



THE UNIVERSITY OF
SYDNEY

KOORI CENTRE HANDBOOK 2011

Handbooks online: sydney.edu.au/handbooks

Acknowledgements



The Arms of the University

Sidere mens eadem mutato

Though the constellations change, the mind is universal

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Official course information

Faculty handbooks and their respective online updates, along with the *University of Sydney Calendar*, form the official legal source of information relating to study at the University of Sydney. Please refer to the following websites:

sydney.edu.au/handbooks
sydney.edu.au/calendar

Amendments

All authorised amendments to this handbook can be found at sydney.edu.au/handbooks/handbooks_admin/updates2011

Resolutions

The Coursework Clause

Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000 (as amended)*, which sets out the requirements for all undergraduate courses, and the relevant resolutions of the Senate.

The Research Clause

All postgraduate research courses must be read in conjunction with the relevant rules and resolutions of the Senate and Academic Board, including but not limited to:

1. The *University of Sydney (Amendment Act) Rule 1999 (as amended)*.
2. The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004*.
3. The resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy.
4. The relevant faculty resolutions.

Disclaimers

1. The material in this handbook may contain references to persons who are deceased.
2. The information in this handbook was as accurate as possible at the time of printing. The University reserves the right to make changes to the information in this handbook, including prerequisites for units of study, as appropriate. Students should check with faculties for current, detailed information regarding units of study.

Price

The price of this handbook can be found on the back cover and is in Australian dollars. The price includes GST.

Handbook availability

Handbooks are available as a website, PDF download and print on demand. See the handbooks website at sydney.edu.au/handbooks for more information.

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Web and Print Production Website: sydney.edu.au/web_print

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Handbook enquiries

For any enquiries relating to the handbook, please email the handbook editors at wpp.info@sydney.edu.au

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Important dates

University semester and vacation dates for 2011

Summer/Winter School lectures	Dates
Summer School - December program	Begins: Monday 6 December 2010
Summer School - main program	Begins: Tuesday 4 January 2011
Summer School - late January program	Begins: Monday 17 January
Winter School - main program	Begins: Monday 27 June
Semester One	Dates
International student orientation (Semester One) - STABEX	Monday 14 February and Tuesday 15 February
International student orientation (Semester One) - full degree	Wednesday 16 February and Thursday 18 February
Lectures begin	Monday 28 February
AVCC Common Week/non-teaching Easter period	Friday 22 April to Friday 29 April
International application deadline (Semester Two) *	Thursday 29 April *
Last day of lectures	Friday 3 June
Study vacation	Monday 6 June to Friday 10 June
Examination period	Tuesday 14 June to Saturday 25 June
Semester ends	Saturday 25 June
AVCC Common Week/non-teaching period	Monday 4 July to Friday 8 July
Semester Two	Dates
International student orientation (Semester Two) - STABEX	Monday 18 July and Tuesday 19 July
International student orientation (Semester Two) - full degree	Wednesday 21 July and Thursday 22 July
Lectures begin	Monday 25 July
AVCC Common Week/non-teaching period	Monday 26 September to Friday 30 September
Last day of lectures	Friday 28 October
International application deadline (for Semester One, 2011) *	Saturday 29 October *
Study vacation	Monday 31 October to Friday 4 November
Examination period	Monday 7 November to Saturday 19 November
Semester ends	Saturday 19 November

* Except for the faculties of Dentistry, Medicine and the Master of Pharmacy course. See www.acer.edu.au for details.

Last dates for withdrawal or discontinuation for 2011

Semester One- units of study	Dates
Last day to add a unit	Friday 11 March
Last day for withdrawal	Thursday 31 March
Last day to discontinue without failure (DNF)	Friday 15 April
Last to discontinue (Discontinued - Fail)	Friday 3 June
Semester Two- units of study	Dates
Last day to add a unit	Friday 5 August
Last day for withdrawal	Wednesday 31 August
Last day to discontinue without failure (DNF)	Friday 9 September
Last day to discontinue (Discontinued - Fail)	Friday 28 October
Last day to withdraw from a non-standard unit of study	Census date of the unit, which cannot be earlier than 20 per cent of the way through the period of time during which the unit is undertaken.
Public holidays	Dates
Australia Day	Wednesday 26 January
Good Friday	Friday 22 April
Easter Monday	Tuesday 26 April
Anzac Day	Monday 25 April
Queen's Birthday	Monday 13 June
Labour Day	Monday 3 October



Introduction to the Koori Centre

Vice-Chancellor's message

The University of Sydney has an outstanding international reputation for the quality of its teaching and research. It is a place that values its students, drawn as they are from across the country and across the world.

The Koori Centre on the Camperdown Campus, and Yooroang Garang on the Cumberland campus both provide outstanding support for students drawn from Australia's first peoples. The staff of these units help students with everything from additional tutorial support, to advice on taking advantage of all the opportunities that the University has to offer.

More generally, the University has several scholarships for Indigenous students that can help you financially during your time at the University.

If you are thinking about a university course, do come and visit us, or make contact with either the Koori Centre or Yooroang Garang.

We are proud to count Charles Perkins, the first Indigenous Australian university graduate and an inspirational figure, amongst our alumni. Since his days at the University, our community of Indigenous students has continued to grow, and we are keen to welcome you to the University.

I hope that you will see how intellectually rewarding, and fun, time spent as a student at Sydney can be!

Dr Michael Spence

Vice-Chancellor and Principal



Welcome from the Director

On behalf of the academic and administrative staff I welcome you to the Koori Centre.

In welcoming you I'd like to acknowledge the traditional owners of the Country on which the University of Sydney and the Koori Centre stands: the Cadigal people of the Eora Nation.

The Koori Centre is fortunate to have many outstanding teachers, who have dedicated their careers to improving educational outcomes for Indigenous Australian people. They keep abreast of educational practices for Indigenous learners, and strive to inform non-Indigenous people of the practices and principles of attitudinal change that will contribute towards a more cohesive community of Australians.

The Centre prides itself on its research-intensive culture and the teaching staff are highly regarded as academics with specialised knowledge in Aboriginal education and affairs.

Along with their close relationships with Indigenous Australian communities, they are highly sought-after by local, state and federal committees for contributions to important policy development and practice.

Their involvement and commitment plays a significant role in providing opportunities for students to learn about new issues and developments.

The Koori Centre is blessed with friendly, helpful and committed administrative staff, who deal with the day to day operations of the Centre as well as providing support for staff and students. They are responsible for assisting prospective students and Indigenous and non-Indigenous students of the University.

Support includes administration of the Cadigal Special Entry Scheme; an Academic Skills Program; and the Indigenous Tutorial Assistance Scheme.

The Koori Centre is one of the largest Indigenous Australian centres in the country and has a long and distinguished history of promoting equity of access, improving participation and educational outcomes for students.

The Koori Centre provides policy advice, administrative services, and most importantly student support. In addition, our Indigenous Australian research library is accessible to all students.

The Koori Centre is a cultural haven for Indigenous Australian students, helping them find their place within the many faculties of the University. It also provides them with a computer lab and a common room where they can study, meet, or just relax and have a yarn.

I know you will enjoy studying at the University of Sydney and hope you utilise the abundant facilities, services and opportunities available to you. The Koori Centre is here to support Indigenous students and non-Indigenous students who are interested in Indigenous Australian Studies.

Enjoy your learning journey, as it will be one that you remember for the rest of your life. I wish you all the best with your study and in your future endeavours.

Janet Mooney

Director, Koori Centre

Koori Centre

Our challenge is to continue to foster innovative educational activity. We will achieve our objectives by developing our teaching expertise through appropriate strategies and technological inputs, the expansion of our research activity, and increased student and community involvement and interaction.

Our Strategic Directions are designed to present our goals, related strategies and projected actions. In the pursuit of educational excellence we will continue to build partnerships, internally and externally to the University and with Aboriginal communities.

Our vision

To be a centre of excellence in Indigenous Australian higher education

Statement of commitment

To provide and promote high quality culturally appropriate and effective learning and teaching, research and support services for Indigenous Australians at the University of Sydney.

Meet some of our students

Jared Field

Bachelor of Science (Advanced Mathematics)

In year 10, I had half an hour to decide whether or not I wanted to move up into the advanced maths class. I remember clearly after initially deciding I wouldn't, running from my next class back to the maths department to tell them I'd give it a go (thanks to encouraging words from my Science teacher).

The reason for all the self-doubt was my being told; "You'll most likely struggle with the content". However, with a lot of help from a close friend, in the first exam I took in the advanced class I came 4th out of about 30 people. In the next exam, I came 2nd (my friend coming 1st). And that was it. I had the bug for the competition. From this grew not only my appreciation and enjoyment of the subject, but my philosophy that I should take every single opportunity that presented itself.

I'm now enrolled in the Bachelor of Science (Advanced Mathematics) at the University of Sydney, a degree that only accepts 20 students from all across Australia. Studying it now for the challenge and love of the subject.

This is but one story, and is far from over. To any student even playing with the thought of tertiary education, I say go for it. The opportunities and benefits are far too great to ignore. Make your own story; but more importantly make it without the restrictions of what others think you can achieve.

Kia Brown

Bachelor of Veterinary Science

My name is Kia Brown and I am a descendent of the Garawa people of north-east Arnhem Land. When I was at school I never thought I had what it took to get into university, so I dropped out after finishing Year 10. After a few years working dead-end jobs, I realised that the only thing that was standing in my way was me.

So, I enrolled in TAFE and am proud to say that I received my HSC aged 21. Not knowing anything about how to get in to university and how the whole selection process worked, I went into the Koori Centre and the staff were extremely helpful, pointing me in the right direction.

I have always wanted to work with Australian native animals and I decided that the best way to achieve this is to become a vet. Thanks to the help of everyone at the Koori Centre, I am now in the first year of my Veterinary Science degree.

I found the first semester a bit overwhelming, as Vet Science is a full-time, five-day-a-week course, and I also travel an hour each way to uni everyday. But now that I have settled in to the workload, I am finding this semester a lot easier to cope with. Through the Koori Centre, I have also met many other Indigenous students in the same situation as me, starting uni a bit later than most. It's great to be surrounded by people from a similar background who understand what you are going through.

My message to anyone who dreams of doing something that has always seemed out of reach, is that believing in yourself is half the battle. Once you believe you can do it, anything is possible.

Linden Allan

Diploma in Education (Aboriginal)

My name is Linden Allan, I am a Murrumerang woman from the South Coast of NSW in Ulladulla.

I have always enjoyed working with kids and being the Aboriginal Education Assistant at Ulladulla Public School is so rewarding. When I was offered the opportunity to become an Aboriginal Studies teacher it seemed like a dream.

I never finished high school because of personal issues, so I went straight into the workforce where my first job was working in a pre-school. Being given this second chance to attend university, while still being able to spend most of my time in my community and with my family, is a perfect way for me to pursue my educational goals and career.

The Koori Centre is so helpful in assisting you with all your needs. They are always there to help with any questions and support. University is not as scary when you have the Koori Centre helping, supporting and pushing you through.

Ryan Bulger

Bachelor of Education (Secondary: Human Movement and Health Education)

Hi my name is Ryan Bulger and I am a Koori man from the Wiradjuri country of NSW.

In 2006 I was approached by the Sydney Uni Sport & Fitness to come to Sydney and play cricket for the University. I was living in Canberra at the time and was looking to improve my chances to play cricket as a professional. I took up the offer and later that year moved to Sydney and worked for the NSW Cricket Association. During the summer, the Sports Union suggested I should study. Not having done well at school and not having done any study for around eight years, I was quite apprehensive to say the least, but with great support from the Koori Centre at the University, I was able to apply and get in.

Now in 2009, I am in my third year of a Bachelor of Human Movement degree, enjoying University life and looking forward to graduating next year and furthering myself as an educator - not only for Indigenous Australian students but also non-Indigenous students.

