teaching in a BEd. Students are engaged in an exploration of evidence-based practice in educational theory, curriculum, pedagogy and assessment. These programs enable students to become reflexive, responsive, research engaged, resilient graduates ready to engage in lifelong learning. The integrated professional experience program allows students to apply, in primary classroom contexts, the pedagogical knowledge and skills they develop in their academic and curriculum-based methodology units. The program enables students to specialise in either English or Mathematics/Science and Technology.

4.2   What you will study

4.2.1   Bachelor of Arts – Psychology with the degree of Bachelor of Education (Primary) General Requirements of the Award

All students are required to complete a minimum of 96 credit points that satisfy the relevant BA-Psychology with the Degree of Bachelor of Education (Primary) rules outlined in the *University Handbook*. All general requirements, outlined in the schedule of programs of study, must be met and include:

- Completion of specific minimum requirements for the Bachelor of Arts – Psychology with the degree of Bachelor of Education (Primary)
- Completion of the balance of required credit points which includes a PACE unit.

4.2.2   PACE Units

The University requires that a student complete a Professional and Community Engagement (PACE) Unit in their program of study. In the BA-PsychBEd (Primary) PSY399 is the designated PACE unit. EDST200, EDST300, EDST403, and EDST404 are also recognised PACE units in this program.

4.3   Overview of requirements for the BA-PsychBEd (Primary)

The chart below outlines the general components for meeting the University requirements for the BA-PsychBEd (Primary). This information must be read in conjunction with the *Macquarie University Handbook*, and the requirements of NESA.

Required Units Psychology 36 cp	Required Units Education 48 cp		Electives 12 cp
100 Level PSYC104 PSYC105 ***200 Level*** PSY234 PSY235 PSY236 PSY246 PSY247 PSY248 ***300 Level*** PSYC332 PSY/PSYC3XX PSY/PSYC3XX PSY399 (Capstone/PACE)	EDST100	Exploring Australian Education: Social and Historical Contexts	ELECTIVE
	EDST101	Learning and Development: An Introduction for Educators	ELECTIVE
	EDST200	Practice of Teaching: Inclusive Education (PACE)	ELECTIVE
	EDST210	Language and Literacies	ELECTIVE
	EDST211	Principles of Maths, Science and Technology Education	
	EDST300	Practice of Teaching: Cultures in History and Geography (PACE)	
	EDST310	Teaching English Language and Literacies in the Early Primary School Years	
	EDST311	Designing Mathematics, Science and Technology Learning	
	EDST403	Practice of Teaching: The Emerging Professional K-6 (PACE)	
	EDST404	Practice of Teaching: Transition to the Primary Teaching Profession (Capstone/PACE)	
	EDST410	Teaching English Language and Literacies in the later Primary School Years	
	EDST411	Principles of STEM Education	
	EDST413	The Arts in Education	
	EDST414	Health and Physical Education in the Primary School	
	EDST420	Using and Interpreting Educational Data	
	EITHER:		
	EDST415	Multiliteracies and Literature in the Primary English Curriculum	
		OR	
	EDST416	Design of STEM Education	

4.3.1 Band 5

It is expected that most BA-PsychBEd (Primary) students would have achieved three Band 5sincluding English at the HSC. While we strongly recommend that students who did not achieve at least Band 5 in English or General Mathematics at the HSC undertake units in LING and MATH (see Section 1.3),

4.4 Suggested Pattern of Study: BA-PsychBEd (Primary)

This section sets out a suggested pattern of study for the BA-PsychBEd (Primary). This pattern will help show you how a program can be completed in four years full-time. Please keep in mind that this suggested pattern has been prepared based on the draft 2019 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued. This suggested pattern may also be altered (ie moving a suggested Session 2 elective to Session 1 or Session 3). BA-PsychBEd (Primary).

