

# 2008 handbook

## Koori Centre



**The University of Sydney**

# Acknowledgements



## The Arms of the University

### **Sidere mens eadem mutato**

*Though the constellation may change  
the spirit remains the same*

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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:

[www.usyd.edu.au/handbooks](http://www.usyd.edu.au/handbooks)  
[www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)

### **Amendments**

All authorised amendments to this handbook can be found at [www.usyd.edu.au/handbooks/handbooks\\_admin/updates.shtml](http://www.usyd.edu.au/handbooks/handbooks_admin/updates.shtml)

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### **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)*; and
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; and
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 purchases**

You can purchase handbooks at the Student Centre, or online at [www.usyd.edu.au/handbooks/](http://www.usyd.edu.au/handbooks/)

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# Important dates

## University semester and vacation dates for 2008

<b>Summer School lectures</b>	<b>Dates</b>
December program	Monday 10 December to Thursday 31 January
Main program	Friday 4 January to Friday 15 February
Late January program	Monday 14 January to Friday 22 February
<b>Winter School lectures</b>	<b>Dates</b>
For the latest dates please refer to <a href="http://www.summer.usyd.edu.au/summer_winter/">www.summer.usyd.edu.au/summer_winter/</a>	
<b>Semester One</b>	<b>Dates</b>
International student orientation (Semester One) - full degree	Wednesday 20 February and Thursday 21 February
International student orientation (Semester One) - STABEX	Monday 18 February and Tuesday 19 February
Lectures begin	Monday 3 March
AVCC Common Week/non-teaching Easter period	Friday 21 March to Friday 28 March
International application deadline (Semester Two)*	Wednesday 30 April
Last day of lectures	Friday 6 June
Study vacation	Monday 9 June to Friday 13 June
Examination period	Monday 16 June to Saturday 28 June
Semester ends	Saturday 28 June
AVCC Common Week/non-teaching period	Monday 7 July to Friday 11 July
<b>Semester Two</b>	<b>Dates</b>
International student orientation (Semester Two) - full degree	Wednesday 23 July and Thursday 24 July
International student orientation (Semester Two) - STABEX	Monday 21 July and Tuesday 22 July
Lectures begin	Monday 28 July
AVCC Common Week/non-teaching period	Monday 29 September to Friday 3 October
International application deadline (Semester One 2008)*	Friday 31 October*
Last day of lectures	Friday 31 October
Study vacation	Monday 3 November to Friday 7 November
Examination period	Monday 10 November to Saturday 22 November
Semester ends	Saturday 22 November

\*Except for the Faculties of Dentistry and Medicine and the Master of Pharmacy course. See [www.acer.edu.au](http://www.acer.edu.au) for details.

## Last dates for withdrawal or discontinuation for 2008

<b>Semester One units of study</b>	<b>Dates</b>
Last day to add a unit	Friday 14 March
Last day for withdrawal	Monday 31 March
Last day to discontinue without failure (DNF)	Friday 25 April
Last to discontinue (Discontinued - Fail)	Friday 6 June
<b>Semester Two units of study</b>	<b>Dates</b>
Last day to add a unit	Friday 8 August
Last day for withdrawal	Sunday 31 August
Last day to discontinue without a failure (DNF)	Friday 12 September
Last day to discontinue (Discontinued - Fail)	Friday 31 October
Last day to withdraw from a non-standard unit of study	Census date of the unit, which must not be earlier than 20 per cent of the way through the period of time during which the unit is undertaken
<b>Public holidays</b>	<b>Dates</b>
Australia Day	Monday 28 January
Good Friday	Friday 21 March
Easter Monday	Monday 24 March
Anzac Day	Friday 25 April
Queen's Birthday	Monday 9 June
Labour Day	Monday 6 October



## What is a handbook?

The handbook is an official publication and an essential guide for every student who studies at the University of Sydney. It is an important source of enrolment information. It can also help you with more than just planning your course of study.

As a student at the University of Sydney you need to be aware of course structures and content, who your lecturers are, as well as examination procedures. You should also become familiar with University policies and faculty rules and regulations. The handbook will supply a lot of this information.

It will also point you to places and people around the University who can help you with enquiries about library loans, childcare, fees, casual employment, places to eat and stay, support groups and much, much more.

## What new students need to know

- terminology used for courses and programs of study
- semester dates and examination periods
- important contact details
- how to plan your study program
- rules and policies on assessment, satisfactory progression, honours etc.
- what University services are available and where to find them
- how to get around your campus

At the beginning of many of these chapters there will be explanations to help you proceed further.

## Where to find what

### Course terminology

University terminology – like 'credit point', 'unit of study', 'WAM' etc – can be found at the back of all handbooks.

Definitions of all terminology are located in the General University information section under **Abbreviations and Glossary**, at the back of this handbook.

### Dates

The start and finish dates of semester can be found in the front section of the handbook. Summer School dates are in the General University section at the back of the handbook.

### Contents and index

The comprehensive **contents** section at the front of the handbook explains the details you'll find within each chapter.

You'll find information like:

- how and where to contact Faculty staff
- how to select your units of study and programs
- a list of degrees
- detailed information on all units of study – classified by unit identifiers (a four-alpha, four-digit code and a title)
- electives and streams
- scholarships and prizes
- information specific to faculties

The **index** lists units of study only. It allows you to check every reference which refers to your unit of study within the handbook. It is divided into two parts, and lists units of study alphabetically (by course name) and again by course code (alphanumeric), for your convenience.

## Colour-coded sections

- Ivory – for undergraduate courses
- Blue – for postgraduate courses

## Faculty rules and regulations

Faculty resolutions are the rules and regulations pertaining to a specific faculty. They can generally be found in their own chapter, or next to the relevant units of study.

These should be read along with the University's own *Coursework Rule 2000 (as amended)* which can be found in the University Calendar at [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar). Together they outline the agreement between student and faculty, and student and University.

## General University information

This is information about the University in general, rather than information specific to the faculty. This information is at the back of the book and includes, among other things:

- University terminology and abbreviations
- campus maps to help you find your way around
- Summer School information
- international student information
- student services
- where to find the University Coursework Rule and PhD Rule.

## Course planner

You might like to plot the course of your degree as you read about your units of study. This planner can be found at the back of the handbook.

## Timetables

For information about personal timetables, centrally timetabled units of study, and venue bookings, see [www.usyd.edu.au/studentcentre/timetabling.shtml](http://www.usyd.edu.au/studentcentre/timetabling.shtml).

For the session calendar, see <http://web.timetable.usyd.edu.au/calendar.jsp>

## Students with a disability

Accessible versions of this document, including word, pdf and html versions are available at [www.usyd.edu.au/handbooks/handbooks\\_disability/](http://www.usyd.edu.au/handbooks/handbooks_disability/).

You can find information on Disability Services in the General University information section of the handbook. The Service can provide information regarding assistance with enrolment and course requirement modifications where appropriate.

For details on registering with the Service and online resources see the Disability Services website: [www.usyd.edu.au/disability](http://www.usyd.edu.au/disability).

## Handbook updates

The information in the handbook is current at the time of publication. Updated information to handbooks and references to University policies such as plagiarism and special consideration, among others can be found in the University's website.

**Feedback regarding the Handbook is welcome.**

Visit [www.usyd.edu.au/handbooks](http://www.usyd.edu.au/handbooks)

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# 1. Introduction to the Koori Centre

## Message from the Vice-Chancellor

The University of Sydney was the first to be established in Australia and has a proud reputation for innovation and quality in education. The University offers Indigenous students the opportunity to choose from a large range of courses in almost every area of academic pursuit, including specific courses in Indigenous Education, Health and the Humanities. We also provide support facilities, through the Koori Centre on the Camperdown Campus and Yooroang Garang, on the Cumberland Campus.

This support, which ranges from additional tutorial support to a specialist library and computer lab, will assist you to succeed in your studies.

The University of Sydney also offers several scholarships to Indigenous students and you should ensure that you pursue every avenue for financial support prior to starting your degree.

Please take the time to come and visit the University in person during one of our information sessions or to call the Koori Centre and make an appointment to see one of our advisers. It is important that you have the opportunity to have a look around the University and find out how the University of Sydney can help you to achieve your goals.

Further information is also available at our website at [www.usyd.edu.au](http://www.usyd.edu.au).

### **Professor Gavin Brown**

*Vice-Chancellor and Principal*



## Welcome by the Director

On behalf of the academic and administrative staff I welcome you to the Koori Centre. In welcoming you I would like to acknowledge the traditional owners of the Country on which the Koori Centre and the University stands ... the Cadigal people of the Eora Nation.

The Koori Centre is fortunate to have many outstanding teachers who undertake research lead teaching to support best practice for their students. The academics have dedicated their careers to improving educational outcomes for Indigenous Australian people. Therefore they keep abreast of sound educational practices for Indigenous Australian learners, and strive to create an understanding for non-Indigenous people of the practices and principles of attitudinal change that will contribute towards achieving 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 actively sought after on 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 while undertaking their degree in their chosen profession.

The Koori Centre is blessed with a committed administrative staff. They are the people who deal with the day to day operations of the Centre as well as providing support for staff and students. They are responsible for activities such as assisting prospective students and Indigenous and non-Indigenous students of the University. Student Support for Indigenous Australian students includes: administration of the Cadigal Special Entry Scheme; an Academic Skills Program; and the Indigenous Tutorial Assistance Scheme. The administrative staff are professional, approachable, friendly and helpful.

The Koori Centre is one of the largest Indigenous Australian Centres in the country and has a long and distinguished history in promoting equity of access, improving participation and educational outcomes for students at the University of Sydney. The Koori Centre provides policy advice, administrative services, and most importantly student support. In addition, the Centre provides an Indigenous Australian research only library which is accessible to all students within the University.

The Koori Centre is a cultural haven for Indigenous Australian students. The Centre will assist students to find their place within the many Faculties of the University. It also provides Indigenous Australian students 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 that are available to you. The Koori Centre is here to support Indigenous students and non-Indigenous students who are interested in Indigenous Australian Studies. So enjoy your learning journey as it will be one that you will remember for the rest of your life. I wish you all the best with your study and in your future endeavours.



**Janet Mooney**

*Director*

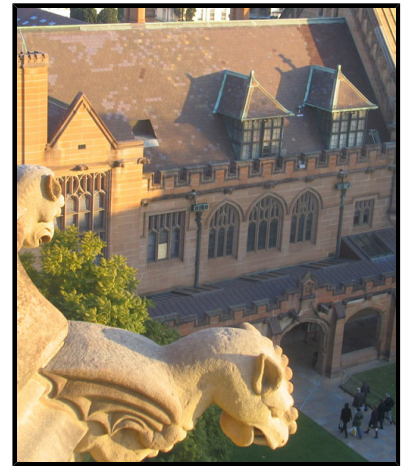
## About the University

The University of Sydney is Australia's oldest university and was founded in 1850 on a hilltop in the land of the Cadigal people. Lake Northam, an important gathering place for the first people of the land, now forms the centrepiece of Victoria Park just outside the University gates.

Commencing studies with three professors and a little over 30 students in 1852, the University currently has more than 40,000 students and over 2200 teaching staff. University of Sydney graduates have distinguished themselves in all sectors of Australian society and throughout the world, and include several prominent Indigenous leaders and achievers.

Sydney has a strong involvement in the history of Australia's Indigenous peoples. From the scholarship of early anthropologists, through student activism in the Freedom Rides of the 1960s and on into the present, as a leading educator and trainer of Indigenous professions, establishing one of the first identified courses in an Australian university.