Mariko Smith

Master of Museum Studies (Coursework)

My name is Mariko Smith and I am a descendent of the Yuin people from the NSW South Coast, but I grew up in Sydney and the Central Coast. I have always enjoyed studying, so without hesitation I decided to go to university after I finished high school. I enrolled in a Bachelor of Arts/Law at the University of Sydney through the Koori Centre's Cadigal program.

After graduating, I obtained my legal practising certificate and worked as a solicitor for nearly three years. Although I had the opportunity to experience various aspects of legal practice during the degree and after I graduated – in private practice, barristers' chambers, in-house in a company and at community legal centres – there was something in the back of my mind that was telling me that my true calling was beyond the law. For a while I had felt like a round peg in a square hole, not really feeling like being a lawyer was natural for me.

In August 2009 I decided that there was no time like the present to make the big jump and resigned from my role as a junior solicitor in a small law firm. I thought long and hard about what I really enjoyed and what sort of role/profession I could see myself fitting perfectly into – I love history and art, and was keen to finally follow those interests. I have always thought that a fantastic place to work would be in a museum. After researching the various institutions that specialised in museum and heritage studies, I chose to study back at the University of Sydney, in its highly regarded Museum Studies program.

I have just completed my first semester, and can't wait to do my next subjects. My aim is to one day work in a museum in the UK, and to also go into academic research. Even though I had come into the program as a completely blank slate, this hasn't held me back at all. Although the subject matter is completely new to me, the critical thinking and analytical skills I learnt from my law degree and years in professional practice are definitely relevant and have given me an edge in my assignment work. The flexibility of postgraduate studies means I can do it part-time – I just had my first child and I am so glad I can spend time with my daughter and study at the same time.

My advice would be to follow your gut instinct when deciding what you want to do with your life, and to run with it, even if it involves taking a huge step like changing careers and starting pretty much from scratch. I do recommend getting some practical experience, whether it be through paid or volunteer work, so you can obtain valuable organisational skills and 'real life' experience that you can take anywhere.

Donna Riley

Master of Indigenous Languages Education

My name is Donna Riley and I'm a Wiradjuri woman from Narromine in the central west of NSW. I grew up in a close family and seemed to be related to everyone in town. School was not my favourite place, but like so many of us loved the social and sporting activities it provided. My father died when I was 13 and my mother always told me that an education was the key to unlock any door. I didn't really see how that applied to me because I was an average student who excelled at sport, but struggled with the books.

My success was due to a special PE teacher who believed that I would make a good teacher. She was the role model who inspired me to be what I am today, Head Teacher PDHPE. I have taught out west for 18 years at Broken Hill, Narromine and Condobolin. I then sought a sea change and now I'm on the North Coast at Murwillumbah. I love it but miss family and the smell of rain when it hits the dust.

I have always had a love for Indigenous language and only now realise how much I have been exposed to it growing up. Hearing words from

the other girls and thinking I know that word and getting a strange gut feeling that gives you a connection to country, it's hard to explain. It makes me realise that language is culture and must be shared. It's our responsibility to give what we can to our kids so they can keep the language alive.

The MILE course is challenging but worth every headache that the first block gave me. The support by the Koori Centre is amazing. Everyone is so willing to help. I wish it was around when I went through Uni the first time. My aim after finishing this course is to get Bundjalung language into my school. It will take time but I know it will eventually happen.

Tarina Perry

Bachelor in Education (Secondary: Aboriginal Studies)

My Name is Tarina Perry. I am a proud Wiradjuri woman, my mob is originally from Cowra however I grow up in Karuah on the Aboriginal Community known to us as 'the mish'. Although I do not live there now, this is where I call home and have a sense of belonging.

I have a passion for education and children, and it wasn't until my last semester of my Bachelor degree in Social Science I realised I wanted to be a teacher. I knew I could best help our children and my community by becoming a teacher. It was then I saw an advertisement about the Koori Centre and the Teacher Degree they offer. I thought this is my chance where I can continue to work and also study.

Although I found the Koori Centre to be more than just this, I found the staff and lecturers very supportive and would try and help in anyway they could. It was different from coming from mainstream where often I was the only Aboriginal student in class and often felt alone. However doing my block study with my people I felt comfortable and more confident than ever before.

I often recommend the Koori Centre and the teaching degree they offer to my friends and family. I hope to finish my degree and pursue a teaching career where I can help our kids but also educate the wider community about my people and our rich culture.

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Koori Centre – programs

University dates

Please see the Important dates page at the start of this handbook for a listing of all current semester, holiday and examination dates within the University of Sydney.

Information in this section is correct as at August 2010.

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Website: sydney.edu.au/koori/

Indigenous Australian Studies

The Major units of study are coordinated and taught by the Koori Centre through the Faculty of Arts.

Students wishing to enrol in these Units of Study need to enrol through the Faculty of Arts.

Academic Coordinator:
Ms Lynette Riley
Old Teachers College Building, A22
Phone: +61 2 9351 2046
Fax: +61 2 9351 6923

Koori Centre – in conjunction with the Faculty of Arts

Indigenous Australian Studies is a multi-disciplinary field aimed at providing students with an understanding of the major issues impacting Aboriginal and Torres Strait Islander people. Units of study focus on: the writing of Indigenous histories; Indigenous cultures, economics, politics and health; the nature of European colonisation and the status of Indigenous Australians in contemporary Australian society; Indigenous writing; relationship to Australian justice system; religions; performing and visual arts; language and literature; archaeology and contemporary cultural heritage and ethnographic issues.

The Koori Centre coordinates the Indigenous Australian Studies major of the Bachelor of Arts and teaches core units of study within this program. The Centre also teaches Indigenous Australian Studies subjects within other faculties as electives and compulsory subjects.

18 junior credit points are required to enrol in Introduction to Indigenous Australia (KOCR 2600). This unit of study is also a pre-requisite for most other (KOCR) units of study. Check the Unit of Study outlines for pre-requisite and co-requisite details.

For an Indigenous Australian Studies major, students must complete 36 credit points of Indigenous Australian Studies. This can include up to 18 credit points of cross-listed Units of Study.

Enrolment and registration

Students enrol in the Indigenous Australian Studies major through the Faculty of Arts. Students will be allocated tutorial sessions automatically as part of the enrolment procedure online.

Advice on units of study

The Koori Centre office is open for enquiries in September/October for enrolment information, and during the SWOT/ O-Week period. The Koori Centre can provide information regarding the Indigenous Australian Studies major, as well as specific information on the units offered through the Koori Centre.

For further information call 02 9351 6113 or check our website sydney.edu.au/koori

Student support

Aboriginal and Torres Strait Islander students are enrolled in a variety of degrees at the University of Sydney including: Medicine, Music, Arts, Law, Education, Veterinary Science, Social Work, Science, Engineering, Visual Arts, and Rural Management.

The Koori Centre encourages increased enrolments, and supports current students in their studies by providing:

- The Cadigal Special Entry Program
- information and advice on enrolment and courses
- ITAS tutoring to suit particular needs
- study facilities for independent study, including access to computers and photocopiers
- an Indigenous Research Library
- common room, courtyard and kitchen for student use
- assistance with housing and financial matters
- scholarships.

Cadigal Special Entry Program

The Cadigal Program is a University-wide access and support program for Aboriginal and Torres Strait Islander people who want to study for their first degree at the University of Sydney. The program is open to:

- people aged under 21 who have completed the NSW Higher School Certificate or an equivalent examination (HSC applicants)
- people over 21 years of age (Mature Age applicants).

Both HSC applicants and Mature Age applicants should submit a Cadigal Program application to the Koori Centre before the end of November. They must also submit an Australian Tertiary Admissions Rank (ATAR) application by the end of September showing their preferred course/s at the University of Sydney.

HSC applicants are considered for entry on the basis of their:

- Australian Tertiary Admission Rank (ATAR) score, and
- individual subject results.

All Mature Age applicants are assessed by staff of the Koori Centre to assess their suitability for study at the University and to determine the particular course/s they wish to enter. The interview panel considers each application on the basis of three main areas:

- educational background
- life and employment experiences, and
- evidence of motivation and goals and interest in courses selected.

Students admitted through the Cadigal Program may be offered enrolment with a full-time course load or reduced load and Academic Skills support. Students with a reduced load may still be eligible for full-time Abstudy.



Courses for Indigenous Australian students

Block-mode programs (away from base)

Academic Coordinator:
Ms Lynette Riley
Koori Centre
Old Teachers College Building, A22
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2046
Fax: +61 2 9351 6923

- Master of Indigenous Languages Education
- Diploma of Indigenous Languages Education
- Certificate of Indigenous Languages Education
- Bachelor of Education (Secondary: Aboriginal Studies)
- Diploma in Education (Aboriginal)

Please note: These courses are for Indigenous Australian students only. In block-mode (away-from-base) courses, students attend six week-long sessions each year on campus at the Koori Centre. The remainder of the course is completed independently at home. They are full-time courses.

Graduate Certificate/Diploma/Master of Indigenous Languages Education

These Indigenous Languages Education courses are designed to meet the need for qualified Indigenous Australian instructors to participate in the delivery of language-teaching programs in a range of educational settings.

The graduate certificate is completed in one semester, the graduate diploma in one and a half years, and the master's degree in a full year.

Entry to the Graduate Certificate of Indigenous Languages Education requires that candidates have successfully completed two years towards a teaching qualification, that is: the Diploma in Education (Aboriginal), or equivalent.

Entry to the Graduate Diploma of Indigenous Languages Education requires that candidates have successfully completed the Graduate Certificate of Indigenous Languages Education.

Entry to the Master of Indigenous Languages Education requires that candidates have completed either:

- a four-year teaching qualification, such as a Bachelor of Education, or a three-year degree and a Diploma of Education, or
- the Graduate Certificate of Indigenous Languages Education with an average mark of 70 per cent or higher.

In some cases it may be possible for candidates with similar but different qualifications to be granted admission.

Bachelor of Education (Secondary: Aboriginal Studies)

Bachelor of Education (Secondary: Aboriginal Studies) is a four-year degree giving students a secondary teaching qualification majoring in Aboriginal Studies and History.

Diploma in Education (Aboriginal)

The Diploma in Education (Aboriginal) is a two-year course which offers students intensive education skills training.

Koori Centre staff

Information correct as at August 2010.

Director

Janet Mooney, BA(Vis Arts) GradDipEd MEd

Deputy Director

Michelle Blanchard, BA MA

Academic Coordinator

Ms Lynette Riley, DipEd *Armidale Teacher's College* GradDip(Aboriginal) *UNE*

Lecturers

Catherine Burgess, DipTeach(Special Ed) *UTS* Grad Dip(Education) *Syd* MEd(Abor.Ed) *USA*

Sharon Galleguillos, DipEd *QUT* BEd(Primary) *Syd*

John Hobson, BA(Hons) DipEd(Adult)

Leah Lui-Chivizhe, BA, *CQU*, Grad. Dip. Material Anthropology *JCU*, MSc (Geography) *Syd*

Peter Minter, BA(Hons) *Syd* MA(Writing) *UTS*

Katrina Thorpe, BEd *UWS*, MEd (Human Resource Management) *Syd*, Grad Cert.Educ.Studies (Higher Education)

Dr Karen O'Brien, BA Hons, MA, PhD, Grad.Cert. H Ed

Dr Lorraine Towers, BA Hons (Anthropology), Grad Dip Ed, PhD

John Evans, MA App Sc, Grad Dip Educ Stud, MA Sport Sc., B. Sport Sc

Librarian

Uma Ketheson, GradDip(Information Services) BSc *Botany*

Administrative Personnel

Executive Assistant

Tatum Touma

Administration – Academic/Student Support

Noeleen Smith

IT and Student Support

Curtis Flood

Administrative Officer – Cadigal/Student Support

Tanya Griffiths

Administrative Officer - Block-mode/Student Support

Sherrie Connors

Manager, Marketing and Recruitment

Sarina Solar, B.Hlth Scs (Aboriginal Health and Community Development) *Syd*

Finance Officer

Patrick Snowdon

ITAS Support

Freda Hammond



Undergraduate study

Koori Centre role within the University

The Koori Centre is committed to furthering knowledge and understanding of Indigenous Australian issues across a wide range of disciplines including education, history, health, and literature. Our aim is to activate students' interests in Indigenous Australia through our innovative and engaging teaching, which draws on the diversity of Aboriginal and Torres Strait Islander scholarship and cultural production. The Koori Centre strives to create an inclusive yet challenging space which encourages students to think deeply about Indigenous cultures, societies, and experiences in Australia's past, present and future.