Year 1 Session 1			Year 1 Session 2		
EDST100	Exploring Australian Education: Social and Historical Contexts	3 cp	EDST101	Learning and Development: An Introduction for Educators.	3 cp
PSYC104	Introduction to Psychology I	3 cp	PSYC105	Introduction to Psychology II	3 cp
	Elective	3 cp		Elective	3 cp
	Elective	3 cp		Elective	3 cp
Year 2 Session 1			**Year Session 2**		
EDST200	Practice of Teaching: Inclusive Education	3 cp	EDST211	Principles of Maths, Science and Technology Education	3 cp
EDST210	Language and Literacies	3 cp	PSY235	Developmental Psychology	3 cp
PSY234	Social and Personality Psychology	3 cp	PSY236	Biopsychology and Learning	3 cp
PSY246	Cognitive Processes I	3 cp	PSY248	Design and Statistics	3 cp
Year 3 Session 1			**Year 3 Session 2**		
EDST311	Designing Mathematics, Science and Technology Learning	3 cp	EDST300	Practice of Teaching: Cultures in History and Geography	3 cp
PSY247	Perception	3 cp	EDST310	Teaching English Language and Literacies in the Early Primary School Years	3 cp
PSYC332	Principles of Psychological Assessment	3 cp	PSY399	Psychological Science: Putting Theory into Practice	3 cp
PSY3XX	Psychology elective	3 cp	PSY3XX	Psychology elective	3 cp
Year 3 Session 1			**Year 3 Session 2**		
EDST403	Practice of Teaching: The Emerging Professional K-6	3 cp	EDST404	Practice of Teaching: Transition to the Primary Teaching Profession	3 cp
EDST410	Teaching English Language and Literacies in the later Primary School Years	3 cp	EDST414	Health and Physical Education in the Primary School	3 cp
EDST411	Principles of STEM Education	3 cp	EDST415 OR EDST416	Multiliteracies and Literature in the Primary English Curriculum Design of STEM Education	3 cp
EDST413	The Arts in Education	3 cp	EDST420	Using and Interpreting Educational Data	3 cp

4.5 Planning a part-time program

Students undertaking a part-time program begin with EDST100, EDST101, PSYC104 and PSYC105. In subsequent years they undertake required 200 and 300 level units. Part-time students should seek academic advice in planning their program.

SECTION 5
Professional Experience

5.1 Introduction

In the undergraduate degree programs, Professional Experience (PEX) begins in the second year of full-time study. While in schools, the Teacher Education Student (TES) works with, and is supervised by, an experienced Supervising Teacher (ST) who acts as a mentor. Students are also allocated a Tertiary Supervisor (TS) who may visit the school to meet with TES as well as liaise between ST and unit convenors.

Pattern of Professional Experience in Schools
BABEd(Prim) and BA-PsychBEd(Prim)
Four year full-time program

Students enrolled in the BABEd(Prim) and BA-PsychBEd(Prim) must complete a minimum of 80 days of supervised professional experience in schools.

Year of Study	Professional Experience Unit		Professional Experience Days	Session
Year 2 (Prim)	EDST200	Practice of Teaching: Inclusive Education	10	S1
Year 3 (Prim)	EDST300	Practice of Teaching: Cultures in History and Geography	15	S2
Year 4 (Prim)	EDST403	Practice of Teaching: The Emerging Professional K-6	25	S1
Year 4 (Prim)	EDST404	Practice of Teaching: Transition to the Primary Teaching Profession	30	S2

Pattern of Professional Experience in Early Childhood Settings and Primary Schools
Four year full-time program

Students enrolled in the BABEd (Primary) with a major in Early Childhood Teaching must complete a minimum of 95 days of supervised professional experience in both early childhood settings and in primary schools.