The University of Sydney has a clear commitment to its strategic plan for Aboriginal and Torres Strait Islander peoples, which features consultations with and participation by Indigenous Australians in all aspects of the University. Most importantly, the University is strongly dedicated to its goal of increasing the number of Indigenous Australian students studying at the University of Sydney.



## 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.



## 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*

*and the community*

*at the University of Sydney*

## Meet some of our students

### Amanda Porter

#### Bachelor of Arts and Bachelor of Laws

My name is Amanda and I'm from the Bundjalung community on north-coast NSW. My family is originally from the Baringa group of the Yuin people which is in the Walbunga area down the south-coast at Narooma.

My home town, Ashby, is a beautiful little place. It's where the river meets the sea, and to top that off, we're surrounded by the Yuraygir National Park. Back home there's one supermarket, one pharmacy, two pubs, one bakery, one nursery and one public school. There isn't much transport either – the school bus took such an indirect route that my sister and I used to take the tinnie to school instead!



Most people back home work in the fishing or sugar-cane industries. But when I finished my HSC in 2002, I realised that this type of work wasn't for me. So I decided to have a break for a year to think about what I want to do in the future. I eventually decided to come down to Sydney University and study a Bachelor of Arts. At the moment I am in my second year and thinking of majoring in Geography, although there are still many options.

My first year at Sydney was not easy – I missed my family and I had trouble adjusting to the busy city life. Also, the work load is quite challenging and the University is such a huge place that sometimes you just feel like a number.

But the Koori Centre is great for helping in that, as we are like another community on campus. There are friendly faces, friendly smiles and everyone is very supportive if you ever encounter any problems – whether they be problems with accommodation, essay writing or simply missing home. I have even met many people who are in a similar situation, coming from rural Australia.

I would like to encourage all Koori students considering further study to come down and do so. Don't let the distance or the challenge put you off!

### Adam Ridgeway

#### Bachelor of Visual Arts

My name is Adam Ridgeway and my family is from the Port Stephens area. I am currently enrolled at Sydney College of the Arts, Rozelle. I am in 2nd year Ceramics at the moment and aspire to continue my course through to a PhD (it will be a while but I'm confident I will make it).

After trying an engineering course I realised that it wasn't for me and I had to find out what I loved doing. With the help and support from staff at the Koori Centre, I was shown the range of facilities that Sydney had to offer. I still thank them all to this day as it led me to the wonderful campus and results that I have attained.



With special thanks to the ITAS tutoring setup, I have been able to get top marks in all my subjects and develop my skills as a practising artist. This has led to me exploring my Aboriginality and how it affects my work and practice. I have also been able to represent a new face of Indigenous art, participating in some major exhibitions such as the 2006 International Gold Coast Ceramic Art Award.

Since I am off main campus most of the time I don't see the staff and other students as much as I would like, but whenever I get the chance to pop around they are always there to greet me with a smile and interest and willing to help me with any problems I may be having. If anyone out there was considering a degree in visual arts I couldn't possibly recommend anywhere but SCA. With such a wonderful atmosphere, great facilities and such awesome staff supporting you, you'll never want to leave uni!"

### Michael Jarrett

#### Master of Indigenous Languages Education

I live at Nambucca Heads and I am the father of nine children, with one on the way. I have Early Childhood teaching qualifications and am currently working two days a week at St Mary's, Bowraville, teaching Gumbaynggirr language.

I also work for the Mary River Aboriginal Language Centre where we assist people from many language groups, ranging from the Queensland border to the Central Coast, in the revitalisation of their language and also in getting language programs up and running in their communities.



I came to the Koori Centre to complete my master's because even though I was teaching language I was not competent in the areas of language structure and grammar, and also to get the linguistic knowledge and background that is necessary to be fully competent in this teaching area.

This Block Mode course has assisted me from the start. I am already putting what I have learned into practice. I can pass this knowledge on to all the people I teach and further assist them with their own language learning.

### 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 in 1999. 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 last year, 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 out there who has dreams of doing something that has always seemed to be out of their reach, is that believing in yourself is half the battle. Once you believe you can do it, anything is possible.

## Wayne Cook

### Diploma in Education (Aboriginal)

Born: Armidale and New England Hospital, 26 September 1957

I was born into the Anaiwan Nation and my family connections are of the Biripai people. Originally my family are from the Barrington Tops area.

I attended many schools in my primary years due to my parents being seasonal workers; hence education was a bit of a struggle. Secondary schooling was more stable, attending Armidale High (public) School and De La Salle College Armidale, between 1969 and 1975. In High School like many other Aboriginal students, I was encouraged to leave at the age of 14 years nine months. As Aboriginal students we faced lots of discrimination within the school system, and much more within the city of Armidale which was mainly covert, given that Armidale was a city of churches and education with its university, teachers college and many schools. In 1979 I commenced the Teachers Assistant Program, stages 1 and 2, at the Koori Centre but failed to complete the course because of family and work commitments.



I commenced an Associated Diploma course in Aboriginal Studies at Armidale and New England University in 1986–1988, and again did not complete the course due to work commitments and a lifestyle that didn't cater for studies.

I have always preached the importance of education and I thought it about time I practised what I preached. I have recently found that I need to gain higher qualifications to achieve my goals at work and for the communities that I work in, and these are the factoring reasons for studying at the Koori Centre, University of Sydney. The style of this course (Block Mode) enables me to work full-time and also study.

## Connie Ah See

### Master of Indigenous Languages Education

I am a descendent of the Wirrum Wirrum people of the Wiradjuri Nation from Wellington NSW of the Binjang Valley. I'm the eldest of five children, four girls and a boy and my Mum has 13 grandchildren and five great grandchildren.

Since attaining my Diploma of Teaching Primary through the University of Western Sydney in 1992, I have held a number of positions within the NSW Education system culminated in my appointment to the NSW DET Aboriginal Programs Unit, now known as AETD.

This professional expertise combined with my own personal life experiences has enabled me to attain a very thorough knowledge and skills of the Education system, particularly as it relates to Indigenous Australians. My experience and commitment to implementing effective education for Aboriginal students has been demonstrated through my experience within the NSW Education system for the past 13 years.

Being a member of the NSW AECG Inc for the past 19 years has given me the knowledge and skills to negotiate for community consultation and equal educational rights for Aboriginal students. Over these years I have provided Aboriginal community-based advice on all Aboriginal Education and Training in NSW ranging from Early Childhood through to tertiary and community education levels.

My passion for Aboriginal languages is the main reason behind my decision to enrol in the Koori Centre's Master of Indigenous Languages Education (MILE) Block Mode program. The decision was a huge one, as I have not studied since my graduation from the AREP program in 1992. My hesitations were quickly eliminated by my strong desire to learn my own Wiradjuri Language. I hope to one day pass my knowledge onto my family and my people.



Since enrolling in the MILE course, I believe that I have gained a whole wealth of knowledge that will assist me to achieve my goals. The MILE course has planted the seed, and now I've grown into a small fragile tree; the more I learn, the more I grow, the stronger my branches and roots become.

The MILE course is new, is deadly, is hard work, but is worth all of this and more. Aboriginal Languages in NSW and indeed Australia are going to benefit greatly from graduates of this course.

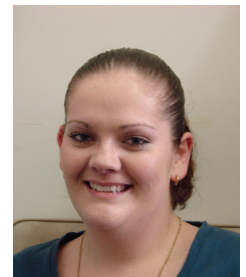
Thank you to the Koori Centre for this program, it is so much needed. Elders are talking about the program, communities are talking, and departments are talking. MILE will grow and grow, and churn out more and more Aboriginal Linguists.

## Jennifer Maher

### Bachelor in Education (Secondary: Aboriginal Studies)

My name is Jennifer Maher and I live in Shellharbour (South of Wollongong) and my family are from the Yuin nation.

I have been studying continuously throughout my entire life. I completed my Year 12 certificate in 2003. During this time I really didn't know what I wanted to do; all I knew was I wanted to go to university and study something. My real interests were in law but at this particular point in time studying law was unrealistic.



In the end of 2003 I was encouraged to undertake the Block Mode, Bachelor in Education course at the Koori Centre at University of Sydney. I decided to do so with much anticipation. I knew that the course load would not be a problem for me as I had only just finished secondary school. It was the content that I was afraid of. I was not sure if I was going to be able to cope.

In 2005 I completed the Diploma of Education (Aboriginal), which is the first two years of the bachelor course. At this point in my life, for the first time, I felt like I could accomplish anything. Graduating was the best feeling ever, nothing like I have ever experienced before. The feeling of graduating topped the last two years of my study. It was the end of something old but the beginning of something new. Looking back at the time of my anticipation of entering this course, I think to myself why did I even worry? I had lots of support from the staff at the Koori Centre and they helped me through everything.

I am currently undertaking my Bachelor in Education. The end is in sight. I have come a long way in this course and I can finally see the light. This course has made me a better person. I could not think of anything else that I would rather do than teach. I love what I do and I will continue to strive for what I love most and that is teaching.

## Kristy Kennedy

### Bachelor of Laws

My name is Kristy Kennedy, I am 25 years old, and I am from the Barkinji (Northwest NSW) and Ngarrendjeri (Coast of SA) Nations. I was born and raised in Bourke where I did most of my schooling, before attending boarding school at St Scholastica's College in Glebe, where I completed my HSC.

On completing of my HSC, my mother insisted that I return to Bourke for 12 months, and during this time I worked as an Aboriginal Teacher's Aide at my old primary school.

Upon entering University, I enrolled in the Combined Bachelor of Arts/Law program at the University of Sydney through the Koori Centre's Cadigal Program. I also resided in an on-campus residential college – the Women's College. I lived there for the first few years of my study. I left College and moved into private accommodation for a few years while I worked for the NSW Attorney General's Department and studied part-time.

In 2006, I completed a Winter Clerkship with a large corporate law firm, Allens Arthur Robinson, and at the end of 2006, I commenced a cadetship with the firm under the National Indigenous Cadetship Program. The cadetship involves me working full-time during my summer vacation (12 weeks) at Allens Arthur Robinson, and receiving a study allowance during Semester 1 and 2 of the University calendar.

I recently graduated from my Bachelor of Arts with a major in Aboriginal Studies, and I am now completing my Bachelor of Law.

I have returned to live at the Women's College, and I am enjoying the opportunity to return to full-time study without financial pressure to engage in employment that is not essential to my study. I am very fortunate that during my study, I have received tremendous support from family and friends, the Koori Centre, the Women's College, the University of Sydney Law Faculty, and from legal professionals who act as my mentors.

University is a wonderful environment in which to be challenged academically, but it also provides you with essential life skills to cope with the wider experiences that all students face upon entering the work force as graduates. I have struggled through my studies at University for personal and financial reasons, but due to the wonderful support that I have received, I have been able to continue studying with the goal of completion of my Bachelor of Law now in sight. On completing my Bachelor of Law, I will endeavour to enter the legal profession.



I encourage any student to consider opportunities that are presented to them, including tertiary study. Attending university was not something that I really thought about, but now that I reflect back on when I first enrolled I can appreciate all of my experiences, and the opportunities that university has presented me – opportunities that I had never dreamed of.

## Daniel Dalby

### Bachelor in Education (Secondary: Aboriginal Studies)

My name is Daniel Dalby. I am from Coffs Harbour on the mid-North Coast of New South Wales and I am a Bundjalung man. At the moment I am studying in my fourth year of the Bachelor of Education (Secondary: Aboriginal Studies) at the University of Sydney.

I decided to go to uni after meeting one of the academic staff from the Koori Centre who was visiting the Yarrowarra Aboriginal Corporation. They encouraged me to follow my dream to become a teacher.

Studying has been a real challenge for me, especially with all the hard work you have to do, but I have been determined to see it through. The bonus of doing the Education degree through block-mode is that I get to spend most of my time in my community and then I make three trips to Sydney each semester to study.