Indigenous Australian Studies is a dynamic field open to students from any discipline. After undertaking our compulsory unit of study, KOCR2600: Introduction to Indigenous Australia, students may enrol in a range of electives encompassing creative arts, gender studies, health, history, and politics. The Koori Centre is also committed to the enhancement of Indigenous Australian educational outcomes so offers a Diploma and Bachelor of Education to Aboriginal and Torres Strait Islander students. We also offer a number of units of study on Indigenous Education to any student enrolled in a Bachelor of Education.

Previous students have asserted that undertaking Indigenous Australian Studies was a challenging and rewarding experience, raising their awareness of our society which has influenced their everyday lives and transformed their thinking about a range of issues, not exclusively limited to Aboriginal and Torres Strait Islander people.

The knowledge and critical skills developed through undertaking Indigenous Australian Studies ensures that our graduates easily secure employment in a range of fields including policy-making, government, teaching and nursing.

The Koori Centre provides a broad range of academic and support services for the University of Sydney community, including teaching, research, marketing, administrative support and community outreach.

The Koori Centre's core business encompasses:

- academically strong and innovative mixed-mode educational programs for Indigenous Australian students
- culturally appropriate and relevant academic and social support services for Indigenous Australian students
- teaching of Indigenous Australian Studies to a high level of academic excellence
- expertise in the area of community consultation and liaison and student recruitment
- culturally relevant, collaborative and ethical research
- providing cultural awareness workshops.

Policies and general information

Assignments

All assignments must have a Koori Centre cover sheet and a University student plagiarism compliance statement attached. These are available from outside the Administration Office (room U224), Old Teachers College and also online at: sydney.edu.au/koori/studentsupport/studentinfo.shtml

Assignments must be submitted at the Koori Centre in the appropriate assignment box. Assignment boxes are allocated to specific units of study or degrees. Please ensure you place your assignment in the correct box. If unsure please ask a staff member.

It is your responsibility to keep a copy of your assignment. If your assignment is misplaced or lost, you will be expected to produce a copy of your assignment within a specified period.

Marked assignments can be collected from your tutor or unit of study coordinator. Collection details may vary from unit to unit so please check with your tutor. Emails notifying you of collections times will also be sent to your university email address, so make sure you check your emails.

Under University regulations, assignments not collected within three months can be disposed of. Students wanting their assignments posted to them must make arrangements with their tutor in advance and supply postage paid, self-addressed envelopes.

Format

Your assignment must be typed or word processed and printed on A4 plain paper in a 12 point font. Your text must be presented with 1.5 line spacing, numbered pages, and margins of 2.5 cm (1 inch) on all sides to allow for written comments from your marker. All assignments should be stapled in the top left corner. Do not place your assignment in a plastic cover of any kind.

Resubmitting an assignment

The opportunity to resubmit failed assessment tasks is subject to the policy of specific courses and in some cases, units of study. A request for re-submission will not be considered later than 7 working days after the return of an assignment.

Where opportunities for resubmission are not outlined, they are not normally available unless an assignment is clearly unsatisfactory only because the terms of the assignment have been misunderstood. In such cases the unit of study coordinator concerned may allow the assignment to be resubmitted.

A resubmitted assignment is eligible for a Pass mark only. Where it is unsatisfactory a second time the second mark (less than 50 per cent) will be recorded. No assignment may be resubmitted more than once.

When an assignment is to be re-submitted after the date of return for the work of other students on the same assignment, the assignment topic will normally be altered, though allowing for the testing of the same content/skills as above.



Extensions

Extensions can only be granted by your tutor or unit of study coordinator. Requests for extension must be submitted in writing on a request for extension form before the due date. These can be obtained from the Administration Office at the Koori Centre (Old Teachers College U224), or found on the Koori Centre web site sydney.edu.au/koori/studentsupport/studentinfo.shtml

Completed request for extension forms must be submitted to your tutor or unit of study coordinator for approval and a copy of the approved request for extension must be attached to your assignment when it is handed in.

It is your responsibility to ensure that your application has been approved. Simply completing a request does not guarantee that an extension will be granted. Extensions are normally for a few days. If an extension of over 5 days is required you must supply documentation and complete a special consideration form. Being in full-time work, or having several assignments due at the same time, do not constitute grounds for an extension or special consideration.

Special consideration

The Koori Centre recognises that unforeseeable circumstances such as serious ill health or misadventure can negatively impact on a student's academic performance. If you feel that circumstances outside of your control have affected your work you should lodge an application for special consideration.

Students who are seeking special consideration across all their current units of study should lodge copies of their faculty's application with both their faculty office and the relevant Koori Centre unit of study coordinator.

Students who are seeking special consideration only in Koori Centre units of study should lodge a Faculty of Arts application with the relevant Koori Centre unit of study coordinator. These are available at: sydney.edu.au/koori/studentsupport/studentinfo.shtml.

Please note that during 2011 some faculties will be moving to an online special consideration process. The process for Koori Centre units of study may also therefore change during this year.

Penalties for late submission

Late submission of assignments without an extension will incur a penalty of 2% of the total possible mark for each working day that they are late. Assignments submitted more than 10 working days after the due date without an extension will be further penalised and can only achieve a maximum Pass mark of 50%. Any assignment submitted after marked assignments have been returned will automatically receive a Fail mark of zero. It is the responsibility of the student to contact the lecturer in charge of the unit of study, prior to late submission, to discuss the situation and submit for an extension.

Classes and attendance

It is expected that you will attend all classes and, in keeping with University of Sydney policy, you are required to attend 90% of all tutorials. If possible you should supply documentary evidence explaining any absence and notify your tutor in advance. Attendance below 50%, regardless of the reason, will result in the student being deemed not to have fulfilled the requirements of the unit of study.

Timetables

All students will have access to their timetable via the MyUni portal. Details about access will be provided at enrolment.

Efforts are made to avoid timetabling clashes but it is not possible to eliminate them completely. Students who have clashes with classes should consult the relevant teaching staff for the units concerned and acquaint themselves with policies regarding attendance before they make a decision about how to deal with such clashes. Students must be aware that ultimately they are responsible for the consequences of any decision they make.

Students who decide to continue with both units of study must check that the relevant teaching staff are made aware of their intention. Furthermore, students should note that they may not use a timetable clash to gain, for instance, special consideration, negotiate due dates, or miss in-class testing.

Students need to keep in mind the final dates for changing or withdrawing from units of study so that they do not incur penalties or additional HECS.

Complaints and grievances

Students who believe they have been unfairly treated are encouraged to speak to their tutor or unit of study coordinator in the first instance. Students may, of course, also wish to seek advice and support from the Counselling Service or from student welfare officers.

Appeals against marks

If a student is dissatisfied with the mark they receive for an individual assessment they should first speak to their tutor or the marker of that assessment item. If they are still dissatisfied they may make an appeal to the unit of study coordinator who may arrange for their work to be re-marked by a different examiner.

Please note that to ensure fairness in marking all assignments which receive either a fail or a high distinction grade are always second marked.

Appeals against results

If a student is concerned about any academic decision in relation to their assessment, they should first discuss the issue directly with the relevant lecturer or unit of study coordinator. This should be done within 15 days of the decision being advised to the student.

If the student's concerns cannot be resolved by discussion with the lecturer, or because of an apparent failure to follow procedures, the student may then approach the Koori Centre's Academic Coordinator by putting their concerns in writing within 15 working days of the outcome of discussions with the lecturer. The Academic Coordinator will review the appeal and prepare a report for consideration by the director or, in the case of Indigenous Australian students who may wish the director to advocate on their behalf, the relevant dean.

If, after these steps, the student is not satisfied that their concerns have been addressed satisfactorily by the Koori Centre, the student may lodge a written appeal, in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006, available at: sydney.edu.au/senate/policies/Ac_Appeals_Rule.pdf

Plagiarism

The University is committed to academic excellence and high standards of ethical behaviour as the cornerstones of scholastic achievement and quality assurance. The University requires all students to act honestly, ethically and with integrity in their dealings with the University, its employees, members of the public and other students. To this end, the Vice-Chancellor on 15 February, 2005 approved a new policy on plagiarism which has subsequently been discussed both at VCAC and at the Academic Board. This policy is now in force and the procedures set out in it must be followed in all cases.

All staff and students should read *Academic Board Policy: Academic Dishonesty and Plagiarism* to ensure that they fully comprehend it since it imposes obligations on both staff and students. The policy can be found at sydney.edu.au/ab/policies/Academic_Honesty_Cwk.pdf.

Language and representation

The Koori Centre recognises and values cultural diversity, and is a strong advocate for the fair representation of different cultural groups in contemporary society. The use of accurate and respectful language is a priority in our teaching and research.

Students are asked to take serious note of the following guidelines, particularly when writing essays and presenting tutorial papers.

Fair representation of Indigenous nations and individuals

The Indigenous peoples of Australia come from a wide range of distinct cultural contexts. When writing on Indigenous Australian people or individuals, take the time to find out how they themselves wish to be named. Acceptable names may be 'Koori' if a person is connected to New South Wales, 'Murri' for people from Queensland, or 'Noongah' for people from South Western Australia. There are many other specific groups such as 'Anangu' or 'Yolngu'. Torres Strait Islanders have linguistic and cultural identities that are very different to mainland Indigenous Australian peoples. It is appropriate to use the term 'Torres Strait Islanders' when speaking generally, or to use the names of relevant groups where possible.

When writing more generally, use the terms 'Aboriginal and Torres Strait Islander peoples', 'Indigenous peoples' or 'Aboriginal peoples'. Terms such as 'the Aborigines' or 'native(s)' objectify Aboriginal people and should not be used in any circumstances. Be sure to capitalise the first letter of terms such as 'Aboriginal' or 'Torres Strait Islanders'. These words are proper nouns, like 'Australian' or 'American', and must be capitalised. It has also become a convention of academic writing in Australia to capitalise the word 'Indigenous' when it clearly refers to, or is used in place of Aboriginal and Torres Strait Islander Australians.

Never use terms such as, 'full-blood', 'half-caste', 'quarter-caste', 'part-Aboriginal' or 'mixed blood' in an uncritical manner. These terms were used officially by governments and institutions for the purposes of discriminatory treatment and are regarded as inaccurate and insulting.

A good guide to language use in relation to Aboriginal cultures is Rhonda Craven's 'Using the right words in the Indigenous Australian studies classroom.' (Sydney, 1996, School of Teacher Education, UNSW in association with CAR).

Fair representation of all peoples

University of Sydney Senate policy states that the University community regards as offensive, under all circumstances, the use of written or spoken language which makes personal or irrelevant reference to race, sex, marital status, pregnancy, disability, sexual

preference, transgender status, political or religious beliefs and age. For example, as a student of the University it is your responsibility to ensure that you always use non-sexist or gender-neutral language. For suggested guidelines on inclusive and non-discriminatory language use, please read the Staff and Student Equal Opportunity Unit Language Guidelines, which can be found here: sydney.edu.au/eeo/equal_opp/langguidelines.shtml.