Year of Study	Professional Experience Unit		Professional Experience Days	Session
Year 2 (Prim)	EDST200	Practice of Teaching: Inclusive Education	10	S1
Year 3 (EC)	EDST302	Practice of Teaching: Outdoor Learning Environments	20	S1
Year 3 (Prim)	EDST300	Practice of Teaching: Cultures in History and Geography	15	S2
Year 4 (EC)	EDST405	Practice of Teaching: Making Learning Visible with Infants and Toddlers	20	S1
Year 4 (Prim)	EDST404	Practice of Teaching: Transition to the Primary Teaching Profession	30	S2

Full information about professional experience requirements may be found at
https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-human-sciences/departments-and-centres/department-of-educational-studies/professional-experience

Links to useful resources and information can be located at the EDSTCOMM iLearn site at
https://ilearn.mq.edu.au/course/view.php?id=31014

SECTION 6
AITSL Specialisations in the undergraduate program

6.1 AITSL Specialisations

In accordance with the requirements of Australian Institute of Teaching and School Leadership (AITSL) all Primary Teacher Education Students must graduate with an AITSL specialisation in a learning area relevant to primary education. In our programs, TES choose to specialise in either English or Mathematics/Science andTechnology.

Your specialisation is finalised in Session 2 of the fourth year of your program when you choose to enrol in either::

- EDST415   *Multiliteracies and Literature in the Primary English Curriculum*
  or
- EDST416   *Design of STEM Education*

6.1.1. English AITSL Specialisation

Within the program, you will complete required units that contribute to the English Specialisation:

- EDST210 *Language and Literacies;*
- EDST310 *Teaching English Language and Literacies in the Early Primary School Year*s, and
- EDST410 *Teaching English Language and Literacies in the later Primary School Years.*

In Session 2 of Year 4 you select the English specialisation by enrolling in

- EDST415 *Multiliteracies and Literature in the Primary English Curriculum*

    In this unit, you will complete content and assessments that equip you with this specialisation.

TES selecting the English specialisation will be required to demonstrate expertise in this key learning area during the final professional experience placement in EDST404 *Practice of Teaching: Transition to the Profession*.

6.1.2. Mathematics/Science and Technology AITSL Specialisation

Within the program, you will complete required units that contribute to the Mathematics/Science and Technology specialisation:

- EDST211 Principles of Maths, Science and Technology Education;
- EDST311 Designing Mathematics, Science and Technology Learning, and;
- EDST411 Principles of STEM Education.

In Session 2 of Year 4 you will select the Mathematics/Science and Technology specialisation by enrolling in

- EDST416 Design of STEM Education

    In this unit, you will complete content and assessments that equip you with a Mathematics/Science and Technology specialisation.

TES selecting the Mathematics/Science and Technology specialisation will be required to demonstrate expertise in this key learning area during the final professional experience placement in EDST404 *Practice of Teaching: Transition to the Profession*.

6.2 NESA Specialisations in Mathematics or Science and Technology

For those students who have particular strengths in, or an aptitude for, Mathematics or Science & Technology the Department of Educational Studies has developed specialisations in mathematics and science for students in the **BABEd(Primary) who are majoring in Education**. These specialisations have been approved by NESA.

These specialisations consist of specific subject content requirements that must be completed. These units equate to six semester-long units of study in either mathematics or science.

Students who are considering a specialisation in mathematics or science should first contact Dr Kelly Johnston for academic advice.

The following tables on the next two pages outline suggested study patterns for these specialisations.

> **TES who wish to take up the opportunity to include a NESA specialisation must enrol in the Education major.**

6.2.1 Specific Subject Content Requirements –Specialisation in Mathematics (NESA approved)

Students must complete the following specified mathematics units, equating to six semester-long units of study, within the program:

1	2	3	4	5	6
One of ▪ MATH106 or ▪ MATH130 or ▪ MATH135	One of ▪ STAT170 or ▪ STAT175	EDUC258	EDUC219 Three online ORS modules ▪ Gateway to numeracy; ▪ Smart Budgeting; and ▪ Financial literacy (primary).	EDST211, EDST311 and EDST411 Two-thirds of each unit is focused on Primary mathematics curriculum and pedagogy studies	EDUC359 Frontiers in STEM