I realise I can be posted just about anywhere in New South Wales once I finish my degree and remote areas of the state need teachers more than most, but I hope that one day I will be able to teach in my own community. Teaching is a great way to inspire young people and I think that other Indigenous men should become involved in teaching, to inspire us and to give us more role models.

I am a strong believer in the power of education. Education can unlock doors to future prospects for Indigenous people. If you are thinking about becoming a teacher, all you need is commitment and determination. You can achieve whatever your heart desires with these two things.

I recommend to anyone who is interested in becoming a teacher that they get in touch with the Koori Centre. The Centre is a very supportive environment and staff are more than willing to help in any way they can. The Koori Centre has made my whole experience at University much more enjoyable and rewarding.





## 2. Koori Centre – programs

### University dates

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

*Information in this section is accurate as at August 2007.*

Koori Centre  
Ground Floor, Old Teachers College Building A22  
University of Sydney  
NSW 2006

Phone: +61 2 9351 2046  
Fax: +61 2 9351 6923  
Email: [koori@koori.usyd.edu.au](mailto:koori@koori.usyd.edu.au)  
Website: [www.koori.usyd.edu.au](http://www.koori.usyd.edu.au)

### Indigenous Australian Studies

This major is 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-Mundine

Old Teachers College Building A22  
Phone: (02) 9351 2046  
Fax: (02) 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 (KOCR2600). This unit of study is also a prerequisite for most other (KOCR) units of study. Check the unit of study outlines for prerequisite and corequisite 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

All students completing the Indigenous Australian Studies major are required to enrol in 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 pre-enrolment, 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 +61 2 9351 6113 or check our website, [www.koori.usyd.edu.au/studying/aborig\\_studies.shtml](http://www.koori.usyd.edu.au/studying/aborig_studies.shtml)

### 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;
- tutoring to suit particular needs;
- study facilities for independent study, including computer and photocopier;
- an Indigenous Research Library;
- common room, courtyard and kitchen for student use;
- assistance with housing and financial matters; and 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 Cadigal Program is open to either:

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

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 a Universities Admissions Centre (UAC) 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:

- (a) their Universities Admission Index (UAI) score
- (b) 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;
- evidence of motivation and goals, and interest in the course/s 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-Mundine**

Old Teachers College Building A22

Phone: (02) 9351 2046

Fax: (02) 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 6 week-long sessions each year on campus at the Koori Centre, and 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 and the master's takes 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.

## 3. 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, giving them an awareness of our society which 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 which is available from the Administration Office (room U224), Old Teachers College. Cover sheets can also be found online at [www.koori.usyd.edu.au/studying/aborig\\_studies.shtml](http://www.koori.usyd.edu.au/studying/aborig_studies.shtml) (look under 'forms'). Make sure you read and sign the plagiarism compliance statement on the reverse of the cover sheet.

Assignments must be submitted at the Administration Office at the Koori Centre (room U224) between 9am and 4pm on the due date. Do not submit your assignments directly to your tutor. 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 the Koori Centre Administration Office (room U224), and you will be notified when these are available. 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 paper must be typed or word processed and printed on office standard plain paper in a 12 point font. Your text should be presented with 1.5 line spacing, numbered pages, and margins of 2.5 cm (1 inch) on all sides 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.

#### Classes and attendance

**Important: It is expected that you will attend all classes, and in keeping with University of Sydney policy, you are required to attend 90 percent of your tutorials. Rolls will be taken in both lectures and tutorials. If possible you should supply documentary evidence explaining your absence, and notify your tutor in advance.**

**Attendance below 50 percent, regardless of the reasons for the absences, will result in the student being deemed not to have fulfilled the requirements of the unit of study.**

Each week you will attend lecture/s, and a tutorial, for the unit of study.

Brief lecture notes will be available in advance on WebCT – you must be an enrolled student to access these notes. The notes will only provide a scaffold of the lecture so it is essential that you still attend lectures.



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 in the departments concerned and acquaint themselves with the departmental 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 should be advised that they 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 tutors or to the Academic Coordinator of the Koori Centre in the first instance. Students may, of course, also wish to seek advice and support from the Counselling Service or from student welfare officers. If the problem cannot be resolved at the departmental level, students may write to the Dean, care of the Faculty Office.

### Timetables

Details of class times and locations are available from the department concerned, and are usually posted on the departmental noticeboard. All students will have access to their timetable via the Internet. Details about access will be provided at enrolment.

Timetable clashes – see *Classes and attendance*

### Plagiarism

Plagiarism is the theft of intellectual property.

The Academic Board of the University of Sydney has defined plagiarism as "presenting another person's ideas, findings or work as your own by copying or reproducing it without due acknowledgement of the source".

Plagiarism includes presenting oral or written work that contains sentences, paragraphs or longer sections from published work, including internet articles, newspapers, magazines, etc, without acknowledgement. Plagiarism also occurs when a student borrows, buys or obtains another person's work and submits it as his or her own work or re-submits a previously submitted assessment task in a different unit of study.

The Koori Centre is opposed to and will not tolerate plagiarism and will treat all cases of student plagiarism seriously. Assessment tasks suspected of plagiarism will be forwarded to the Koori Centre Academic Coordinator for judgement on the penalties to be imposed. Such penalties can include a Fail grade in a particular assessment task or unit of study or, in a worst-case scenario, expulsion from the University.

For further information on the issue of plagiarism in coursework, refer to the following website:

[www.usyd.edu.au/senate/policies/Plagiarism.pdf](http://www.usyd.edu.au/senate/policies/Plagiarism.pdf)

### 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 assessments then please consult your Lecturer in Charge, or go to [www.edsw.usyd.edu.au/current\\_students/policies/uni.shtml](http://www.edsw.usyd.edu.au/current_students/policies/uni.shtml) where you will find further information on the University's Special Consideration policy and obtain the application form.

### Appeals

If you are unhappy with the mark you received for an assessment you should first speak to your tutor or the marker of that assessment item. If you are still dissatisfied you may make an appeal to the unit of study coordinators who will arrange for your work to be re-marked by a different examiner. If further action is required, please consult the Koori Centre's Academic Coordinator. Please note that to ensure fairness in marking all assignments which receive either a fail or a high distinction grade are second marked.

### Appeals against results

A written request to the department or school should be made by the candidate. It is expected that appeals would be lodged within two months unless there is a good reason for delay. As examination scripts are destroyed six months after examination, no appeal can be made after that time. Such requests are considered by the Koori Centre in consultation with relevant members of the Faculty and the Koori Centre. A report and recommendation is then submitted to the Director for consideration and final decision.

### Extensions

Extensions can only be granted by the Lecturer in Charge of a Unit of Study. Requests for extensions must be submitted in writing on a Request for Extension form **before the due date**. A copy of this form has been included in this handbook; can be obtained from the Administration Office at the Koori Centre (U224); or found on the Koori Centre web site [www.koori.usyd.edu.au](http://www.koori.usyd.edu.au). Completed Request for Extension forms, must be given to the Lecturer in Charge for approval. **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 writing a request does not guarantee that an extension will be granted.** Extensions are normally for a few days. If an extension of over one week is required you must supply documentation (e.g a medical certificate or counsellor's statement). **Being in full-time work, or having several assignments due at the same time, do not constitute grounds for an extension.**

### Penalties for late submissions

Late submission of assignments **without an extension** will incur a penalty of 2 percent 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 percent. Any assignment submitted after the 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.**

## Generic attributes of grades

Grade	Abbreviation	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 critical 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.
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.

## 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 on the University intranet at [www.usyd.edu.au/eoo/html/policies\\_language\\_guidelines.htm](http://www.usyd.edu.au/eoo/html/policies_language_guidelines.htm).

3. Undergraduate study

<b>Unit of study</b>	<b>Credit points</b>	<b>P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Indigenous Australian Studies</b>			
<b>KOCR2600</b> Indigenous Australia: An Introduction	6	<b>P</b> 18 Junior credit points <b>N</b> KOCR2100	Semester 1 Semester 2
<b>KOCR2601</b> Indigenous Australia: Land and Culture	6	<b>P</b> KOCR2100 or KOCR2600 <b>N</b> KOCR2101	Semester 2
<b>KOCR2602</b> Issues in Indigenous Rights <i>This unit of study is not available in 2008</i>	6	<b>P</b> KOCR2100 or KOCR2600 <b>N</b> KOCR2102	Semester 2
<b>KOCR2603</b> Indigenous Health and Communities	6	<b>P</b> KOCR2100 or KOCR2600 <b>N</b> KOCR2111	Semester 2
<b>KOCR2604</b> Colours of Identity: Indigenous Bodies <i>This unit of study is not available in 2008</i>	6	<b>C</b> KOCR2100 or KOCR2600	Semester 1
<b>KOCR2605</b> Speaking Gamilaraay 1	6	<b>C</b> KOCR2600 or KOCR2100 or LNGS1001 or LNGS1005	Semester 1
<b>KOCR2606</b> Torres Strait Histories and Experiences <i>This unit of study is not available in 2008</i>	6	<b>P</b> KOCR2100 or KOCR2600	Semester 2
<b>KOCR2607</b> Indigenous Creative Expression	6	<b>P</b> 18 Junior credit points	Semester 1 Summer Early
<b>KOCR2112</b> Indigenous Australia: History and Health	6	<i>Note: Department permission required for enrolment Faculty of Nursing students only</i>	Semester 2

## Indigenous Australian Studies

### KOCR2600

#### Indigenous Australia: An Introduction

**Credit points:** 6 **Session:** Semester 1, Semester 2 **Classes:** (2 lec x 1hr & 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%); WebCT activities equivalent to 1500 words (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.

### KOCR2601

#### Indigenous Australia: Land and Culture

**Credit points:** 6 **Session:** Semester 2 **Classes:** (1x 1hr lec & 1 x 2hr tut)wk **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2101 **Assessment:** identity exercise (10%), tutorial presentation (20%), tutorial paper (20%) and essay (50%) **Campus:** Camperdown/Darlington

This 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 Continuities, we will examine Indigenous belief systems, art, language, performance, and film. This unit of study will include excursions to cultural sites around Sydney.

### KOCR2602

#### Issues in Indigenous Rights

*This unit of study is not available in 2008*

**Credit points:** 6 **Session:** Semester 2 **Classes:** (2 x 2hr seminars)wk **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2102 **Assessment:** Participation (10%), Seminar Presentation (25%), Literature Review (10%), Media Report (15%) and Research Project: (40%) **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)wk **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2111 **Assessment:** tutorial presentation (20%), critical review (30%) and 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

*This unit of study is not available in 2008*

**Credit points:** 6 **Session:** Semester 1 **Classes:** (1 x 2hr lec and 1 x 2hr tut) wk **Corequisites:** KOCR2100 or KOCR2600 **Assessment:** one presentation (20%); one 2000 word take-home exam (30%); one 3000 word research essay (50%). **Campus:** Camperdown/Darlington

This unit of study explores various ways in which the body contributes to the formation of Indigenous Australian identity, both from within and without. Using contemporary theoretical approaches we will explore the ways in which Indigenous Australian bodies were constructed by colonial discourses; how they were 'othered', fragmented, gendered, and subordinated. We will also explore how Indigenous agency has manifested through the body, for example through withholding labour, political activism, and creative re-presentations of the body.