Generic attributes of grades

Grade	Abbrev	Mark	Definition
85-100	HD	High Distinction	The work shows a thorough understanding of the question and its theoretical implications. There is evidence of substantial reading and research. The work shows a high level of independent, original thought, presents informed and insightful discussion and demonstrates a well-developed capacity for critical evaluation and an ability to synthesise research and critically analyse in the light of unit of study content.
75-84	D	Distinction	The work demonstrates all of the qualities below and, in addition, evidence of a capacity to generalise from the theoretical content in an informed and original manner. The work is well-organised and demonstrates a capacity for critical argument.
65-74	C	Credit	The work demonstrates a clear understanding of the question and its theoretical implications. It also demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. There is evidence of additional reading. A deficiency in any of the above may be compensated by evidence of independent thought.
50-64	P	Pass	The work demonstrates some grasp of the question, is comprehensible, accurate and adequately referenced.

Grade	Abbrev	Mark	Definition
46-49	PCON	Pass (Concessional)	Use of this grade is restricted to those courses which allow for a Concessional Pass of some kind to be awarded. A student may re-enrol in a unit of study for which the results was PCON. Each faculty will determine and state in its course regulations what proportion, if any, may count – e.g. "no more than one sixth of the total credit points for a course can be made up from PCON results".
45-49	F	Fail	A fair attempt to answer the question but it is deficient in terms, understanding, comprehension, research, presentation and/or referencing.
< 45	F	Fail	In the worst case the work does not represent an acceptable effort. This may include non-completion or plagiarism. If the mark ranges from 30-40 then the work does not represent a clear and/or adequate response to the question.

Units of study

Unit of study	Credit points	Session
KOCR2600 Indigenous Australia: An Introduction	6	Semester 1 Semester 2
KOCR2602 Issues in Indigenous Rights	6	Semester 2
KOCR2603 Indigenous Health and Communities	6	Semester 2
KOCR2604 Colours of Identity: Indigenous Bodies	6	Semester 1
KOCR2605 Speaking Gamilaraay 1	6	Semester 1
KOCR2607 Indigenous Creative Expression	6	Semester 1
KOCR2609 Indigenous Political Movements	6	Semester 2
KOCR2610 Indigenous Community Development	6	Semester 1
KOCR2611 Issues in Indigenous History	6	Semester 2
KOCR3602 Race, Racism and Indigenous Australia	6	Semester 1
KOCR3607 Reawakening Australian Languages	6	Semester 2

Indigenous Australian Studies

KOCR2600

Indigenous Australia: An Introduction

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** (2 x 1hr lec & 1 x 1hr tut)wk **Prerequisites:** 18 Junior credit points **Prohibitions:** KOCR2100 **Assessment:** one 2000 word essay (40%); one tutorial presentation (10%); one 1000 word tutorial paper (20%); 2 x critical reviews(30%) **Campus:** Camperdown/Darlington

This unit of study explores the historical, social and political contexts of the survival and growth of Aboriginal and Torres Strait Islander cultures and philosophies. The unit is structured around the themes of representation and identities; the colonisation of land and people; and resistance and agency. It will provide students with an introduction to Indigenous philosophies and theories by examining 'contact history' and resistance within a critical framework.

KOCR2602

Issues in Indigenous Rights

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 1hr lec and 1 x 2hr tut **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2102 **Assessment:** seminar (30%) seminar paper (20%), essay (50%) **Campus:** Camperdown/Darlington

In the second half of the 20th Century Aboriginal and Torres Strait Islander peoples began to culturally and politically recover from the effects of colonisation and assimilation. Having had fundamental human rights severely limited by state and federal legislation, and having experienced years of disempowerment, dislocation and social disruption, Indigenous peoples have sought to reclaim independent social and political power. This unit of study explores national and international developments in this history, addressing issues of political and social representation, and examining contemporary analyses of Indigenous rights to self-determination in legal, political and community spheres.

KOCR2603

Indigenous Health and Communities

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 1hr lec and 1 x 2hr tut **Prerequisites:** KOCR2100 or KOCR2600 **Assessment:** tutorial presentation (20%), critical review (30%), essay (50%) **Campus:** Camperdown/Darlington

The continuing poor health status of Indigenous people is well documented. However, attempts at improving Aboriginal health have

often been met with inappropriate policy and practice. The challenge in improving Aboriginal health lies partly in improving the knowledge of non-Indigenous Australians of the historical, cultural and contemporary issues which impact on health. This unit of study will provide opportunities for meaningful contact with Indigenous Australians as a foundation for building partnerships with Indigenous people to improve Aboriginal health.

KOCR2604

Colours of Identity: Indigenous Bodies

Credit points: 6 **Session:** Semester 1 **Classes:** 1 x 2hr lec and 1 x 2hr tut per wk **Prerequisites:** 18 junior credit points **Corequisites:** KOCR2100 or KOCR2600 **Assessment:** presentation and paper (30%), essay (40%), exam (30%) **Campus:** Camperdown/Darlington

This unit of study explores the history and formation of Indigenous Australian identity. Combining contemporary theoretical and historical approaches we will explore the ways in which Indigenous Australians were constructed by colonial discourses. We will identify and critically analyse sites of power and processes of cultural dissemination and transmission and consider how such identities were racialised, gendered and subordinated. We will explore the arena of cultural politics and investigate the ways in which Indigenous agency has manifested, for example, through innovative critical perspectives, political activism and withholding labour, and through creative re-presentations in a variety of media, in film, documentary, photography and prose.

KOCR2605

Speaking Gamilaraay 1

Credit points: 6 **Session:** Semester 1 **Classes:** 1 x 3hr seminar/wk **Assessment:** Homework sheets (35%), Oral performance (45%), Essay (20%) **Campus:** Camperdown/Darlington

Gamilaraay is an Indigenous Australian language from the mid-northwest of NSW that is currently undergoing revitalisation. This unit of study will provide students with a basic competence in speaking, understanding, reading and writing Gamilaraay sufficient to recognise and construct simple utterances in the language, and to understand its relationships with other languages. Classes will take the form of three-hour intensive oral workshops that progressively develop each student's abilities in the language. Assessment will be by short written assignments based on lesson content and an appraisal of individual oral/aural performance together with a short essay on Gamilaraay culture or a related topic.

KOCR2607

Indigenous Creative Expression

Credit points: 6 **Session:** Semester 1 **Classes:** 1 x 3hr seminar/wk **Prerequisites:** 18 junior credit points **Assessment:** essay (40%), seminar presentation (25%) and creative exhibit (35%) **Campus:** Camperdown/Darlington

This unit of study aims to give students the opportunity to critically engage with a variety of artistic and creative practices undertaken by Indigenous Australians. It's envisaged that students will be encouraged to critically examine and understand the role of Indigenous performance/theatre, writing, dance, film, visual arts and music in Indigenous Australian cultural maintenance.

KOCR2609

Indigenous Political Movements

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 2hr lecture/week and 1 x 1hr tutorial/week **Prerequisites:** KOCR2600 and KOCR2602 **Assessment:** presentation (20%), short essay (30%), research essay (40%), participation (10%) **Campus:** Camperdown/Darlington

While indigenous populations throughout the world vary greatly, the commonality between populations is generally, but not always, their experience of imperialism and colonisation. This unit introduces students to the political movements of indigenous 'nations' within the Pacific Rim. The 20th century movements of Aboriginal and Torres Strait Islander people will

be examined in the broader context of political resistance movements of indigenous people of New Zealand, the Americas and Pacific island nations and the growth of indigenous movements globally.

KOCR2610

Indigenous Community Development

Credit points: 6 **Session:** Semester 1 **Classes:** 1 x 1hr lecture/week and 1 x 2hr seminar/week **Prerequisites:** KOCR2600 and KOCR2603 **Assessment:** participation (10%), presentation (20%), essay (30%), field task (40%) **Campus:** Camperdown/Darlington

This unit of study examines how community development approaches can influence health and wellbeing outcomes for Indigenous peoples. Students will examine past approaches, current trends and theories underpinning community development. Students will reflect on their role in working with Aboriginal communities to develop processes that build capacity in health delivery and support Indigenous self determination. This unit also considers the nature of ethical research practice within an Indigenous community setting.

KOCR2611

Issues in Indigenous History

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 2hr lecture/week and 1 x 1hr tutorial/week **Prerequisites:** 12 credit points junior history **Corequisites:** KOCR2600 **Assessment:** participation (10%), review (30%), essay (60%) **Campus:** Camperdown/Darlington

Indigenous History in Australia. You will examine how Indigenous responses to colonialism have been variously interpreted; explore Indigenous perspectives on the writing and representation of Indigenous History in historiography, documentary and feature film and literature; and examine the legacy of the past in the present. The unit also considers questions of historical evidence, the uses of evidence and the different ways of presenting history.

KOCR3602

Race, Racism and Indigenous Australia

Credit points: 6 **Session:** Semester 1 **Classes:** 2 x 1hr lecture/week and 1 x 1hr tutorial/week **Prerequisites:** KOCR2600 **Assessment:** presentation (35%), resource (30%), case study (35%) **Campus:** Camperdown/Darlington

This unit explores theories of race and racism focussing on Indigenous Australian race relations. Opportunity is provided to understand the development of Racism as an impact on individuals - victim and perpetrator; and systemic systems at local, national and international levels. The unit explores what racism means in the social justice agenda through issues such as: equity and anti-racism; in particular the direct impact of racism as a tool in the creation of social and economic disadvantage in Australian Indigenous communities.

KOCR3607

Reawakening Australian Languages

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 2hr semesinar per week, Fieldwork excursion **Prerequisites:** KOCR2600 **Assessment:** presentation and paper (20%), essay (40%), field report (40%) **Campus:** Camperdown/Darlington

Australia holds an unenviable record for its loss of Indigenous languages and actively pursues a de facto policy of English monolingualism. This unit examines how Indigenous communities are resisting this trend and reviving so-called extinct languages through examining the roles of language policy and planning, community activism, language centres, education, technology and the linguistic processes involved. Lecture and seminar content is supplemented by a fieldwork excursion (at additional cost) to a regional language centre and associated school programs.

Unit of study	Credit points	Session
KCDE1101 Academic Literacies	6	S1 Late Int
KCDE1103 Indigenous Education and Society	6	S1 Late Int
KCDE1105 Introduction to Geography	6	S1 Late Int
KCDE1202 Teaching & Learning: History Curriculum	6	S1 Late Int
KCDE1203 Human Development and Learning	6	S2 Late Int
KCDE1205 Teaching and Learning: Quality Learning	6	S2 Late Int
KCDE1206 Junior History: Stages 4 and 5	6	S2 Late Int
KCDE2201 Professional Practices 1	6	S1 Late Int
KCDE2102 Teaching & Learning: Teaching History	6	S1 Late Int
KCDE2103 Education Theories	6	S1 Late Int
KCDE2104 Introduction to Indigenous Australia	6	S1 Late Int S2 Late Int
KCDE2101 Visual Literacy: Cineliteracy	6	S2 Late Int
KCDE2202 Teaching & Learning: Aboriginal Contexts	6	S2 Late Int
KCDE2203 Indigenous Health and Communities	6	S2 Late Int
KCDE2204 Human Society and its Environment 2	6	S2 Late Int

Diploma in Education (Aboriginal)

KCDE1101

Academic Literacies

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This Unit of Study introduces students to a range of literacy skills which are fundamental to successful university study. The course will cover topics such as report writing, essay writing and referencing conventions. Class sessions are designed to provide students with the opportunity to employ newly gained knowledge and skills within class time so as to gain feedback and guidance before moving on to applying these skills independently in assessment tasks. A guiding principle of this Unit of Study is that students are ultimately assessed only on the shared knowledge established during class sessions.

KCDE1103

Indigenous Education and Society

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The students gain an understanding of the definitions of society and socialisation and how these have affected their own and students educational achievements; and what the impact of traditional Aboriginal educational practices has been and how they have been influenced through colonisation. The students explore the role and function of education in the socialisation of people into the socio-cultural practices in a community; and how these are influenced by family and cultural practices; gender and globalisation.