6.2.2 Specific Subject Content Requirements – Specialisation in Science and Technology (NESA approved)

Students must complete the following specified science units, equating to six semester-long units of study, within the program:

1 & 2*		3	4	5	6
Two of ▪ PHYS107 or ▪ PHYS130 or ▪ PHYS140 or ▪ PHYS149 or ▪ PHYS242 or ▪ ASTR170 or ▪ ASTR178 or ▪ BIOL108 or ▪ BIOL116 or	▪ CBMS107 or ▪ CBMS108 or ▪ CBMS123 or ▪ CBMS235 or ▪ GEOS112 or ▪ GEOS125 or ▪ GEOS204	EDUC109	EDUC219 Three online ORS modules ▪ Discovering Real Science; ▪ Frontiers of Real Science; and ▪ Clocks in Rocks.	EDST211, EDST311, EDST411 One-third of each unit is focused on Primary science curriculum and pedagogy studies	EDUC359 Frontiers in STEM

6.2.3 Study plan for NESA Mathematics specialisation

Year 1 Session 1			Year 1 Session 2		
EDST100	Exploring Australian Education: Social and Historical Contexts	3 cp	**EDST101**	Learning and Development: An Introduction for Educators.	3 cp
	Qualifying Major	3 cp		Qualifying Major	3 cp
	Elective	3 cp		Elective	3 cp
	Elective – Maths discipline unit STAT170 or STAT175 or MATH130 or MATH135	3 cp		Elective – Maths discipline unit MATH106 or MATH130 or MATH135	3 cp
Year 2 Session 1			**Year Session 2**		
EDST200	Practice of Teaching: Inclusive Education	3 cp	**EDST211**	Principles of Maths, Science and Technology Education	3 cp
EDST210	Language and Literacies	3 cp	EDUC219	Opening Real Science: Specialisation in Primary Science and Mathematics Qualifying Major	3 cp
EDUC258	Mathematics in Schools Qualifying Major	3 cp		Elective	3 cp
	Elective	3 cp		Elective	3 cp
Year 3 Session 1			**Year 3 Session 2**		
EDST311	Designing Mathematics, Science and Technology Learning	3 cp	**EDST300**	Practice of Teaching: Cultures in History and Geography	3 cp
EDUC359	Frontiers in Science, Technology, Engineering and Mathematics (STEM) Education Qualifying Major	3 cp	**EDST310**	Teaching English Language and Literacies in the Early Primary School Years	3 cp
	Qualifying Major	3 cp		Qualifying Major	3 cp
	Elective	3 cp		Qualifying Major (Capstone)	3 cp
Year 4 Session 1			**Year 4 Session 2**		
EDST403	Practice of Teaching: The Emerging Professional K-6	3 cp	**EDST404**	Practice of Teaching: Transition to the Primary Teaching Profession	3 cp
EDST410	Teaching English Language and Literacies in the later Primary School Years	3 cp	**EDST414**	Health and Physical Education in the Primary School	3 cp
EDST411	Principles of STEM Education	3 cp	**EDST416**	Design of STEM Education	3 cp
EDST413	The Arts in Education	3 cp	**EDST420**	Using and Interpreting Educational Data	3 cp