### KOCR2605

#### Speaking Gamilaraay 1

**Credit points:** 6 **Session:** Semester 1 **Classes:** (1 x 3hr seminar)wk **Corequisites:** KOCR2600 or KOCR2100 or LNGS1001 or LNGS1005 **Assessment:** Homework sheets (6) (2000 words), Oral performance (6) (2000 words), Essay (culture topics) (1000 words) **Campus:** Camperdown/Darlington

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. It will require them to: identify, define and analyse problems and identify or create processes to solve them; use information in critical thinking and problem solving contexts to construct knowledge; respond effectively to unfamiliar problems in unfamiliar contexts; have an appreciation of and respect for diversity, and; use oral, written, and visual communication to further their own learning and as tools for interacting and relating to others.

### KOCR2606

#### Torres Strait Histories and Experiences

*This unit of study is not available in 2008*

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

Torres Strait Islanders are often talked about as Australia's other indigenous minority and many Australians know little about the region and its people. This Unit of Study will introduce students to Torres Strait societies through the themes of governance, migration and resource management. Students will learn about the diversity within Torres Strait communities and how Torres Strait Islander experiences of colonisation and responses to colonisation were and are as complex as those of Aboriginal people.

### KOCR2607

#### Indigenous Creative Expression

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

The concept of 'traditional' versus 'contemporary' is very much at the forefront of defining meanings for art works created by Indigenous artists. Typically works created by Indigenous artists are delegated to either one of these categories. This unit will examine the theoretical frameworks which position Indigenous artists, through the study of Indigenous artistic expression across a range of genres. It will provide students with the opportunity to engage with Indigenous artists on a formal and informal basis and to discuss complex issues pertaining to Indigenous works, in performance, literature(writing), music, dance and film.

**KOCR2112**

**Indigenous Australia: History and Health**

**Credit points:** 6 **Session:** Semester 2 **Classes:** 1 x 3hr seminar **Assessment:** Presentation, journal, exam **Campus:** Camperdown/Darlington

*Note: Department permission required for enrolment. Note: Faculty of Nursing students only*

This unit of study aims to introduce students to the reality of Indigenous history and the knowledge of Indigenous peoples. Students will critically analyse the impact of government policies and practices on the Indigenous lived experience. An examination on how a holistic way of life is viewed within an Australian context will be explored. Students will also explore broader health issues. It is envisaged that this unit of study will assist nursing students to improve their knowledge base in relation to issues of tolerance, diversity and self-reflection with a view to understanding how these issues may impact upon Nursing practices, particularly in regard to working with Indigenous peoples within Australia.

<b>Unit of study</b>	<b>Credit points</b>	<b>P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Bachelor of Education (Secondary: Aboriginal Studies)</b>			
KCSE3101 Evaluation and Assessment in Schools	6	<i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE3102 Aboriginal Studies: Stages 4, 5 & 6	6	<i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE3103 Indigenous Land and Culture	6	<b>P</b> KCDE2104 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE3204 Human Society and its Environment 3	6	<b>P</b> KCDE2204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3104 Australia WW1 to Whitlam	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3202 Teaching Aboriginal Languages	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3203 Reading Indigenous Writing	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3204 Human Society and its Environment 3	6	<b>P</b> KCDE2204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4201 Professional Practices 3	6	<b>P</b> KCSE3201 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4102 Issues in Indigenous Rights	6	<b>P</b> KCDE2104 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4103 20th Century Europe: Age of Catastrophe?	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4104 Human Society and its Environment 4	6	<b>P</b> KCSE3204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4101 Special Education: An Introduction	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4202 Knowledge, Self and Education	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4203 Colonising and Decolonising the Pacific	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4202 Knowledge, Self and Education	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int

3. Undergraduate study

<b>Unit of study</b>	<b>Credit points</b>	<b>P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Diploma in Education (Aboriginal)</b>			
KCDE1101 Academic Literacies 1	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1102 Teaching & Learning: Presentation Skills	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1103 Indigenous Education and Society	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1104 Researching Indigenous Communities	6	P 18 Junior credit points including KCDE1101 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE1201 Academic Literacies 2	6	P 12 junior credit point, including KCDE1101 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE1202 Teaching and Learning: Curriculum	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1203 Human Development and Learning	6	P KCDE1101 and KCDE1103 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE1204 Human Society and its Environment 1	6	P KCDE1101 and KCDE1102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2201 Professional Practices 1	6	P KCDE1201 and KCDE1202 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2102 Teaching & Learning: Teaching History	6	P KCDE1201 and KCDE1202 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2103 Education Theories	6	P KCDE1201 and KCDE1203 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2104 Introduction to Indigenous Australia	6	P KCDE1201 and KCDE1104 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2101 Visual Literacy: Cineliteracy	6	P KCDE1201 and KCDE2104 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2202 Aboriginal Studies in Schools	6	P KCDE1201 and KCDE2102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2203 Indigenous Health and Communities	6	P KCDE1201 and KCDE2104 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2204 Human Society and its Environment 2	6	P KCDE1201 and KCDE1204 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int

## Bachelor of Education (Secondary: Aboriginal Studies)

### KCSE3101

#### Evaluation and Assessment in Schools

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

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

The focus of this unit of study is to develop an understanding of the importance and purposes of assessment and evaluation and their interconnected relationship to learning. An historical overview of assessment and evaluation is essential to the understanding of current contexts for assessment and student learning in schools.

### KCSE3102

#### Aboriginal Studies: Stages 4, 5 & 6

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

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

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:** S1 Late Int **Prerequisites:** KCDE2104

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

The focus of the unit is to develop an understanding of land from an Indigenous perspective. Students will explore how land is represented and symbolised from an Indigenous cultural perspective. Through a broad, cross-disciplinary approach to inquiry, a range of Indigenous contemporary issues and questions relating to land and land use will be examined. These will include: cultural maintenance and transmission, ownership of land, identity and land, land and environment, religious/spiritual connection to land and place, health and education issues relating to concepts of land, visual and performing arts images from the land, Indigenous land use and management, and contemporary concepts of land and culture in selected urban, rural and isolated Australian communities.

### KCSE3204

#### Human Society and its Environment 3

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** KCDE2204

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study aims to prepare History /HSIE students to teach the skills and understandings necessary to implement current Board of Studies stage 6 History and HSIE syllabuses. The unit focuses predominantly on the teaching and learning of Modern and Ancient History with an introduction to teaching Legal Studies, Geography,

Society and Culture and Business Studies. Emphasis is placed on assessing teaching and learning at the senior level.

### KCSE3104

#### Australia WW1 to Whitlam

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

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.

### KCSE3202

#### Teaching Aboriginal Languages

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study will orient students within the second/foreign language acquisition literature, and present policy, implementation models, teaching methods/approaches and pedagogies, resource and materials design, as well as programming and planning methods with a particular focus on teaching Aboriginal languages.

### KCSE3203

#### Reading Indigenous Writing

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study surveys contemporary literary production by Indigenous Australians and its social and historical contexts. It is designed to foster a critical appreciation of a variety of literary forms such as poetry, the novel and scripts for stage and screen performance, and to explore their relationships to traditional and modern approaches to story-telling and knowledge sharing. It will reflect on expressions of identity, social history and political autonomy, and the evolution of Indigenous literary production in the broader milieu of colonisation, resistance and self-determination. The unit will encourage generic skills in textual, theoretical and historical analysis, and will stimulate the development of students' personal creative expression.

### KCSE3204

#### Human Society and its Environment 3

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** KCDE2204

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study aims to prepare History /HSIE students to teach the skills and understandings necessary to implement current Board of Studies stage 6 History and HSIE syllabuses. The unit focuses predominantly on the teaching and learning of Modern and Ancient History with an introduction to teaching Legal Studies, Geography, Society and Culture and Business Studies. Emphasis is placed on assessing teaching and learning at the senior level.

### KCSE4201

#### Professional Practices 3

**Credit points:** 6 **Session:** S1 Late Int **Prerequisites:** KCSE3204

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study will be integrated with in-school teaching experience, and explore different methods of expanding knowledge of professional practice through building professional alliances and mentor relationships. Using a selected case study methodology, the unit will provide opportunities for student teachers to gain insights into ways in which construction of individual teaching style can be analysed and understood in terms of contemporary educational theories and practices. The unit, overall, will extend reflective professional experience in schools and other teaching and learning contexts.

#### **KCSE4102**

##### **Issues in Indigenous Rights**

**Credit points:** 6 **Session:** S1 Late Int **Prerequisites:** KCDE2104

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study examines the social, political and legal history of the Indigenous Australian struggle for fundamental human rights, engaging particularly with self-determination and Indigenous rights to land, law, economy and culture. It will promote students' consideration of these issues in both national and international contexts by investigating case studies of key people, events and institutions, specifically those which have galvanised debate and stimulated change. The unit will build generic skills in social and historical research and theoretical analysis, encouraging students to develop an informed and independent assessment of contemporary Indigenous Australian actions toward self determination in a range of social, legal and cultural spheres.

#### **KCSE4103**

##### **20th Century Europe: Age of Catastrophe?**

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

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 **Prerequisites:** KCSE3204

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study aims to prepare students to teach the skills and understandings necessary to implement current Board of Studies stage 6 Society and Culture, and stage 5 Work Education syllabuses.

#### **KCSE4101**

##### **Special Education: An Introduction**

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This subject addresses issues relating to the education of students with special education needs. Issues addressed include the impact of current legislation, evidence based approaches to curriculum, teaching and learning practices for students with special education needs. A specific focus is given to managing challenging behaviours of students in a range of settings.

#### **KCSE4202**

##### **Knowledge, Self and Education**

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study takes a critical perspective on two concepts central to our understanding of education: the 'self', or individual and 'knowledge'. Assuming that in some significant ways both are socially constructed, the course presents a variety of theoretical and research resources for understanding recently developed ways of looking at educational phenomena as social and historical discursive practice.

#### **KCSE4203**

##### **Colonising and Decolonising the Pacific**

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

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 view points and 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 determined by Western intellectual and political priorities. In this unit of study we examine this process of representation and Indigenous challenges to it, focusing on the islands of the Pacific. Three key themes will be investigated: (1) history and the representation of the Pacific; (2) Colonising the Indigenous peoples of the Pacific; and (3) the contemporary Pacific - decolonisation and environmental issues.

#### **KCSE4202**

##### **Knowledge, Self and Education**

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

*Note: Available to students enrolled in Koori Centre block-mode courses only.*

This unit of study takes a critical perspective on two concepts central to our understanding of education: the 'self', or individual and 'knowledge'. Assuming that in some significant ways both are socially constructed, the course presents a variety of theoretical and research resources for understanding recently developed ways of looking at educational phenomena as social and historical discursive practice.

## Diploma in Education (Aboriginal)

### KCDE1101

#### Academic Literacies 1

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

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study provides first year diploma students with the literacy skills necessary to commence university study and succeed. It employs an innovative scaffolded approach that students can adapt for their own teaching practice. The science component of this unit of study introduces students to some of the theoretical, practical and pedagogic issues relevant to the delivery of science in school settings.

### KCDE1102

#### Teaching & Learning: Presentation Skills

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

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

Effective teachers must be successful communicators, requiring mastery of a range of oral and visual presentation skills to communicate well with students. This unit of study prepares teachers to confidently give oral presentations to an audience, to use computer mediated communication for teaching and to apply a range of computer-based skills and formats to present complex information.

### KCDE1103

#### Indigenous Education and Society

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

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study will trace the broad sociological history of education in Australia since the cultural invasion of 1788 and critically examine historical events and circumstances as they relate to limited Aboriginal participation in 'westernised' forms of education today. Social and political perceptions of Aboriginal people as a race 'doomed to extinction' were well-documented during the colonial era, and continue to impact negatively on equality of educational opportunity into the 19th century.