KCDE1105

Introduction to Geography

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study draws together the main features of the physical and human elements of the environment and relates them to current theory on teaching and learning in the Geography classroom. The unit draws on research findings to assist students develop competencies and skills in teaching Geography and provides students with an opportunity to prepare for their practicum. Students will develop pedagogic skills in lesson and unit planning, programming, and teaching and learning strategies. In addition, the unit takes an applied approach to the use of ICT in the HSIE classroom. Particular emphasis will be placed on Board of Studies Years 7 - 10 Geography syllabus.

KCDE1202

Teaching & Learning: History Curriculum

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The aim of this unit of study is to introduce students to important concepts related to curriculum; the stakeholders who can influence curriculum and how curriculum is constructed. Teachers are constantly being introduced to new and innovative syllabi developed by education bodies with the intention that they will address the intended outcomes both at school and classroom level. An introduction to a wide variety of syllabi will allow students the opportunity to explore these documents and determine how they shape the development of school curriculum as a major role of the teacher. Aboriginal perspectives are also a major focus within this Unit of Study therefore syllabi will be examined for inclusion of and suggested implementation of Aboriginal perspectives across the curriculum.

KCDE1203

Human Development and Learning

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE1101 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This Unit of Study introduces students to contemporary understandings of human development with particular emphasis on adolescence and youth. This Unit of Study explores the physical, cognitive, social and emotional development patterns of adolescence especially within the socio-cultural context of secondary schools. This Unit of Study introduces students to different ways of thinking about the concept of adolescence and examines the relationship between human development and learning.

KCDE1205

Teaching and Learning: Quality Learning

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE1101 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This course draws together current theory and practice on classroom management and discipline with a focus on quality learning environments and high teacher expectations including opportunities to observe current classroom practice. Students from CALD (culturally and linguistically diverse) backgrounds and those with specific learning and welfare needs will be a focus as emerging teachers develop skills to manage highly complex and diverse classrooms. Preservice teachers will be expected to reflect on their own beliefs and experiences of classroom management and discipline to interrogate stereotypes and generalisations and subsequently create an awareness and appreciation for issues of power and control and the impact of these on their students.

KCDE1206

Junior History: Stages 4 and 5

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE1101 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to prepare Year 2 students to teach the Board of Studies stage 4 and Stage 5 History in Years 7 to 10. This programme aims to assist students to develop competencies and

skills to teach History to secondary school students in Year 7 - 10. Research findings, academic articles, and the work of recognised historians are included in this unit of study to provide theoretical underpinning and historical content to assist students in developing practical strategies to implement in the classroom. The clear aim of this unit of study is to prepare the students to become practising teachers. The course outline focuses on the core needs and understandings inherent in the Stage 4 and 5 History Syllabus 7-10, and showing the links with Stage 3. Students will develop competencies in the application of the historical skills embedded in the curriculum for the development of teaching and learning outcomes. The overall defining aim of this unit of study is to stimulate a passion for teaching History, and to promote life long learning, and to foster a clear commitment to the idea of Civics and Citizenship.

KCDE2201

Professional Practices 1

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This subject is designed to focus on student skills as emerging teachers and in particular, develop and refine skills in reflection and communication. Students will focus on student learning needs in literacy and numeracy as well as those from low socio-economic backgrounds. In preparation for the Professional Experience which is a component of this course, students will discuss classroom management techniques, planning and preparing to teach using standard lesson templates, and ethical practice including the NSW Department of Education and Training Code of Conduct. The NSW Institutes of Teachers Graduate Teaching Standards will also be discussed in relation to the requirements of this Professional Experience.

KCDE2102

Teaching & Learning: Teaching History

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to prepare students for the teaching of History Stages 4 and 5. It will mainly focus on students understanding the relevant syllabi, for History, and ways of incorporating any syllabus changes during their teaching. The unit will also include the development of lesson plans and units of work, as well as incorporating key perspectives of the syllabi into their teaching. This unit of study will provide the students with practical suggestions to prepare them for their first in-school experience in session 2. A prime focus will be to stimulate ideas about teaching, provide practical strategies for use in the classroom, and to stimulate a passion for teaching History

KCDE2103

Education Theories

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Prerequisites:** KCDE1203 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The purpose of this unit of study is to give students the opportunity to recognise, analyse and assess various theories related to learning and teaching, and to consider the implications and relevance these theories have for classroom practice. The unit will provide students with an opportunity to explore a range of learning theories formulated by people such as Piaget, Vygotsky, Skinner, Rogers and Bandura. Their theories all have implications for teachers, and have informed a number of teaching models in use in schools today. Students will also trace the history of learning and teaching theory that has its foundations in Aboriginal pedagogies, often referred to as both-ways education. Students will be encouraged to think about their role as Indigenous educators in contributing to, and further developing existing learning and teaching theories in schools.

KCDE2104**Introduction to Indigenous Australia**

Credit points: 6 **Session:** S1 Late Int, S2 Late Int **Classes:** Block Mode
Prerequisites: KCDE1101 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

Indigenous cultures have existed in this country for at least sixty thousand years, yet have been interpreted and represented to the world from predominantly non-Indigenous points of view. This unit of study responds to the lack of inclusion of Indigenous histories and knowledges in mainstream pedagogic practice since invasion. It provides an introduction to Indigenous philosophies and theories by critically examining "contact history" and resistance within a decolonising framework.

KCDE2101**Visual Literacy: Cineliteracy**

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE2104 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to introduce students to the theory and practice of media and cineliteracy as part of an approach to enhancing general literacy skills. The term 'cineliteracy' refers primarily to critical reading, understanding and response to the moving image: drama, film, documentary, television, video and various forms of computer based digital media - and involves an awareness and understanding of the concepts and vocabulary needed to critically analyse the language of the moving image. Students will critically analyse and deconstruct meaning in film, as a way of understanding cultural bias, diversity and agency in society. A large component of this unit is to constructively and critically understand major characteristics and events of the history of filmmaking by, for, and about Aboriginal people in Australia.

KCDE2202**Teaching & Learning: Aboriginal Contexts**

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE2104 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study introduces students to Aboriginal Studies and how it is intended to follow a developmental sequence from K-12 in NSW schools. There will be opportunities for students to explore the growth, development and implementation of Aboriginal Studies as an integral part of the school curriculum in NSW.

KCDE2203**Indigenous Health and Communities**

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE2104 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to give an historical and contemporary understanding of the diverse range of issues impacting on Aboriginal Health. Students are given the opportunity to examine sociological and indigenous frameworks and knowledge's and identify a range of strategies which will work towards improving the health of Indigenous Australians. Students will also explore the ways in which they may work with Aboriginal people and communities to facilitate self-determination in Aboriginal health.

KCDE2204**Human Society and its Environment 2**

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** KCDE1105 **Campus:** Camperdown/Darlington

Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to prepare undergraduates for teaching subjects in the Key Learning Area of Human Society and Its Environment (HSIE), stages 4 and 5. These subjects comprise History, Geography, Commerce and Work Education. This unit draws on research findings concerning the types of knowledge that the HSIE teacher requires in order to develop students' competencies and skills in these subject

areas. This includes planning for teaching and assessment of key knowledge, processes, skills and values of HSIE.

Unit of study	Credit points	Session
KCSE3101 Evaluation and Assessment in Schools	6	S1 Late Int
KCSE3102 Aboriginal Studies: Stages 4, 5 & 6	6	S1 Late Int
KCSE3103 Indigenous Land and Culture	6	S2 Late Int
KCSE3201 Professional Practices 2	6	S1 Late Int
KCSE3104 Australia WW1 to Whitlam	6	S2 Late Int
KCSE3203 Reading Indigenous Writing	6	S2 Late Int
KCSE3204 Modern History Senior: Stage 6	6	S1 Late Int
KCSE3205 Teaching and Learning: History	6	S2 Late Int
KCSE4201 Professional Practices 3	6	S1 Late Int
KCSE4102 Issues in Indigenous Rights	6	S1 Late Int
KCSE4103 20th Century Europe: Age of Catastrophe?	6	S1 Late Int
KCSE4104 Human Society and its Environment 4	6	S1 Late Int
KCSE4101 Special Education: An Introduction	6	S2 Late Int
KCSE4202 Knowledge, Self and Education	6	S2 Late Int
KCSE4203 Colonising and Decolonising the Pacific	6	S2 Late Int
KCSE4204 Human Society and its Environment 5	6	S2 Late Int

Bachelor of Education (Secondary: Aboriginal Studies)**KCSE3101****Evaluation and Assessment in Schools**

Credit points: 6 **Session:** S1 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

The focus of this unit is to develop understanding of the importance and purposes of assessment and evaluation and their relationship to learning. An historical overview of assessment and evaluation is essential to the understanding of current contexts of assessment and learning in schools. There is ongoing debate about assessment and student teachers need to have an informed understanding of the principles, practices and processes of assessment as well as engage in discussions about assessment issues. Assessment of student learning is integral to the teaching and learning process and significant developments and implications for teaching, learning and curriculum need to be understood by student teachers. The course focuses on concepts and principles of assessment and aims to increase knowledge and understanding of current assessment practices to promote fairness and equity in assessment and evaluation. Students will learn to identify, prepare and use practical assessment strategies to promote more effective assessment practices in schools and engage in discussion about in current issues in assessment.

KCSE3102**Aboriginal Studies: Stages 4, 5 & 6**

Credit points: 6 **Session:** S1 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit of study introduces Stages 4, 5 and 6 Aboriginal Studies, which are Board of Studies approved electives in the secondary curriculum. These courses are based on standard Board of Studies designs and, as such, provide students with an excellent first hand experience of the syllabus continuum in the secondary school. Outcomes-based teaching and learning is a feature and students learn to translate this approach into practical teaching, planning and implementation. Students also consider an holistic approach to Aboriginal Studies where the needs of the students, school and community directly influence the nature of program development and content. Consultation, protocols, ethical research practices and a local community focus feature as they do in both syllabuses. Cross curriculum content and skills with a focus on literacy and ICT (Information and Communication Technology) is part of the ongoing development of students becoming multi-skilled, adaptable and pro-active educators in the field of Aboriginal Studies.

KCSE3103

Indigenous Land and Culture

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

The unit of study traces Aboriginal and Torres Strait Islander relationships to country and place, and the continuities and dynamism of contemporary Indigenous Australian cultures. It will celebrate the fact that, despite the impact of colonisation, Indigenous Australian peoples have maintained unique identities and connections to land and sea. Through the themes of Indigenous Sydney, Connections to Place, and Cultural Continuity, this unit of study examines Indigenous activism, material culture and cultural heritage, Indigenous people and tourism, art, festivals and performance and film. Excursions to relevant exhibitions around Sydney will also be undertaken.

KCSE3201

Professional Practices 2

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCDE2201

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit is designed to focus on student skills as emerging teachers and in particular, develop and refine skills in reflection and communication. Students will focus on understanding learner diversity needs in the classroom with particular focus on multicultural, gender, and Aboriginal students' learning diversity. In preparation for the Professional Experience which is component of this unit; students will practice questioning, listening and responding techniques and will build knowledge of a range theoretical perspectives on classroom management to be practiced in the classroom. Students will investigate a range of policies that contribute to quality outcomes for students, including; multicultural, anti-racism, student welfare and discipline policies. The NSW Institute of Teachers Graduate Teaching Standards will be discussed in relation to the requirements of this Professional Experience. Students will also consider ways to engage parents and the wider community in the education process and plan for ongoing professional growth and development.

KCSE3104

Australia WW1 to Whitlam

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

The twentieth century saw major transformations in Australian society. From the aftermath of the Great War, this unit of study follows the traumas of Depression and World War II, into periods of less dramatic but still profound change: the post-war boom through the Menzies years; threats posed by the Cold War; the proliferation of nuclear weapons; the impact of immigration; the 1960s youth protest movement and the Vietnam War, and social changes brought about by the Whitlam government. Through a survey of those years and their aftermath, the unit seeks to frame and enhance historical

understanding of issues and challenges which confront Australians today.