Units highlighted in blue contribute to the NESA specialisation in Mathematics

6.2.4 Study plan for (NESA) Science and Technology specialisation

Year 1 Session 1			Year 1 Session 2		
EDST100	Exploring Australian Education: Social and Historical Contexts	3 cp	**EDST101**	Learning and Development: An Introduction for Educators.	3 cp
	Qualifying Major	3 cp		Qualifying Major	3 cp
	Elective	3 cp	EDUC109	Science: Today and Tomorrow	3 cp
Elective	Science discipline unit	3 cp	Elective	Science discipline unit	3 cp
Year 2 Session 1			**Year Session 2**		
EDST200	Practice of Teaching: Inclusive Education	3 cp	**EDST211**	Principles of Maths, Science and Technology Education	3 cp
EDST210	Language and Literacies	3 cp	EDUC219	Opening Real Science: Specialisation in Primary Science and Mathematics Qualifying Major	3 cp
	Qualifying Major	3 cp		Elective	3 cp
	Elective	3 cp		Elective	3 cp
Year 3 Session 1			**Year 3 Session 2**		
EDST311	Designing Mathematics, Science and Technology Learning	3 cp	**EDST300**	Practice of Teaching: Cultures in History and Geography	3 cp
EDUC359	Frontiers in Science, Technology, Engineering and Mathematics (STEM) Education Qualifying Major	3 cp	**EDST310**	Teaching English Language and Literacies in the Early Primary School Years	3 cp
	Qualifying Major	3 cp		Qualifying Major	3 cp
	Elective	3 cp		Qualifying Major (Capstone)	3 cp
Year 4 Session 1			**Year 4 Session 2**		
EDST403	Practice of Teaching: The Emerging Professional K-6	3 cp	**EDST404**	Practice of Teaching: Transition to the Primary Teaching Profession	3 cp
EDST410	Teaching English Language and Literacies in the later Primary School Years	3 cp	**EDST414**	Health and Physical Education in the Primary School	3 cp
EDST411	Principles of STEM Education	3 cp	**EDST416**	Design of STEM Education	3 cp
EDST413	The Arts in Education	3 cp	**EDST420**	Using and Interpreting Educational Data	3 cp

Units highlighted in blue contribute to the NESA specialisation in Science and Technology

Appendix 1

Recommended Elective Units in Key Learning Areas

The BABEd(Prim) includes 24cp of elective study, the BA-PsychBEd(Prim) and the BABEd(Prim) with Major in Early Childhood Teaching each have 12cp of elective study. TES may use these electives to explore their interests in a range of fields of study. The Department of Educational Studies recommends that TES use some of these units to deepen their knowledge by selecting subjects that contribute to the primary Key Learning Areas (Mathematics, English, History & Geography, Science and Technology, Creative Arts and PDHPE).

This list of recommended units has been curated by our academic staff. While other units offered by the University may be appropriate, we suggest you consult this list as the units included here have been assessed to be useful as background study for the primary curriculum.

Unit Number	Unit Name	Notes
KLA AREA: English		
Related areas of study: English with a strong core component of study of English literature, communications, creative writing, language studies (English), linguistics, literature studies, media studies (ie the theoretical study of media or where the product is a literary text).		
Highly recommended:		
EDUC260	Language, Literacy and Learning	
ENGL120	Approaches to English Literature	
ENGL205	Australian Literature	
ENGL209	Children's Literature	
LING111	Language: Its Structure and Use	
LING120	Exploring English	
LING218	Grammar and Meaning	
LING291 or LING109	Writing in English Language, Culture and Communication	Including one of these units in your program is strongly recommended for students who did not achieve at least Band 5 in English at the HSC.
Other units		
ENGL106	Literature and the Screen	
ENGL121	Creative Writing 1: An Introduction	
ENGL203	Contemporary Literature	
ENGL234	Fiction and History	
LING217	Introductory Phonetics and Phonology	
LING220	Syntax	
LING248	Social Networking and Online Language	
KLA AREA: Mathematics		
Related areas of study: Pure or applied mathematics, statistics and other studies of mathematics that are relevant to the central concepts, modes of enquiry and structure of the content/discipline(s).		
Highly recommended:		
MATH106	A View of Mathematics	Strongly recommended for students who did not achieve at least Band 5 in General Mathematics at the HSC.
MATH130 – 339	See *University Handbook*	Any unit
STAT170	Introductory Statistics	
STAT175	Gambling, Sport and Medicine	
Other units		
MATH109	Sex, Chaos and other Mathematical Pleasures	Next offered in 2020
MATH111	Quantitative Methods for Science	
MATH123	Mathematics 123	See Handbook regarding NCCW