### KCDE1104

#### Researching Indigenous Communities

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** 18 Junior credit points including KCDE1101

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study aims to provide students with a critical understanding of the differing notions of community with particular focus on Aboriginal communities as locations for research. It explores the history, diversity, characteristics and structures of Indigenous Australian communities and their historical and contemporary experiences of research. A range of library and computer-based research skills are also practised. Students will be provided with an opportunity to synthesise these understandings and apply them in a practical setting through a major community-based research project.

### KCDE1201

#### Academic Literacies 2

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** 12 junior credit point, including KCDE1101

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

Advanced literacy is an essential requirement for successful students and effective teachers. This unit of study further develops the skills and concepts taught in Academic Literacies 1 through a range of practical activities. The mathematics component of this unit of study introduces students to some basic arithmetic concepts and skills relevant to the performance of administrative duties in teaching

contexts, and planning and delivery of mathematics curricula in school settings.

### KCDE1202

#### Teaching and Learning: Curriculum

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

*Note: Department permission required for enrolment. 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 **Prerequisites:** KCDE1101 and KCDE1103

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

The systematic study of human development and learning requires careful observation, documentation and analysis of how people grow, change, adapt and acquire new knowledge over time. This unit of study examines the adolescent period of human growth and development. Both Indigenous and non-Indigenous adolescent physical, social, cognitive and emotional development patterns will be addressed, especially within the socio-cultural context of secondary schools. Particular emphasis will be placed upon relationships between the relatively rapid growth and development of the adolescent student and the opportunity for quality learning. This important transitional period from childhood to young adulthood raises significant issues and challenges related to maturation, identity formation, self esteem, propensity for risk taking and influences of both peers and family.

### KCDE1204

#### Human Society and its Environment 1

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** KCDE1101 and KCDE1102

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study aims to prepare History/HSIE students to teach skills and understanding necessary to implement current Board of Studies stage 4 and 5 History and HSIE syllabuses.

### KCDE2201

#### Professional Practices 1

**Credit points:** 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1202

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study will introduce students to relevant departmental policies and their implementation in schools. The unit also includes a range of professional experiences in schools and other learning contexts, eg., observing, acting as a teacher's aide, teaching in a classroom, and participation in wider school and community activities.

### KCDE2102

#### Teaching & Learning: Teaching History

**Credit points:** 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1202

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

### 3. Undergraduate study

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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. 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 **Prerequisites:** KCDE1201 and KCDE1203

*Note: Department permission required for enrolment. 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 teaching and learning, and to consider the implications and relevance these theories have for classroom practice. Students will also trace the history of teaching and learning theory that has its foundations in Aboriginal pedagogies and culturally inclusive education initiatives such "both-ways" education programs. Students are encouraged to think about their role as Indigenous educators, in developing teaching and learning theories.

#### **KCDE2104**

##### **Introduction to Indigenous Australia**

**Credit points:** 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1104

*Note: Department permission required for enrolment. 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 **Prerequisites:** KCDE1201 and KCDE2104

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study aims to provide an introduction to the theory and practice of 'cineliteracy' as part of an integrated approach to

enhancement of visual literacy skills at the tertiary level. 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. Learning opportunities offered by and through this unit will include direct experience, critical awareness, and applied understanding of concepts and vocabulary employed to analyse 'language' of the moving image.

#### **KCDE2202**

##### **Aboriginal Studies in Schools**

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** KCDE1201 and KCDE2102

*Note: Department permission required for enrolment. 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 **Prerequisites:** KCDE1201 and KCDE2104

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

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

#### **KCDE2204**

##### **Human Society and its Environment 2**

**Credit points:** 6 **Session:** S2 Late Int **Prerequisites:** KCDE1201 and KCDE1204

*Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)*

This unit of study aims to prepare History/HSIE students to teach the skills and understandings necessary to implement current Board of Studies stage 4 and 5 History and HSIE syllabuses. In addition the unit focuses specifically on developing literacy and numeracy strategies for teaching across a range of age and ability groups and takes an applied approach to the use of ICT in HSIE and History classrooms.

## 4. 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 in one 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.



#### 4. Postgraduate study

<b>Unit of study</b>	<b>Credit points</b>	<b>P: Prerequisites C: Corequisites N: Prohibition</b>	<b>Session</b>
<b>Postgraduate units of study</b>			
<b>Graduate Certificate/Diploma and Master of Indigenous Languages Education</b>			
<b>KCIL5610 Sounds &amp; Writing in Indigenous Languages</b>	6	<b>C</b> KCIL5611 and KCIL5612 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
<b>KCIL5611 Words &amp; Meanings in Indigenous Languages</b>	6	<b>C</b> KCIL5610 and KCIL5612 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
<b>KCIL5612 Sentences &amp; Text in Indigenous Languages</b>	6	<b>C</b> KCIL5610 and KCIL5611 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
<b>KCIL5613 Theories &amp; Methods in Language Learning</b>	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
<b>KCIL5620 Research Methods in Languages Education</b>	6	<b>P</b> 18 credit points, including KCIL5613 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
<b>KCIL5621 Research Project in Languages Education</b>	6	<b>C</b> KCIL5620 <b>N</b> KCIL5622 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	Semester 2
<b>KCIL5622 Learning an Indigenous Language</b>	6	<b>P</b> 18 credit points, including KCIL5613 <b>N</b> KCIL5621 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
<b>KCIL5623 Language Curriculum Development</b>	6	<b>P</b> 18 credit points, including KCIL5613 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
<b>KCIL5624 Technology and Language Learning</b>	6	<b>C</b> KCIL5623 <i>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

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

*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

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

*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

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

*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

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

*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

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

*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

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

*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

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

*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**

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

*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**

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

*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.

## 5. Koori Centre staff

*Correct as of October 2007*

### Director

Janet Mooney, BA (Vis Arts) GradDipEd MEd

### Deputy Director

Michelle Blanchard, BA MA

### Academic Coordinator

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

### Associate Professor

Dr Diana Day, BA(Hons) *N'cle(NSW)* DipEd *N'cle(NSW)* PhD UNE

### Lecturers

Sharon Galleguillos, DipEd *QUT* BEd (Primary) *Syd*  
John Hobson, BA(Hons) DipEd (Adult)  
Shino Konishi, BA(Hons) *Syd*  
Leah Lui-Chivizhe, BA GradDip (Material Anthropology)  
Peter Minter, BA(Hons) *Syd* MA (Writing) *UTS*  
Dr Lisa Slater, BA(Hons) MA PhD *Syd*  
Lorraine Towers, GradDipEd BA(Hons) *Syd*  
Katrina Thorpe, BEd MEd *Syd*  
Debra Wray, DipTeach (Primary) MEd (HRD)

### Associate Lecturers

Lecturer A – To be appointed

### Librarian

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

### Administrative Personnel

*Assistant to Director/Deputy Director*

Deborah Kirby-Parsons, GradDip Visual Arts *Syd* BVA *Syd*

*Administration – Academic/Student Support*

Noeleen Smith

*IT and Student Support*

Curtis Flood

*Administrative Officer – Cadigal/Student Support*

Tanya Griffiths

*Block-mode/Student Support*

Sherrie Connors

*Schools and Community Liaison Officer*

Sharon Simms, BEd (Sec) *Syd*

*Finance and Marketing Officer*

Patrick Snowdon

*ITAS Coordinator*

To be appointed





## 6. 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.

### Degrees, diplomas and other programs in Aboriginal and Indigenous Studies

#### 1. The degrees, diplomas and other programs in the Koori Centre shall be:

- 1.1 Diploma in Education (Aboriginal) (Dip Ed (Aboriginal))
- 1.2 Cadigal Program – Academic Skills I and II
- 1.3 Master of Indigenous Languages Education (M Indigenous Languages Ed)
- 1.4 Graduate Diploma of Indigenous Languages Education
- 1.5 Graduate Certificate of Indigenous Languages Education

#### Master of Indigenous Languages Education Graduate Diploma of Indigenous Languages Education Graduate Certificate of Indigenous Languages Education

#### 1. Requirements for the Master of Indigenous Languages Education

- 1.1 To qualify for the award of the Master of Indigenous Languages Education a student must:
  - 1.1.1 complete successfully units of study giving credit for a total of 48 credit points; and
  - 1.1.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

#### 2. Requirements for the Graduate Diploma of Indigenous Languages Education

- 2.1 To qualify for the award of the Graduate Diploma of Indigenous Languages Education a student must:
  - 2.1.1 complete successfully units of study giving credit for a total of 36 credit points; and
  - 2.1.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

#### 3. Requirements for the Graduate Certificate of Indigenous Languages Education

- 3.1 To qualify for the award of the Graduate Certificate of Indigenous Languages Education a student must:
  - 3.1.1 complete successfully units of study giving credit for a total of 24 credit points; and
  - 3.1.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

#### 4. Units of study

Refer to table of units of study in Koori Centre Handbook

#### 5. Time limits

- 5.1 Except with the permission of the Board of Studies in Indigenous Studies, a candidate must complete the degree in not less than one year of enrolment and not more than three years of enrolment. Notwithstanding these provisions, the Board of Studies in Indigenous Studies may reduce the time limit for the completion of the degree based on previous experience and education.
- 5.2 Except with the permission of the Board of Studies in Indigenous Studies, a candidate must complete the graduate diploma in not less than one year of enrolment and not more than two years of enrolment. Notwithstanding the provisions

above, the Board of Studies in Indigenous Studies may reduce the time limit for the completion of the graduate diploma based on previous experience and education.

- 5.3 Except with the permission of the Board of Studies in Indigenous Studies, a candidate must complete the graduate certificate in not less than one semester of enrolment and not more than two semesters of enrolment.
- 5.4 A candidate may undertake units of study other than those listed with the permission of the Board of Studies in Indigenous Studies, on the recommendation of staff involved in programs concerned that such units of study are equivalent in workload and academic standard, provided that the maximum credit that may be earned does not exceed one quarter of the award course requirements.

### Diploma in Education (Aboriginal)

1. Admission to candidature for the diploma may be granted to an Aboriginal or Torres Strait Islander person who:
  - 1.1 holds qualifications acceptable to the Board of Studies in Indigenous Studies; or
  - 1.2 satisfies enrolment requirements by successfully completing Koori Centre 'Entrance Assessment'.

#### 2. Units of study

Refer to table of units of study in Koori Centre Handbook

#### 3. Assessment Policy

The assessment requirements for each unit of study are outlined in the Koori Centre Handbook, and detailed in the departmental information distributed to students enrolled in that unit.

#### 4. Requirements for the Diploma Education (Aboriginal)

- 4.1 To qualify for the award of the Diploma in Education (Aboriginal) a student must:
  - 4.1.1 complete successfully units of study giving credit for a total of 96 credit points; and
  - 4.1.2 satisfy the requirements of all other relevant By-laws, Rules and Resolutions of the University.

#### 5. Award of the diploma

- 5.1 The Diploma in Education (Aboriginal) may be awarded in two grades: pass, and in the case of outstanding candidates, pass with merit.

#### 6. Attendance

- 6.1 Students who will be absent from all classes for more than one week should seek leave of absence from the Koori Centre.
- 6.2 The Koori Centre regards a student who is absent without leave from more than 10 per cent of classes in any particular unit of study as having failed to satisfy attendance requirements, which may lead to the student being deemed not to have completed that unit of study.

#### 7. Restrictions on enrolment

- 7.1 A student who elects to graduate with the Diploma in Education (Aboriginal) may not enrol in the Bachelor in Education (Secondary: Aboriginal Studies).

#### 8. Time limits

- 8.1 Unless otherwise permitted by the Koori Centre a candidate shall complete all the requirements for award of the diploma in not less than two years of enrolment and within four calendar years of admission or re-admission to candidature.
- 8.2 Notwithstanding the provisions of 7.1 above, the Board of Studies may reduce the time limit for the completion of the diploma dependent on previous experience and education.