KCSE3203

Reading Indigenous Writing

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

The aim of this unit of study is to introduce students to Australian Indigenous literature. It presents students with a range of foundational and contemporary Indigenous authors and their work in the genres of poetry, fiction and autobiographical writing. It develops students' capacities to identify and reflectively engage with such genres by addressing central critical texts and the social, historical and political contexts of Indigenous writing practice. The unit will build generic skills in literary reading, genre identification, critical and theoretical analysis and historical research, and will encourage students to develop an informed and independent assessment of contemporary Indigenous literature.

KCSE3204

Modern History Senior: Stage 6

Credit points: 6 **Session:** S1 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit of study integrates content in the Senior Modern History Stage 6 syllabus with a range of teaching strategies suitable for senior history students in NSW secondary schools. Students are introduced to the current Board of Studies Stage 6 Modern History syllabus. Areas of study covered in this unit include aspects of WW1, national studies including Nazi Germany, aspects of WW2, the role of the USA and Russia in the Cold War, and Australia's involvement in Asia. These content areas are integrated with historical skills such as source analysis, empathetic understanding, oral communication, historiography, including analysis and interpretation of texts relating to key historical debates within the content areas of the senior modern history syllabus. Practical guidance in planning and programing of lessons and units of work is also provided in this unit of study.

KCSE3205

Teaching and Learning: History

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit of study extends the knowledge and understanding students gained in Teaching and Learning: History Curriculum, and looks at key concerns in the teaching and learning of history. This unit recognises the centrality of the 7-10 syllabus and extends students knowledge and understanding towards issues which are central to the development of strategies to improve the engagement of students in 7-10 history. In this unit of study students will be introduced to a range of issues and ideas to utilise in the classroom, including historical literacy, historical empathy, history as narrative, and civics and citizenship.

KCSE4201

Professional Practices 3

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCSE3201

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This subject is designed to focus on student skills as graduating teachers and in particular, further refine skills in reflection and communication. Students will focus on the specific needs of gifted and talented students, students with learning difficulties and students at risk and develop skills in differentiating the curriculum to meet these needs. In preparation for the Professional Experience which is a component of this course, students will discuss classroom management techniques with particular emphasis on designing quality learning environments, and planning and preparing to teach using

standard lesson plan templates and weekly planning sequences. The NSW Institutes of Teachers Graduate Teaching Standards will be discussed in relation to the requirements of this Professional Experience and in preparation for entry into the teaching profession.

KCSE4102

Issues in Indigenous Rights

Credit points: 6 **Session:** S1 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This aim of this unit of study is to explore the philosophical, legal and cultural foundations of international and national Indigenous rights. It critically examines the formation of categories of Indigeneity in the ancient, colonial and modern eras, and how such discourses have contributed to systematic denials of Indigenous rights in Australia and other colonised countries. It explores the subsequent evolution of Indigenous rights agendas in modern and postcolonial Australia, and contextualises these developments by investigating various international precedents. The unit will build generic skills in philosophical and historical research and theoretical analysis, encouraging students to develop an informed and independent assessment of contemporary issues in Australian and international Indigenous Rights.

KCSE4103

20th Century Europe: Age of Catastrophe?

Credit points: 6 **Session:** S1 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit of study aims to provide an introduction to the central events of early twentieth-century European history, a period which historian Eric Hobsbawm described as 'an age of catastrophe'. This unit, which examines the tumultuous events that occurred during the early twentieth-century, takes World War One as its starting point, investigating the impact this war had on the changing politics, nations, culture and ideology of Europe. The unit then explores these themes in detail by focusing on individual national case studies, and, in particular, the leaders considered instrumental in enacting these changes. Students will also consider the lived history, that is, the social aspects of the changing politics in England, Russia and Germany. Finally, students will examine European history from a broader perspective by tracing the history of four examples of international conflict.

KCSE4104

Human Society and its Environment 4

Credit points: 6 **Session:** S1 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit of study aims to prepare students to teach Board of Studies Stages 6 Human

Society and Its Environment (HSIE) Key Learning Area syllabuses. The program draws on research findings concerning the types of knowledge and skills that the HSIE teacher needs to teach Stage 6 Society and Culture and Work Studies. Particular emphasis will be placed on Board of Studies Assessment procedures, appropriate teaching and learning strategies for Stage 6 learners, and assessment of learning for both these syllabuses.

KCSE4101

Special Education: An Introduction

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit has two main purposes. The first is to introduce students to the study of the integration and inclusion of students with special needs, in accordance with the mandatory requirements of the NSW Department of School Education for pre-service teacher education. It is designed to provide an understanding of the theoretical models

and social issues underpinning the education of students with disabilities in a range of settings.

KCSE4202

Knowledge, Self and Education

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This unit of study is designed to provide students with a critical overview of the key concepts 'knowledge', and 'self' as they have been articulated in major educational discourses. The unit is philosophically based but draws upon sociological and psychological insights. Building on earlier units in the Education strand of the program it explores ideas about the nature of self in relation to learning, and raises significant questions about claims regarding knowledge as constitutive of self. It problematises inherited notions of rationality, experience, 'discourse' and the dimension of the social in knowledge-generation, its dissemination and institutionalisation. Major philosophical theories of knowledge are examined, notably those of, rationalism and varieties of constructivism, empiricism, post-structuralism pragmatism and certain approaches in phenomenology. The relationship of these theories to contemporary curriculum knowledge (that is, the 'knowledge base' of each subject area) is explored. An important objective of the Unit is to provide opportunities for developing skills that will enable students to more usefully analyse the kinds of epistemological assumptions underlying the school curriculum.

KCSE4203

Colonising and Decolonising the Pacific

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

Even before Europeans officially 'discovered' the New World they had imagined what it might be. Notwithstanding decolonisation, this world and its people have continued to be represented according to changing Western priorities. Arguably categories like "race", "blood" and "culture" continue to influence Western historical accounts and colonised people are often still classified according to historical models according to Western intellectual and political priorities. In this course we examine this process of representation and Indigenous challenges to it, focusing on Australia and the Pacific. Three key themes will be investigated, one for each block. These are (1) history and the representation of the Pacific; (2) Colonising and decolonising the Indigenous people of Australia and the Pacific; and (3) the Pacific on the world stage, war and decolonising identities.

KCSE4204

Human Society and its Environment 5

Credit points: 6 **Session:** S2 Late Int

Note: Available to students who have completed the Diploma in Education (Aboriginal) or equivalent.

This course aims to prepare Bachelor of Education (Secondary: Aboriginal Studies) students to teach Board of Studies Stages 6 Human Society and Its Environment (HSIE) Key Learning Area syllabuses. This particular program draws on research findings concerning the types of knowledge that the HSIE teacher needs to teach senior Legal Studies. Particular emphasis in HSIE 5 is placed on knowledge of the new syllabus to be implemented for Year 11 students in 2010 and to be first examined in the HSC in 2011. Board of Studies assessment procedures, appropriate teaching and learning strategies and assessment of learning for Legal Studies will also be considered.

Postgraduate Study

Please note these courses are for Indigenous Australian students only.

Introduction

The Koori Centre offers a suite of postgraduate qualifications designed to meet the need for qualified instructors to participate in the delivery of Indigenous Australian languages education programs in a range of educational settings.

The Graduate Certificate, Graduate Diploma and Master of Indigenous Languages Education equip Indigenous educators with the knowledge and skills necessary to implement the NSW Aboriginal Languages K-10 Syllabus and syllabi from other states. Course content is arranged into linguistics, theory and practice strands and is applicable to all Indigenous Australian languages. Students do not need to be fluent in an Indigenous Australian language to enter the courses and may undertake external study as part of the Graduate Diploma or Master.

The courses are offered on a full-time basis by mixed-mode ('block release') requiring attendance at three blocks each semester. Teaching staff are drawn from within the University and Indigenous Australian language programs from across the state.

Entry to the Graduate Certificate of Indigenous Languages Education requires that candidates have successfully completed two years towards a teaching qualification, that is: a Diploma in Education (Aboriginal), or equivalent. The Graduate Certificate is completed in one semester full-time and consists of four units of study:

- KCIL5610 Sounds & Writing in Indigenous Languages
- KCIL5611 Words & Meanings in Indigenous Languages
- KCIL5612 Sentences & Text in Indigenous Languages
- KCIL5613 Theories & Methods in Language Learning

Students who complete the requirements for the Graduate Certificate may extend their study and qualify for the Graduate Diploma of Indigenous Languages Education by undertaking a further two units of study in the second semester, chosen from the following:

- KCIL5622 Learning an Indigenous Language
- KCIL5623 Language Curriculum Development
- KCIL5624 Technology & Language Learning

Entry to the Master of Indigenous Languages Education requires that candidates have completed either:

- a four-year teaching qualification, that is: a Bachelor of Education, or a three-year degree and a Diploma of Education or
- the Graduate Certificate of Indigenous Languages Education with an average mark of 70 percent or higher.

To qualify for the award of the Master of Indigenous Languages Education students must complete four units of study chosen from the following, in addition to completing all four offered in the first semester:

- KCIL5620 Research Methods in Languages Education
- KCIL5621 Research Project in Languages Education (elective)
- KCIL5622 Learning an Indigenous Language (elective)
- KCIL5623 Language Curriculum Development
- KCIL5624 Technology & Language Learning

In some cases it may be possible for candidates with similar but different qualifications to be granted admission.



Unit of study	Credit points	P: Prerequisites C: Corequisites N: Prohibition	Session
Postgraduate units of study			
Graduate Certificate/Diploma and Master of Indigenous Languages Education			
KCIL5610 Sounds & Writing in Indigenous Languages <i>This unit of study is not Data Audit Committee Approved</i>	6	C KCIL5611 and KCIL5612 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5611 Words & Meanings in Indigenous Languages <i>This unit of study is not Data Audit Committee Approved</i>	6	C KCIL5610 and KCIL5612 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5612 Sentences & Text in Indigenous Languages <i>This unit of study is not Data Audit Committee Approved</i>	6	C KCIL5610 and KCIL5611 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5613 Theories & Methods in Language Learning <i>This unit of study is not Data Audit Committee Approved</i>	6	<i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5620 Research Methods in Languages Education <i>This unit of study is not Data Audit Committee Approved</i>	6	P 18 credit points, including KCIL5613 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCIL5621 Research Project in Languages Education <i>This unit of study is not Data Audit Committee Approved</i>	6	C KCIL5620 N KCIL5622 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	Semester 2
KCIL5622 Learning an Indigenous Language <i>This unit of study is not Data Audit Committee Approved</i>	6	P 18 credit points, including KCIL5613 N KCIL5621 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCIL5623 Language Curriculum Development <i>This unit of study is not Data Audit Committee Approved</i>	6	P 18 credit points, including KCIL5613 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCIL5624 Technology and Language Learning <i>This unit of study is not Data Audit Committee Approved</i>	6	C KCIL5623 <i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int

Postgraduate units of study

Graduate Certificate/Diploma and Master of Indigenous Languages Education

KCIL5610

Sounds & Writing in Indigenous Languages

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Corequisites:** KCIL5611 and KCIL5612

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

The study of any language requires an understanding of its sounds and the ways in which they relate to each other so that they can be written down. This unit of study introduces students to the production, perception and classification of speech sounds and their organisation into meaningful systems with particular reference to Indigenous Australian languages. It also provides an understanding of the development of writing systems and contemporary approaches to Australian orthography design.

KCIL5611

Words & Meanings in Indigenous Languages

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Corequisites:** KCIL5610 and KCIL5612

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Words are the principal vehicles for conveying meaning in most languages. This unit of study gives students a foundation in the description of meaning and the structure and function of words with particular reference to Indigenous Australian languages. It also provides students with the skills to classify words and their component parts and describe the ways in which they combine sound and meaning to make verbal communication possible.