Unit Number	Unit Name	Notes
KLA AREA: Science and Technology		
Related areas of study: Agriculture, architecture, biology, bio-technology, chemistry, computing studies, design - interior, industrial, graphic, fashion, product, landscape, engineering (chemical, mechanical, civil, electrical, environmental), food technology, geology, materials science, media production, medicine, nursing, physics.		
Highly recommended:		
EDUC109	Science: Today and Tomorrow	
BIOL114	Organisms to Ecosystems	
BIOL115	Genes to Organisms	
GEOS112	The Planet Earth	
ISYS100	IT & Society	
Other units		
ASTR170	Introductory Astronomy: Our Place in the Universe	
ASTR178	Other Worlds: Planets and Planetary Systems	
CBMS107	Foundations of Chemical and Biomolecular Sciences 1	
CBMS123	Alchemy, Drugs and the Quest for Immortality	
ENVS117	Biophysical Environments	
GEOS125	Earth Dynamics	
GEOS126	Marine Geoscience	
GEOS204	Life, the Universe and Everything	
PHYS242	Big Ideas in Science	
KLA AREA: HSIE		
Related areas of study: Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, business studies, cultural studies, economic history, economics, environmental/land use studies, futures studies, geography, government & citizenship, history, industrial relations, languages, including Aboriginal languages, linguistics, legal studies, psychology, political science, sociology, studies of religion.		
Highly recommended:		
EDUC289	Human Society and Its Environment	
ABST100	Introducing Indigenous Australia	
GEOP111	Geographies of Global Change	
GEOP200	Environment and Sustainability	
MHIS114	The World Since 1945: An Australian Perspective	
MHIS115	An Introduction to Big History	
POL101	Australian Politics in Global Context	
SOC175	Australian Society	
Other units:		
ANTH150	Identity and Difference: Introduction to Anthropology	
ANTH151	Human Evolution and Diversity	
CUL120	Living Culture	
CUL221	Australian Film and Television	
ENV118	Environmental Management for a Changing World	
ENVS214	Climate Change	
ENVE237	Natural Hazards	
GEOP262	The Ecological Humanities: Australians and their Environment	
MHIS211	War and Peace in World History	
POL108	Introduction to Global Politics	
PSY/PSYC units	See *University Handbook*	Excluding research methods units
SOC180	Sociology of Everyday Life	
SOC182	Economy and Society	
SOC297	Migration, Human Rights and Diversity	

Unit Number	Unit Name	Notes
KLA AREA: Creative Arts		
Related areas of study: Dance including practical experience in choreography and performance in several dance styles and dance history/theory, drama including experiential involvement in making and performing drama, music including performing (singing, playing and moving), listening and organising sound (composing) within a wide range of repertoire, visual arts including art making and art history/theory.		
CUL230	Performance and Popular Media	
CUL233	Theatre and Performance Practice	
DANC200	Music Theatre	
DANC220	Dance Practice 1	
DANC320	Dance Practice 2	
ECH131	The Arts in Early Childhood Contexts	
MUS205	Introduction to Vocal Studies	
MUS206	Intermediate Vocal Studies	
MUS207	Guitar Principles	
PERF201	Performance and Circus Studies	
KLA AREA: PDHPE		
Related areas of study: Physical education studies, family studies, health studies, health promotion, human movement studies, nutrition education, sports science. **NOTE: Few areas are offered at Macquarie: see designated units.**		
ECH130	Health and Wellbeing	
HLTH200	Contemporary Health Issues	

Appendix 2

Plan your own program worksheet

Qualifying Major _____

20_____ S1	20_____ S2	20_____ S3
		■
		■
20_____ S1	**20_____ S2**	**20_____ S3**
		■
		■
20_____ S1	**20_____ S2**	**20_____ S3**
		■
		■
20_____ S1	**20_____ S2**	**20_____ S3**
		■
		■