#### 9. Credit

- 9.1 A candidate may be granted credit towards the diploma on the basis of a subject or subjects completed at another university or other tertiary institution, regarded by the Koori Centre, on



- the recommendation of staff involved in programs concerned, as equivalent in work load and academic standard;
- 9.2 provided that the maximum credit granted does not exceed the equivalent of two thirds of the degree or diploma requirements.
- 9.3 A student who has completed 96 credit points in the Diploma in Education (Aboriginal) may be granted credit for all of the units of study completed toward the award of Bachelor in Education (Secondary: Aboriginal Studies) if the award has not been conferred.

### Cadigal Program – Academic Skills

1. The Cadigal Program is an access and support program for Aboriginal and Torres Strait Islanders wishing to undertake undergraduate award level studies at the University of Sydney.
2. The academic support component is known as Academic Skills.
3. This course of study consists of a number of components including literacy, critical thinking and reading, analytical skills, research skills, oral communication, referencing, numeracy, exploration of epistemologies, specific content and/or discipline areas such as chemistry, biology, anthropology, psychology, etc.
4. Admission to Academic Skills is a requirement of some applicants admitted to an undergraduate award program through the Cadigal Program.
5. Individual programs of study are determined on the basis of:
  - 5.1 assessment of literacy/language and study needs; and
  - 5.2 preparatory and/or concurrent support needs in specific content areas.
6. 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.
  - 7.1 Academic Skills is offered on both a full-time and part-time basis.
  - 7.2 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.

# The Sydney Summer and Winter Schools

2008	Dates
Summer School	December 2007-February 2008
Winter School	July 2008

## The Summer School

The Summer School is a full fee-paying, intensive program offering high quality undergraduate and postgraduate subjects from ten faculties. These subjects are the same as those offered in Semesters One and Two, but are taught as an intensive program over summer. Some classes commence in December, others commence in the first week of January, others in the third week and continue into February (including the exam week). Some subjects run for six weeks others are shorter. Students can take a maximum of two subjects.

## The Winter School

The Winter School is a smaller, more intensive program that runs for four weeks, including the exam week, in July.

## Advantages

Attending classes at Sydney University during Summer and Winter School offers many advantages. You can:

- accelerate your academic career and to finish your degree sooner
- devote your full attention to a single area of study
- take subjects that are outside your normal degree
- reduce your workload throughout the rest of the year
- repeat subjects in which you may have been unsuccessful
- combine study with a field trip in Australia or a tour overseas.

For high school graduates, you can:

- sample a university subject
- get an early start on your degree.

## How to apply

Applications will only be accepted online. Our website is [www.summer.usyd.edu.au](http://www.summer.usyd.edu.au)

Most subjects have limited places and fill very quickly. All places are filled strictly on a first in first served basis so it is recommended that you apply early.

**Applications open on 26 September 2007.**

### Applications close on:

30 November, 2007 (Session 1 Summer December)
14 December, 2007 (Session 2 Summer Main)
5 January, 2008 (Session 3 Summer Late)

**Late application fees may apply after these dates.**

## Census dates – Summer School 2008

Students can withdraw from their subject without academic penalty and receive a full refund until the census date. However, a late withdrawal fee may apply. As classes start throughout December to February there are three census dates for the Summer School. These are based on when the class commences.

ID	Session name	Classes begin	Census date
42*	Summer Dec	10 December	2 January
43	Summer Main	4 January	11 January
44**	Summer Late	14 January	6 February

\*42 Summer Dec: Allows for a unit to run for 3-9 weeks, provided that the 20 per cent criterion is met.

\*\*44 Summer Late: Last exam must be held by 1 March.

## Withdrawal and Refund policy

- For classes commencing in **December 2007**, students withdrawing from a Summer School subject from 28 November 2007 to 11 January 2008, will receive a refund of tuition fees but will be liable for a \$250 late withdrawal fee.
- For classes commencing after **4 January 2008**, students withdrawing from a Summer School subject from 16 December 2007 to 11 January 2008, will receive a refund of tuition fees but will be liable for a \$250 late withdrawal fee.
- For classes commencing after **14 January 2008**, students withdrawing from a Summer School subject from 16 December 2007 to 6 February 2008, will receive a refund of tuition fees but will be liable for a \$250 late withdrawal fee.
- Students may withdraw from their Summer School subject(s) up until 4pm on the last day of the Teaching Period for that particular subject. However, there may be an academic penalty (please refer to our website). The Teaching Period for purposes of this policy is defined in hours of published classes from the first day through to the last day of classes, excluding any final examination or assessment.
- Students withdrawing from a Summer School subject after 4pm on the relevant census date will receive no refund of their tuition fee.

## Transferring between Summer School subjects

Students on a waitlist can transfer subjects at any time prior to the commencement of class. For all other students transfers between subjects should be completed a week before classes commence. Late transfers will attract a withdrawal fee of \$250. NO transfers will be allowed after the commencement of the class.

## Summer School scholarships

### Merit scholarships

Three undergraduate merit scholarships and one postgraduate merit scholarship are available and are automatically awarded to the top four students who achieve the highest results in their respective faculty (Arts, Science or Economics and Business) for their Summer School subject.

### Educational/Financial Disadvantage scholarships

Full Summer School scholarships are available to local undergraduate students who have a good academic record. To be eligible for consideration you will need to provide evidence of long-term and serious educational disadvantage based on two or more criteria, one of which must be financial hardship. Please check our website for further details. Applications close on 26 October 2007.

## For more information

Web: [www.summer.usyd.edu.au](http://www.summer.usyd.edu.au)

Email: [info@summer.usyd.edu.au](mailto:info@summer.usyd.edu.au)

Phone: +61 2 9351 5542 Fax: +61 2 9351 5888





# General University information

For further information or advice, please feel free to call our Helpline on **1300 362 006**.

This section includes information on the following:

Accommodation Service  
 Admissions Office  
 Applying for a course  
 Assessment  
 Attendance  
 Bus service  
 Campuses  
 Careers Centre  
 Casual Employment Service  
 Centre for Continuing Education (CCE)  
 Centre for English Teaching  
 Child Care Information Office  
 Client Services, Information and Communications Technology (ICT)  
 The Co-op Bookshop  
 Counselling Service  
 Disability Services  
 Email  
 Employment opportunities for students  
 Enrolment  
 Environmental Policy  
 Examinations  
 Fees  
 Financial Assistance Office  
 Freedom of Information  
 Graduations Office  
 (Grievances) Appeals  
 HECS and Fees Office  
 HELP  
 Information and Communications Technology  
 International Office  
 International Student Support Unit (ISSU)  
 Koori Centre and Yooroang Garang  
 Learning Centre  
 Library  
 Mathematics Learning Centre  
 Multimedia and Educational Technologies in Arts (META) Resource Centre  
 Museums and Galleries  
 MyUni Student Portal  
 Orientation and O-Week  
 Part-time, full-time  
 Policy online  
 Printing Service (UPS)  
 Privacy  
 Research Office  
 Scholarships for undergraduates  
 Services for Students  
 Security Service  
 Staff and Student Equal Opportunity Unit  
 Student Centre  
 Student Identity Cards  
 Student Services  
 The Sydney Summer School  
 Sydney Student Development  
 Sydney Welcome Orientation and Transition Program  
 The University of Sydney Foundation Program  
 Timetabling Unit  
 University Health Service

## Accommodation Service

The Accommodation Service helps students find off-campus accommodation. The service maintains extensive databases of share accommodation, rental properties, and full board accommodation. Currently enrolled students can access the database online through the MyUni student portal (<http://myuni.usyd.edu.au>), or the accommodation website via your MyUni student portal or the Services for Students website: [www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv).

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Phone: +61 2 9351 3312  
 Fax: +61 2 9351 8262  
 Email: [accomm@stuserv.usyd.edu.au](mailto:accomm@stuserv.usyd.edu.au)  
 Website: [www.usyd.edu.au/accomm](http://www.usyd.edu.au/accomm)

## Admissions Office

The Admissions Office, located in the Student Centre, is responsible for overseeing the distribution of offers to undergraduate applicants through the Universities Admission Centre (UAC). They can advise prospective local undergraduate students on admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution phone +61 2 9351 4118 for more information. For enquiries regarding special admissions (including mature-age entry) phone +61 2 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

Student Centre  
 Ground Floor, Carlsaw Building F07  
 University of Sydney  
 NSW 2006 Australia

Phone: +61 2 9351 4117 or +61 2 9351 4118  
 Fax: +61 2 9351 4869  
 Email: [admissions@records.usyd.edu.au](mailto:admissions@records.usyd.edu.au)  
 Website: [www.usyd.edu.au/studentcentre](http://www.usyd.edu.au/studentcentre)

## Applying for a course

### Domestic applicants for undergraduate courses and programs of study

For the purpose of admission and enrolment, 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. If you are in this group and wish to apply for admission into an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC). The deadline for application is the last working day in September in the year before enrolment. Go to the UAC website ([www.uac.edu.au](http://www.uac.edu.au)) for more information.

Note that some faculties, such as Pharmacy, the Sydney Conservatorium of Music and Sydney College of the Arts, have additional application procedures.

### Domestic applicants for postgraduate courses and programs of study

For the purpose of admission and enrolment, 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. Application is direct to the faculty which offers the



course that you are interested in. Application forms for postgraduate coursework, postgraduate research and the master's qualifying or preliminary program and for non-award postgraduate study can be found at [www.usyd.edu.au/studentcentre](http://www.usyd.edu.au/studentcentre).

Please note that some faculties use their own specially tailored application forms for admission into their courses. Please contact the relevant faculty.

### International applicants for all course types (undergraduate and postgraduate)

'International applicants' refers to all applicants other than Australian citizens, Australian permanent residents and citizens of New Zealand. In the majority of cases international applicants apply for admission through the University's International Office (IO). All the information international applicants need, including application forms, is available from the IO website ([www.usyd.edu.au/internationaloffice](http://www.usyd.edu.au/internationaloffice)).

### Assessment

For assessment matters refer to the relevant department or school.

### Attendance

In cases of illness or misadventure you should complete an Application for Special Consideration form, accompanied by relevant documentation such as medical certificates, and submit it to your faculty office. The forms are available on the web at [www.usyd.edu.au/studentcentre/forms.shtml](http://www.usyd.edu.au/studentcentre/forms.shtml), and at faculty offices and the Student Centre.

### Exemption from re-attendance

Although you may have attended certain lectures or practical classes before, exemption from re-attendance at these is granted only in exceptional circumstances. In any case, you are required to enrol in all units of study in which you propose taking examinations, whether or not you've been granted leave of absence – or exemption – from re-attendance at lectures and/or practical work.

To obtain exemption from re-attendance, you must apply at your faculty office.

### Bus service

A free bus service operates to, from and around Camperdown and Darlington campuses each weekday that Fisher Library is open (except for public holidays). The service commences at 4.15pm and concludes at Fisher Library closing time.

Two buses operate along the route, which commences at Fisher Library and terminates at Redfern station. The buses cycle through the route at approximately 10 minute intervals, both during semester and in the breaks.

The bus timetable/route guide can be collected from Security Administration or Campus Infrastructure Services reception.

2nd floor, Services Building G12  
 Corner of Codrington and Abercrombie Streets  
 Darlington Campus  
 University of Sydney  
 NSW 2006 Australia

Phone: +61 2 9351 4753  
 Fax: +61 2 9351 5699  
 Website: [www.security.usyd.edu.au](http://www.security.usyd.edu.au)

## Campuses

The University has nine different teaching campuses spread throughout the Sydney area.