KCIL5612

Sentences & Text in Indigenous Languages

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Corequisites:** KCIL5610 and KCIL5611

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Sentences and texts are the major units of human language. This unit of study provides students with the understanding and skills to describe these longer strings of language and make generalisations about them. It also considers the relationships between the many varieties of Australian languages that occur for different purposes, in different places and at different times.

KCIL5613**Theories & Methods in Language Learning**

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Teachers in the language classroom are often confronted with the dilemma of choosing the right method or approach to adequately develop the proficiency of their students. What many do not realise is that there is no one perfect method or approach; what might work in one language teaching situation might not necessarily work in another. Over the last two centuries, a number of methods and approaches have emerged each determined by the social, cultural, economic and political factors of the day. Given this scope, there are teaching situations that have demanded a focus on the development of written proficiency whilst others that of oracy.

The goal of this course is to introduce students to theories of languages education methodology and provide them with the foundations to successfully choose methods and/or approaches that will best cater the teaching of Indigenous languages in Australia. It will include significant methods used in the teaching of the macro (listening and responding, speaking, reading and responding, and writing) skills and the micro (lexico-grammatical) skills; determining teacher and learner roles; and effective language lesson planning.

KCIL5620**Research Methods in Languages Education**

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** 18 credit points, including KCIL5613

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Conducting research in the teaching of Australian languages requires an understanding of diverse issues, including: languages education research methods, the history of research on Indigenous people and languages, locating existing records, practical techniques for obtaining and managing data, project planning, Indigenous research ethics and community consultation. It is also important for students to understand the role of research in high-quality teaching and to gain experience in a range of research methodologies and their potential for application to likely teaching situations in this field. This unit of study allows students to explore these issues and develop practical skills that will allow them to become effective researchers in Indigenous languages education. Students will be expected to directly apply their learning in this unit of study to their activities in KCIL5621 Research Project in Languages Education or KCIL5622 Learning an Indigenous Language.

KCIL5621**Research Project in Languages Education**

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** Semester 2 **Classes:** Block Mode **Corequisites:** KCIL5620 **Prohibitions:** KCIL5622

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Although some Indigenous Australian languages have undergone substantial documentation and are currently being taught, many are in great need of further research and all require more investigation. This unit of study provides students with an opportunity to exercise

the skills and knowledge provided in the course to generate new knowledge about particular languages and their teaching.

KCIL5622**Learning an Indigenous Language**

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** 18 credit points, including KCIL5613 **Prohibitions:** KCIL5621

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

In order to teach an Indigenous language it is essential that the teacher has greater fluency than their students. This unit of study provides an opportunity for students to undertake study outside the degree program to develop their ability to speak an Australian language.

Students may access courses offered by the University of Sydney, another tertiary institution, a TAFE college, school, community language centre, or similar. To obtain credit under this unit of study the external studies must be equivalent to 36 hours of face-to-face teaching and satisfy MILE staff regarding its standard and thoroughness. Students who are already fluent or cannot access an external unit in a language of their choosing should undertake KCIL5621 Research Project in Indigenous Languages as a means to enhance their skills.

KCIL5623**Language Curriculum Development**

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** 18 credit points, including KCIL5613

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Preceding any successful formal teaching or learning situation is effective programming and planning determined by curriculum parameters. Language curriculum development involves more than just the content to be taught in any given teaching situation. It involves establishing goals and outcomes often defined by external organisations; performing ongoing needs analysis of learning and teaching situations; programming and planning against external and internal factors; designing programs that best address all factors; choosing and designing resources; and determining appropriate assessment and evaluation procedures.

The goal of this unit is to examine these issues against authentic situations and apply knowledge gained towards developing effective language curriculum for quality teaching in Indigenous languages education contexts and across all key learning areas.

KCIL5624**Technology and Language Learning**

This unit of study does not have Data Audit Committee approval

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Corequisites:** KCIL5623

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

Effective language teaching and learning can be enhanced by technology. This unit of study introduces students to the diverse technological aids that can enhance their teaching practices and their own language learning. It provides them with samples and models from which they can develop their own multimedia resources.

Resolutions

The resolutions for all coursework degrees, diplomas and certificates must be read in conjunction with the *University of Sydney (Coursework) Rule 2000 (as amended)*, which sets out the requirements for all coursework courses, and with the relevant faculty resolutions.

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Board of Studies in Indigenous Studies

- (1) The Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Board of Studies in Indigenous Studies.
- (2) This list is amended with effect from 1 January, 2011. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Studies in Indigenous Studies.

2 Degrees

Code	Course title	Abbreviation	Credit points
	Master of Indigenous Languages Education		48

3 Graduate diplomas

Code	Course title	Abbreviation	Credit points
	Graduate Diploma of Indigenous Languages Education		36

4 Graduate certificates

Code	Course title	Abbreviation	Credit points
	Graduate Certificate of Indigenous Languages Education		24

5 Undergraduate Diplomas

Code	Course title & stream	Abbreviation	Credit points
	Diploma in Education (Aboriginal)		96

6 Undergraduate Academic Skills course

Code	Course title & stream	Abbreviation	Credit points

Code	Course title & stream	Abbreviation	Credit points
	Cadigal Program – Academic Skills I and II		

Resolutions of the Board of Studies in Indigenous Studies for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Enrolment restrictions

The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Board of Studies in Indigenous Studies does not encourage full time students to exceed the recommended enrolment patterns for its courses.

2 Time limits

- (1) A student must complete all the requirements for an undergraduate diploma within five calendar years of first enrolment.
- (2) A student must complete all the requirements for a graduate certificate, graduate diploma or master's degree within three calendar years of first enrolment.
- (3) Periods of suspension, exclusion or lapsed candidature will not be added to maximum completion times.

3 Suspension, discontinuation and lapse of candidature

The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

4 Credit for previous study

- (1) Unless the course resolutions specify differently, credit for previous study is governed in accordance with the Coursework Rule. Credit will not be granted by the Board for units of study or equivalent work completed:
 - (a) more than five years prior to admission to candidature for an undergraduate diploma; and
 - (b) more than six years prior to admission to candidature for a postgraduate coursework course.
- (2) The Board will not grant credit towards field education, internships, or work experience units of study.



Part 2: Unit of study enrolment

5 Cross-institutional study

- (1) Provided permission has been obtained in advance, the Director may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
 - (a) the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and
 - (b) the unit of study content is not taught in any corresponding unit of study at the University; or
 - (c) the student is unable, for good reason, to attend a corresponding unit of study at the University.
- (2) Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6 International exchange

The Board of Studies does not allow students to participate in international exchange programs.

Part 3: Studying and Assessment

7 Attendance

- (1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.
- (2) Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Director. Students who will be absent from all classes for more than one week must seek a leave of absence from the Koori Centre.
- (3) The Director may set additional assessment items where attendance is lower than 90%.
- (4) The Director may determine that a student fails a unit of study because of inadequate attendance. Attendance in less than 50% in any unit of study, regardless of the reasons for absences, will result in the student being deemed not to have fulfilled the requirements of the unit.

8 Late submission policy

- (1) It is expected that unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted by the student within the period of extension, no academic penalty will be applied to that piece of assessment.
- (2) If a student does not seek an extension, or one is not granted by the academic staff member concerned, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:
 - (a) Work submitted after the deadline will incur a penalty of two per cent per day of the maximum mark awardable for the assignment
 - (b) Work submitted more than two weeks after the deadline will incur a further penalty and can only achieve a maximum mark of 50 per cent
 - (c) Work submitted after marked assignments have been returned will not be assessed (Fail).

9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of

the University policy. The procedures for applying for special consideration are described in each unit of study outline.

10 Concessional pass

The grade PCON (Concessional Pass) is awarded by the Board of Studies in Indigenous Studies provided that no student may count more than 6 credit points from units with this grade to the requirements for any award course offered by the Board.

11 Re-assessment

The Board of Studies in Indigenous Studies does not offer opportunities for re-assessment other than on the grounds of approved Special Consideration.

Part 4: Progression, Results and Graduation

12 Satisfactory progress

- (1) The Board of Studies in Indigenous Studies will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.
- (2) Professional experience is an essential requirement for some courses. Where so prescribed, a candidate may not progress to the next year without completing the prescribed professional experience units of study for the previous year.
- (3) The Board of Studies in Indigenous Studies reserves the right to not to place candidates in a school or other professional experience setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

13 Weighted average mark (WAM)

The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance. For example, WAMs can be used to determine eligibility for prizes and scholarships, or the grade of award of the diploma.

Part 5: Other

14 Cadigal Program - Academic Skills

- (1) The Cadigal Program is an access and support program for Aboriginal and Torres Strait Islander students wishing to undertake undergraduate, award-level studies at the University of Sydney. The academic support component is known as Academic Skills.
- (2) Information on admission to courses through the Cadigal Program is detailed in the Coursework Policy. Admission to Academic Skills is a requirement for some applicants admitted to an undergraduate award program through the Cadigal Program. Individual programs of study are determined on the basis of:
 - (a) assessment of literacy/language and study needs; and
 - (b) preparatory and/or concurrent support needs in specific content areas.
- (3) The definition for completing this course is satisfactory completion of all components, requirements and assessments, as agreed on a contract basis with individual students at the beginning of Semester 1 and Semester 2.
- (4) Academic Skills is offered on both a full-time and part-time basis. Full-time Academic Skills students normally undertake a reduced award program load, whilst part-time students normally undertake a full- or part-time award program load.

15 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Board of Studies in Indigenous Studies may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Diploma in Education (Aboriginal)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course and stream title
XI003	Diploma in Education (Aboriginal)

2 Attendance pattern

The attendance pattern for this course is full time only; it is offered in block mode.

3 Admission to candidature

Admission to candidature for the diploma may be granted to an Aboriginal or Torres Strait Islander person who:

- (a) holds qualifications acceptable to the Board of Studies in Indigenous Studies or
- (b) satisfies admission requirements by submitting an application then successfully completing the Koori Centre written assessment test and interview process.

4 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Diploma in Education (Aboriginal) units of study.
- (2) To qualify for the award of the Diploma, a candidate must complete 96 credit points of core units of study as listed in the Table.

5 Award of the diploma

The Diploma in Education (Aboriginal) is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75).

6 Course transfer

A candidate who completes the requirements for the Diploma in Education (Aboriginal) and who does not graduate with this award, may, with the permission of the Dean of the Faculty of Education and Social Work, enrol in the Bachelor of Education (Secondary: Aboriginal Studies) course with credit for all the units of study completed in the Diploma in Education (Aboriginal) course.

7 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Board of Studies in Indigenous Studies may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Graduate Certificate of Indigenous Languages Education

Graduate Diploma of Indigenous Languages Education

Master of Indigenous Languages Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the Coursework Policy, the Resolutions of the Koori Centre and the Board of Studies in Indigenous Studies, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course title
XG007	Graduate Certificate of Indigenous Languages Education
XF010	Graduate Diploma of Indigenous Languages Education
XC033	Master of Indigenous Languages Education

2 Attendance pattern

The attendance pattern for these courses is full time, with mixed mode including block attendance.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate of Indigenous Languages Education
 - (b) the Graduate Diploma of Indigenous Languages Education
 - (c) the Master of Indigenous Languages Education
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to candidature for these courses is open to Indigenous Australian applicants only.
- (3) Admission to candidature for the Graduate Certificate of Indigenous Languages Education requires:
 - (a) completion of the Diploma in Education (Aboriginal) of the University of Sydney, or an equivalent qualification; or
 - (b) evidence of completion of two years of a teaching qualification, or the equivalent.
- (4) Admission to candidature for the Graduate Diploma of Indigenous Languages Education requires completion of the embedded Graduate Certificate of Indigenous Languages Education of the University of Sydney, or an equivalent qualification.
- (5) Admission to candidature for the Master of Indigenous Languages Education requires:
 - (a) a Bachelor of Education from the University of Sydney or an equivalent qualification; or
 - (b) a bachelor's degree and the Diploma in Education from the University of Sydney, or an equivalent qualification; or
 - (c) completion of the embedded Graduate Certificate of Indigenous Languages Education of the University of Sydney, with an average mark of 70 or higher, or an equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Graduate Certificate / Graduate Diploma / Master of Indigenous Languages Education Table of units of study.
- (2) To qualify for the award of the Graduate Certificate of Indigenous Languages Education a candidate must complete 24 credit points of core units of study, as listed in the Table.
- (3) To qualify for the award of the Graduate Diploma of Indigenous Languages Education a candidate must complete 36 credit points of units of study, including 24 credit points of core units and 12 credit points of units chosen from the list of elective units in the Table.
- (4) To qualify for the award of the Master of Indigenous Languages Education a candidate must complete 48 credit points of units of study, including 24 credit points of core units and 24 credit points of units chosen from the list of elective units in the Table.

7 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Director, and provided the requirements of the shorter award have been met.

8 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Index by alpha code

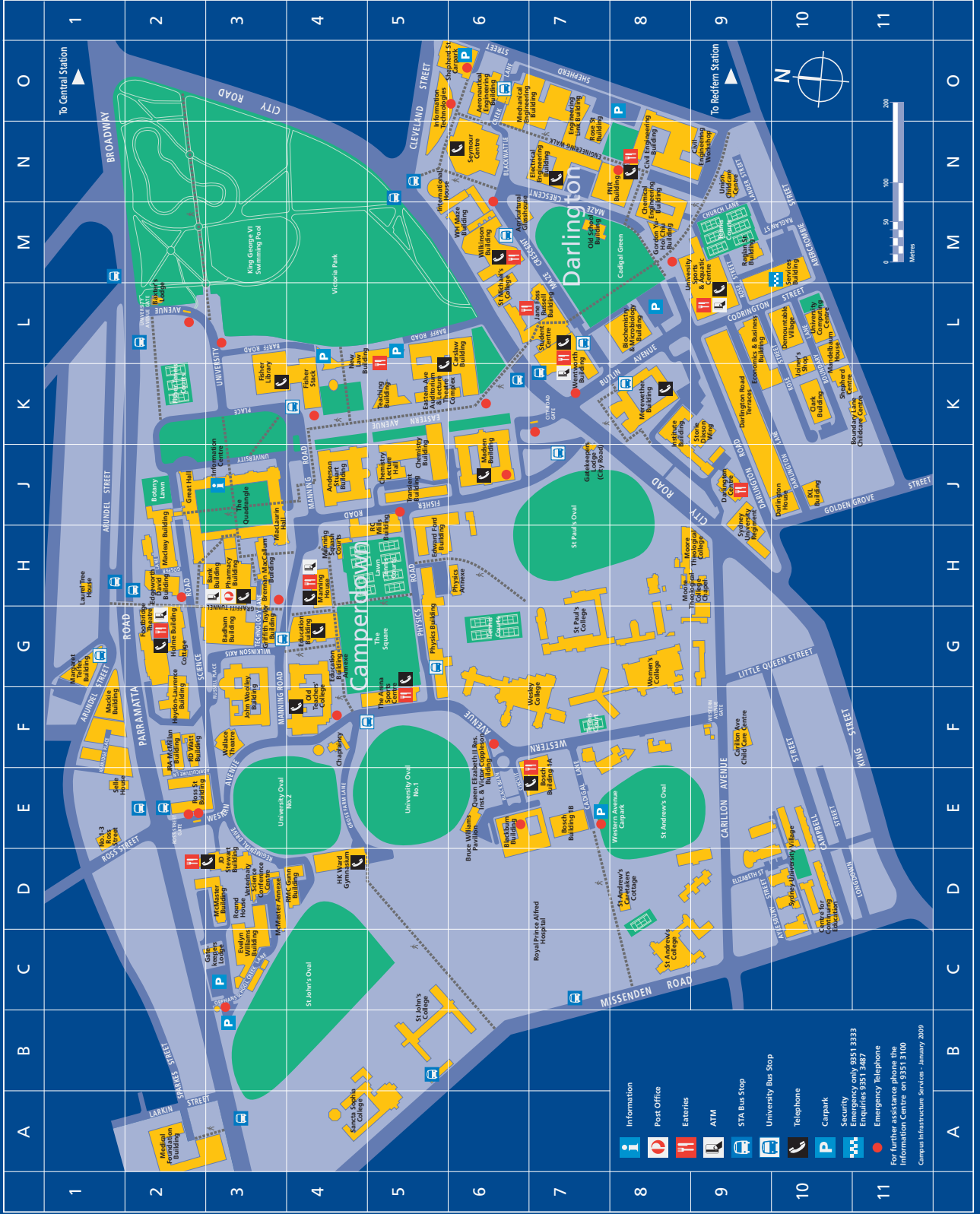
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Map Code: 0102_MAIN

Camperdown and Darlington Campuses



- Information
 - Post Office
 - Eateries
 - ATM
 - STA Bus Stop
 - University Bus Stop
 - Telephone
 - Carpark
 - Security Security only, 0351 3333
Enquiries 351 3487
 - Emergency Telephone For further assistance phone the
Information Centre on 3551 3100
- Campus Infrastructure Services - January 2009

Directory

University buildings

O6	Aeronautical Engineering Building	L4	Law School
J4	Anderson Stuart Building	F1	Mackie Building
G3	Badham Building	H3	MacLaurin Hall
H3	Bank Building	H2	Macleay Building
L2	Baxter's Lodge	G1	Margaret Telfer Building
L8	Biochemistry and Microbiology Building	J6	Madsen Building
E6	Blackburn Building	H4	Manning House
E7	Bosch Building 1A	H4	Manning Squash Courts
E7	Bosch Building 1B	D3	McMaster Annex
H3	Brennan MacCallum Building	D3	McMaster Building
E6	Bruce Williams Pavilion	O6	Mechanical Engineering Building
L6	Carlaw Building	A2	Mechanical Foundation Building
F4	Chaplaincy	K8	Merewether Building
M8	Chemical Engineering Building	L4	New Law Building
J5	Chemistry Building	E1	No. 1-3 Ross Street
N8	Civil Engineering Building	M7	Old School Building
N9	Civil Engineering Workshop	F4	Old Teachers' College
K10	Clark Building	H3	Pharmacy Building
J9	Darlington Centre	H6	Physics Annex
J10	Darlington House	G5	Physics Building
K9	Darlington Road Terraces	N8	PNR Building
L10	Demountable Village	E6	Queen Elizabeth II Research Institute
K5	Eastern Avenue Auditorium & Lecture Theatre Complex	H5	RC Mills Building
L9	Economics and Business Building	F2	RD Watt Building
H2	Edgeworth David Geology Building	D4	RMC Gunn Building
G4	Education Building	M9	Raglan Street Building
H4	Education Building Annex	N7	Rose Street Building
H5	Edward Ford Building	E2	Ross Street Building
N7	Electrical Engineering Building	G2	Science Road Cottage
N7	Engineering Link Building	E1	Selle House
C3	Evelyn Williams Building	M10	Services Building
K3	Fisher Library	N6	Seymour Centre
K4	Fisher Library Stack	K10	Shepherd Centre
G2	Footbridge Theatre	O6	Shepherd Street Carpark
C3	Gatekeeper's Lodge	K9	Storie Dixon Wing
J7	Gatekeeper's Lodge (City Road)	L4	Sydney Law School
M8	Gordon Yu-Hoi Chui Building	K5	Teaching Building
J2	Great Hall	F5	The Arena Sports Centre
G3	Griffith Taylor Building	J3	The Quadrangle
D4	HK Ward Gymnasium	J5	Transient Building
F2	Heydon-Laurence Building	L10	University Computing Centre
G2	Holme Building	M9	University Sports & Aquatic Centre
N5	Information Technologies	D3	Veterinary Science Conference Centre
K8	Institute Building	E6	Victor Coppleston Building
N5	International House	F3	Wallace Theatre
J10	IXL Building	K7	Wentworth Building
D3	JD Stewart Building	E7	Western Avenue Carpark
F2	JRA McMillan Building	M6	WH Mase Building
L7	Jane Foss Russell Building	M6	Wilkinson Building
F3	John Woolley Building		

Childcare centres

K11	Boundary Lane
F9	Carlton Avenue
N9	KU Union
H1	Laurel Tree House

Colleges & residential accommodation

J10	Darlington House
K9	Darlington Road Terraces
N5	International House
L10	Mandelbaum House
A4	Sancta Sophia College
C8	St Andrew's College
B5	St John's College
L6	St Michael's College
B6	St Paul's College
G7	Selle House
E1	Sydney University Village
D10	Sydney University Village
F7	Wesley College
G8	Women's College

Computer Access Centres

H3	Brennan
G4	Education
K3	Fisher
N7	Link
L6	McGrath (Carlaw)
H3	Pharmacy

Cultural venues

H2	Macleay Museum
J3	Nidholson Museum
N6	Seymour Centre
K7	Sir Hermann Black Gallery
M6	Tin Sheds Gallery
J2	University Art Gallery

Faculties (offices)

F2	Agriculture, Food and Natural Resources
M6	Architecture
H3	Arts
K8	Economics & Business
G4	Education and Social Work
N7	Engineering
L4	Law
H5	Medicine
H3	Pharmacy
L6	Science
D3	Veterinary Science

Libraries

G3	Badham
H5	Burkitt-Ford
K3	Fisher
L4	Freehills Law Library
E7	Medical
H5	Schaeffer Fine Arts
L7	SciTech

Retail

H3	Australia Post Office
J9	Darlington Centre
G2	Hoime Building
L7	Jane Foss Russell Building
H4	Manning House
F5	The Arena Sports Centre
M9	University Copy Centre
K7	University Health Service
M9	University Sports & Aquatic Centre
M9	University Co-op Bookshop
C3	Valentine Charlton Cat Centre
C3	Veterinary Hospital & Clinic
K7	Wentworth Building

Security

M10	Emergency Services
M10	Lost Property
M10	Traffic & Parking

Sports & recreational venues

K2	Fisher Tennis Courts
D4	HK Ward Gymnasium
H5	Lawn Tennis Courts
H4	Manning Squash Courts
F5	The Arena Sports Centre
G5	The Square
E5	University Oval No. 1
E3	University Oval No. 2
M9	University Sports & Aquatic Centre

Unions & associations (offices)

K7	Students' Representative Council (SRC)
M9	Sydney University Postgraduate Representative Association (SUPRA)
M9	Sydney Uni Sport & Fitness
G2	University of Sydney Union

University administration, centres & services

L7	Accommodation Service
H3	Alumni Relations Office
L7	Careers Centre
L7	Cashier
D10	Centre for Continuing Education
K7	Centre for English Teaching
H3	Chancellor
L7	Counselling Service
L7	Disability Services
L7	Equity Support Services
H2	Executive Offices
L7	Financial Assistance Office
G1	Financial Services
J3	Information Centre
L10	Information and Communications Technology Services
L7	International Office
L7	International Student Support Unit
G4	Learning Centre
L6	Mathematics Learning Centre
H2	Media Office
G1	Office of General Counsel
L7	Research Office
L7	Scholarships and Prizes Office
L7	Student Centre
L7	Student Support Services
K8	Summer School
K8	Support Sydney
M10	SydneyPeople – HR Service Centre
D9	SydneyPeople – Learning Solutions
E1	SydneyPeople – Unistaff
L7	Sydney Talent
O5	Sydnovate
F3	United States Studies Centre
G2	University of Sydney Venue Collection
C3	Veterinary Hospital & Clinic
H2	Vice-Chancellor