For information on each of the campuses, including maps, contact details and parking information, please see [www.usyd.edu.au/about/campus/pub/campus.shtml](http://www.usyd.edu.au/about/campus/pub/campus.shtml).

Campus	Faculties
Camperdown and Darlington campuses	Faculty of Arts Faculty of Architecture, Design and Planning Faculty of Agriculture, Food and Natural Resources Faculty of Economics and Business Faculty of Education and Social Work Faculty of Engineering and Information Technologies Faculty of Medicine Faculty of Pharmacy Faculty of Science Faculty of Veterinary Science The Sydney Summer School
Cumberland Campus	Faculty of Health Sciences
St James Campus	Faculty of Law
Mallett Street Campus	Faculty of Nursing and Midwifery The Centre for English Teaching The NHMRC Clinical Trials Centre
Sydney Conservatorium of Music Campus	The Sydney Conservatorium of Music
Sydney College of the Arts campus	Sydney College of the Arts (SCA)
Camden Campus	Faculty of Veterinary Science Faculty of Agriculture, Food and Natural Resources
Surry Hills Campus	Faculty of Dentistry
Burren Street Campus	Institute of Transport and Logistics Studies

## Careers Centre

The Careers Centre will help you with careers preparation and graduate recruitment.

Careers Centre  
 Ground Floor, Mackie Building K01  
 University of Sydney  
 NSW 2006 Australia

Phone: +61 2 9351 3481  
 Fax: +61 2 9351 5134  
 Email: [info@usyd.edu.au](mailto:info@usyd.edu.au)  
 Website: [www.careers.usyd.edu.au](http://www.careers.usyd.edu.au)

## Casual Employment Service

The Casual Employment Service helps students find casual and part-time work during their studies and during University vacations. The service maintains a database of casual employment vacancies. Currently enrolled students can access the database online through the MyUni student portal, or the casual employment website via your MyUni student portal, or the Services for Students website ([www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv)).

Level 7, Education Building A35  
 University of Sydney  
 NSW 2006 Australia

Phone: +61 2 9351 8714  
 Fax: +61 2 9351 8717  
 Email: [ces@stuserv.usyd.edu.au](mailto:ces@stuserv.usyd.edu.au)  
 Website: [www.usyd.edu.au/cas\\_emp](http://www.usyd.edu.au/cas_emp)

## Centre for Continuing Education (CCE)

The Centre for Continuing Education offers a wide range of short courses for special interest, university preparation and professional development.

Centre for Continuing Education  
160 Missenden Rd  
Newtown NSW 2042

Postal address:  
Locked Bag 2020  
Glebe NSW 2037

Ph: +61 2 9036 4789  
Fax: +61 2 9036 4799  
Email: [info@cce.usyd.edu.au](mailto:info@cce.usyd.edu.au)  
Website: [www.cce.usyd.edu.au](http://www.cce.usyd.edu.au)

Subject areas include: history and culture, creative arts, social sciences, languages, IT, business and overseas study tours. Courses are open to everyone.

## Centre for English Teaching (CET)

The Centre for English Teaching (CET) offers English language and academic study skills programs to students from overseas and Australian residents from non-English speaking backgrounds who need to develop their English language skills to meet academic entry requirements.

Camperdown Campus G01  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9036 7900  
Fax: +61 2 9036 7910  
Email: [info@cet.usyd.edu.au](mailto:info@cet.usyd.edu.au)  
Website: [www.usyd.edu.au/cet](http://www.usyd.edu.au/cet)

## Child Care Information Office

Contact the Child Care Information Office for information about child care for students and staff of the University who are parents. For details of centres, vacation and occasional care see the child care website via your MyUni student portal or the Services for Students website ([www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv))

Child Care Information Office  
Level 7, Education Building A35  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 5667  
Fax: +61 2 9351 7055  
Email: [childc@stuserv.usyd.edu.au](mailto:childc@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/childcare](http://www.usyd.edu.au/childcare)

## Client Services, Information and Communications Technology (ICT)

Client Services are responsible for the delivery of many of the computing services provided to students. Students can contact Client Services by phoning the ICT Helpdesk on 9351 6000, through the IT Assist website ([www.itassist.usyd.edu.au](http://www.itassist.usyd.edu.au)) or by visiting the staff at one of the University Access Labs.

The access labs on the Camperdown and Darlington campuses are located in:

- Fisher Library (Level 2)
- Carlaw Building (Room 201)
- Education Building (Room 232)
- Christopher Brennan Building (Room 232)
- Engineering Link Building (Room 222); and
- Pharmacy and Bank Building (Room 510).

Other labs are available at the Law, Westmead Hospital and Cumberland campuses.

The labs provide students free access to computers including office productivity and desktop publishing software.

Services are available on a fee for service basis which include Internet access, printing facilities and the opportunity to host their own non-commercial website.

Each student is supplied with an account, called a 'Unikey' account, which allows access to a number of services including:

- free email ([www-mail.usyd.edu.au](http://www-mail.usyd.edu.au))
- access to the internet from home or residential colleges ([www.itassist.usyd.edu.au/services.html](http://www.itassist.usyd.edu.au/services.html))
- student facilities via the MyUni student portal (<http://myuni.usyd.edu.au>), including exam results, enrolment variations and timetabling; and
- free courses in basic computing (such as MS Office; basic html and excel) that are run by Access Lab staff in the week following orientation week. To register contact the Access Lab Supervisor on +61 2 9351 6870.

Client Services, Helpdesk  
University Computer Centre, H08  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 6000  
Fax: +61 2 9351 6004  
Email: [support@usyd.edu.au](mailto:support@usyd.edu.au)  
Website: [www.itassist.usyd.edu.au](http://www.itassist.usyd.edu.au)

## The Co-op Bookshop

The Co-op Bookshop is a one-stop bookshop for:

- textbooks
- general books
- reference books
- DVDs
- flash drives; and
- software at academic prices.

Lifetime membership costs \$20 and gives great discounts on purchases (conditions apply).

Sports and Aquatic Centre Building G09

Phone: +61 2 9351 3705  
Fax: +61 2 9660 5256  
Email: [sydu@coop-bookshop.com.au](mailto:sydu@coop-bookshop.com.au)  
Website: [www.coop-bookshop.com.au](http://www.coop-bookshop.com.au)

## Counselling Service

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling. The Service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies. International students can access counselling assistance through the International Student Support Unit (ISSU).

Each semester the Counselling Service runs a program of workshops designed to assist students master essential study and life management skills. Workshops are available to all local and international students. For details of workshops, activities and online resources provided by the service, see the Counselling Service website via your MyUni student portal or the Services for Students website ([www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv)). Phone to make an appointment. Daily walk-in appointments are also available between 11am and 3pm.

### **Camperdown and Darlington campuses**

Level 7, Education Building A35  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2228  
Fax: +61 2 9351 7055  
Email: [counsell@stuserv.usyd.edu.au](mailto:counsell@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/counsel](http://www.usyd.edu.au/counsel)

### **Cumberland Campus**

Ground Floor, A Block, Cumberland Campus C42  
University of Sydney  
East Street  
Lidcombe  
NSW 2141 Australia

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [CS.Cumberland@stuserv.usyd.edu.au](mailto:CS.Cumberland@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/counsel](http://www.usyd.edu.au/counsel)

## **Disability Services**

Disability Services is the principal point of contact for advice on assistance available for students with disabilities. Students with a disability need to register with Disability Services to receive support and assistance. Disability Services works closely with academic and administrative staff to ensure that students receive reasonable accommodations in their areas of study.

Assistance available includes the provision of note taking, interpreters and negotiation with academic staff regarding assessment and course requirement modifications where appropriate. For details on registering with the Service, including documentation required and online resources see the Disability Services website via your MyUni student portal or the Services for Students website: [www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv).

### **Camperdown and Darlington campuses**

Level 7, Education Building A35  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 7040  
Fax: +61 2 9351 3320  
TTY: +61 2 9351 3412  
Email: [disserv@stuserv.usyd.edu.au](mailto:disserv@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/disability](http://www.usyd.edu.au/disability)

### **Cumberland Campus**

Ground Floor, A Block, Cumberland Campus C42  
University of Sydney  
East Street  
Lidcombe  
NSW 2141 Australia

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [DS.Cumberland@stuserv.usyd.edu.au](mailto:DS.Cumberland@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/disability](http://www.usyd.edu.au/disability)

## **Email**

See Client Services, Information and Communications Technology

## **Employment opportunities for students**

See Sydney Student Development

## **Enrolment**

### **Domestic and international students entering first year via UAC**

Details of enrolment procedures will be sent to you with your UAC offer of enrolment. Enrolment takes place during the last week of January.

### **Domestic and international students entering first year via a direct offer from the University**

Details of the enrolment procedures will be sent to you with your university offer of enrolment. Enrolment takes place during the first two weeks of February.

### **All continuing domestic and international students**

A pre-enrolment package is sent to all enrolled students in late September and contains instructions on the procedure for web-based pre-enrolment.

## **Environmental Policy**

The University of Sydney's Environmental Policy promotes sustainable resource and product use and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University wide Sustainable Campus Program.

Enquiries can be directed to the Manager, Environmental Strategies  
Phone: +61 2 93512063

Email: [sustainable@usyd.edu.au](mailto:sustainable@usyd.edu.au)

or go to [www.usyd.edu.au/sustainable](http://www.usyd.edu.au/sustainable) where you can find out what the University is doing and how you can get involved, make suggestions or receive the Sustainable Campus Newsletter.

## **Equity Support Services**

Equity Support Services, located within Student Services, brings together a number of student support services that produce practical assistance and information to support students in meeting their academic and personal goals while at University. Services include the Accommodation Service, Casual Employment Service, Childcare Information Office, Disability Services and the Financial Assistance Office. For details of these services and online resources provided see their individual entry in this Handbook or go to the MyUni student portal or the Services for Students website [www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv).

## **Examinations**

The Examinations and Exclusions Office looks after the majority of examination arrangements and student progression. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

Examinations and Exclusions Office  
Student Centre  
Level 1, Carslaw Building F07  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 4005 or +61 2 9351 4006  
Fax: +61 2 9351 7330  
Email: [exams.office@exams.usyd.edu.au](mailto:exams.office@exams.usyd.edu.au)

## **Fees**

The Fees Office provides information on how to pay fees, where to pay fees and if payments have been received. The office can also provide information on obtaining a refund for fee payments. Further details may be accessed online through our website at [www.finance.usyd.edu.au/revenue\\_income/fees.shtml](http://www.finance.usyd.edu.au/revenue_income/fees.shtml)

Fees Office  
Margaret Telfer Building K07  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 5222  
Fax: +61 2 9351 4202  
Email: [feespay@usyd.edu.au](mailto:feespay@usyd.edu.au)  
Office hours: 9am-4.30pm, Mon-Fri

## Financial Assistance Office

The University of Sydney has a number of loan and bursary funds to assist students experiencing financial difficulties. Loan assistance is available for undergraduate and postgraduate students enrolled in degree and diploma courses at the University.

The assistance is not intended to provide the principle means of support but to help enrolled students in financial need with expenses such as housing bonds and rent, phone and electricity bills, medical expenses, buying textbooks and course equipment.

Loans are interest free and are repayable usually within one year. Bursaries may be awarded depending on financial need and academic merit and are usually only available to local full-time undergraduate students. Advertised bursaries, including First Year Bursaries, are advertised through the MyUni student portal in January each year.

For details of types of assistance and online resources provided by the service see the Financial Assistance website via your MyUni student portal or the Services for Students website ([www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv)).

Level 7, Education Building A35  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2416  
Fax: +61 2 9351 7055  
Email: [fao@stuserv.usyd.edu.au](mailto:fao@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/fin\\_assist](http://www.usyd.edu.au/fin_assist)

## Freedom of Information

The University of Sydney falls within the jurisdiction of the *NSW Freedom of Information Act, 1989*. The act:

- requires information concerning documents held by the University to be made available to the public
- enables a member of the public to obtain access to documents held by the University; and
- enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect, out of date or misleading.

(Note that a 'member of the public' includes staff and students of the University.)

It is a requirement of the act that applications be processed and a determination made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.

While application may be made to access University documents, some may not be released in accordance with particular exemptions provided by the act. There are review and appeal mechanisms which apply when access has been refused.

The University is required to report to the public on its freedom of information (FOI) activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months). The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at [www.usyd.edu.au/arms/foi](http://www.usyd.edu.au/arms/foi)

The University is required to report to the public on its freedom of information (FOI) activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months). The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at [www.usyd.edu.au/arms/foi](http://www.usyd.edu.au/arms/foi)

## Graduations Office

The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.

Student Centre  
Carslaw Building F07  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 3199, +61 2 9351 4009  
Protocol: +61 2 9351 4612  
Fax: +61 2 9351 5072

## (Grievances) Appeals

You may consider that a decision affecting your candidature for a degree or other activities at the University has not taken into account all relevant matters.

In some cases the by-laws or resolutions of the Senate (see the University Calendar: [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)) provide for a right of appeal against particular decisions. For example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's policy online website:

[www.usyd.edu.au/policy](http://www.usyd.edu.au/policy) (click on 'Study at the University', then click on 'Appeals' – see the Academic Board and Senate resolutions).

For assistance or advice regarding an appeal contact:

### Undergraduates

Students' Representative Council  
Level 1, Wentworth Building G01  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9660 5222

### Postgraduates

Sydney University Postgraduate Representative Association (SUPRA)  
Corner of Raglan and Abercrombie Streets  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 3115

## HECS and Fees Office

Student Centre  
Ground Floor, Carslaw Building F07  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 5659  
Fax: +61 2 9036 6111

## HELP

See HECS and Fees Office

## Information and Communications Technology

See Client Services, Information and Communications Technology

## International Office

The International Office provides advice and assistance with application, admission and enrolment procedures for international students. The International Office also includes units responsible for international marketing, government and student relations, international scholarships, including AusAID scholarships and administrative support for international financial aid programs, and compliance with government regulations related to international students.

The Study Abroad and Exchange unit assists both domestic and international students who wish to enrol for study abroad or exchange programs.

### International Office

Services Building G12  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 4079

Fax: +61 2 9351 4013

Email: [info@io.usyd.edu.au](mailto:info@io.usyd.edu.au)

Website: [www.usyd.edu.au/internationaloffice](http://www.usyd.edu.au/internationaloffice)

### Study Abroad

Phone: +61 2 9351 3699

Fax: +61 2 9351 2795

Email: [studyabroad@io.usyd.edu.au](mailto:studyabroad@io.usyd.edu.au)

Website: [www.usyd.edu.au/studyabroad](http://www.usyd.edu.au/studyabroad)

### Student Exchange

Phone: +61 2 9351 3699

Fax: +61 2 9351 2795

Email: [exchange@io.usyd.edu.au](mailto:exchange@io.usyd.edu.au)

Website: [www.usyd.edu.au/studentexchange](http://www.usyd.edu.au/studentexchange)

## International Student Support Unit (ISSU)

The International Student Support Unit assists international students through the provision of orientation, counselling and welfare services to both students and their families. ISSU aims to help international students cope successfully with the challenges of living and studying in a unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable.

For details of orientation activities, counselling and welfare services provided to both students and their families and online resources, see the MyUni student portal or the Services for Students website [www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv). International students also have access to all University student support services.

### Camperdown and Darlington campuses

Ground Floor, Services Building G12  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 4749

Fax: +61 2 9351 6818

Email: [info@issu.usyd.edu.au](mailto:info@issu.usyd.edu.au)

Website: [www.usyd.edu.au/issu](http://www.usyd.edu.au/issu)

### Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42  
University of Sydney

East Street, Lidcombe  
NSW 2141 Australia

Phone: +61 2 9351 9638

Fax: +61 2 9351 9635

Email: [ISSU.Cumberland@stuserv.usyd.edu.au](mailto:ISSU.Cumberland@stuserv.usyd.edu.au)

Website: [www.usyd.edu.au/issu](http://www.usyd.edu.au/issu)

## Koori Centre and Yooroang Garang

The Koori Centre and Yooroang Garang support Aboriginal and Torres Strait Islander people in all aspects of tertiary education at the University of Sydney. The Cadigal Special Entry Program assists Indigenous Australians to enter undergraduate study across all areas of the University.

As well as delivering block-mode courses for Indigenous Australian students, the Koori Centre teaches Indigenous Australian Studies in various faculties across mainstream courses. The Centre also provides tutorial assistance, and student facilities such as: computer lab, Indigenous research library and study rooms for Indigenous Australian students at the University.

In particular, the Koori Centre aims to increase the successful participation of Indigenous Australians in undergraduate and postgraduate degrees, develop the teaching of Aboriginal Studies, conduct research in the field of Aboriginal education, and establish working ties with schools and communities.

The Koori Centre works in close collaboration with Yooroang Garang, School of Indigenous Health Studies in the Faculty of Health Sciences at the University's Cumberland Campus. Yooroang Garang provides advice, assistance and academic support for Indigenous students in the faculty, as well as preparatory undergraduate and postgraduate courses.

### Koori Centre

Ground Floor, Old Teachers College A22  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2046 (general enquiries)

Toll Free: 1800 622 742

Community Liaison Officer: +61 2 9351 7003

Fax: +61 2 9351 6923

Email: [koori@koori.usyd.edu.au](mailto:koori@koori.usyd.edu.au)

Website: [www.koori.usyd.edu.au](http://www.koori.usyd.edu.au)

### Yooroang Garang

T Block, Level 4, Cumberland Campus C42  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 9393

Toll Free: 1800 000 418

Fax: +61 2 9351 9400

Email: [yginfo@fhs.usyd.edu.au](mailto:yginfo@fhs.usyd.edu.au)

Website: [www.yg.fhs.usyd.edu.au](http://www.yg.fhs.usyd.edu.au)

## Learning Centre

The Learning Centre helps students develop the generic learning and communication skills that are necessary for university study and beyond. The centre is committed to helping students achieve their academic potential throughout their undergraduate and postgraduate studies. Operating across the Camperdown and Cumberland campuses, the Centre's program includes a wide range of workshops

on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services include an individual learning program, a faculty-based program and access to online and print-based learning resources. For details of programs, activities and online resources provided by the Centre see

the website via your MyUni student portal or the Services for Students website: ([www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv)).

### Camperdown and Darlington campuses

Level 7, Education Building A35  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 3853  
Fax: +61 2 9351 4865  
Email: [lc@stuserv.usyd.edu.au](mailto:lc@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/lc](http://www.usyd.edu.au/lc)

### Cumberland Campus

Ground floor, A Block, Cumberland Campus C42  
University of Sydney  
East Street  
Lidcombe  
NSW 2141 Australia

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [LC.Cumberland@stuserv.usyd.edu.au](mailto:LC.Cumberland@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/lc](http://www.usyd.edu.au/lc)

## Library

The University of Sydney Library is a network of 17 libraries located on nine campuses. The Library website ([www.library.usyd.edu.au](http://www.library.usyd.edu.au)) provides access to services and resources, anywhere at anytime. The locations, opening hours and subject specialities of the libraries are listed on the website.

Over five million items are available via the Library catalogue, including more than 68,000 electronic journals and 281,000 electronic books. Past exam papers are also available online. Enrolled students are entitled to borrow from any of the University Libraries. More information is available at [www.library.usyd.edu.au/borrowing](http://www.library.usyd.edu.au/borrowing).

Reading list items are available via the reserve service. Increasingly, reading list material is becoming available in electronic form. For details see the reserve service website: <http://opac.library.usyd.edu.au/screens/reserve.html>.

Library staff are always available to support students in their studies. 'Ask a Librarian' in person, by email, or by using an online chat service ([www.library.usyd.edu.au/contacts/index.html](http://www.library.usyd.edu.au/contacts/index.html)).

A specialist librarian is available for all discipline areas and will provide training in finding high quality information. Courses cover a range of skills including research methodology, database searching, effective use of the Internet and the use of reference management software. See the subject contact page: [www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

Library facilities include individual and group study spaces, computers, printers, multimedia equipment, photocopiers and adaptive technologies. Check the 'Libraries' link on the home page ([www.library.usyd.edu.au](http://www.library.usyd.edu.au)) to find out about services and facilities in specific libraries.

The *Client Service Charter* describes the Library's commitment to supporting students' learning, including those with special needs. See the *Client Service Charter* online: [www.library.usyd.edu.au/about/policies/clientcharter.html](http://www.library.usyd.edu.au/about/policies/clientcharter.html).

Your comments and suggestions are always welcome.

University of Sydney Library F03  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2993 (general enquiries)  
Fax: +61 2 9351 2890 (administration)  
+61 2 9351 7278 (renewals)

Email: [loanenq@library.usyd.edu.au](mailto:loanenq@library.usyd.edu.au) (loan enquiries),  
[udd@library.usyd.edu.au](mailto:udd@library.usyd.edu.au) (document delivery enquiries)  
Website: [www.library.usyd.edu.au](http://www.library.usyd.edu.au)

## Mathematics Learning Centre

The Mathematics Learning Centre assists undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying first level mathematics or statistics units at university. The Centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). The centre also provides ongoing support to eligible students during the year through individual assistance and small group tutorials. For details of activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website: [www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv).

Level 4, Carslaw Building F07  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 4061  
Fax: +61 2 9351 5797  
Email: [mlc@stuserv.usyd.edu.au](mailto:mlc@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/mlc](http://www.usyd.edu.au/mlc)

## Multimedia and Educational Technologies in Arts (META) Resource Centre (Languages and E-Learning)

The centre provides access to recorded lectures, classwork and interactive self-paced learning materials for students of languages other than English (LOTE) and English as a second language (ESL).

The self study room provides interactive computer assisted learning and access to live multilingual satellite television broadcasts. Computer access labs provide Internet, email and word processing access. The centre also provides teaching rooms with state-of-the-art multimedia equipment, language laboratories and video conferencing facilities for Faculty of Arts courses.

Level 2, Brennan Building (opposite Manning House)  
University of Sydney  
NSW 2006 Australia

Phone: Library enquiries +61 2 9351 2683  
For all other enquiries +61 2 9351 6781  
Fax: +61 2 9351 3626  
Email: For Library enquiries [meta.library@arts.usyd.edu.au](mailto:meta.library@arts.usyd.edu.au)  
For all other enquiries [meta@arts.usyd.edu](mailto:meta@arts.usyd.edu)  
Website: [www.arts.usyd.edu.au/centres/meta](http://www.arts.usyd.edu.au/centres/meta)

## Museums and galleries

The University of Sydney has one of the largest and finest university collections of antiquities, art, ethnography and natural history in Australia. While these collections are used for teaching, they also provide an opportunity for the University to contribute to the cultural life of the country.

### University Art Collection and University Art Gallery

Founded in the 1860s, the University of Sydney Art Collection now holds more than 2500 paintings, sculptures and works on paper by Australian, Asian and European artists. The University Art Gallery showcases changing exhibitions of works from the collection as well as high quality exhibitions of both contemporary and historical works.

War Memorial Arch  
Quadrangle  
Phone: +61 2 9351 6883  
Fax: +61 2 9351 7785  
Gallery: +61 2 9351 6883  
Website: [www.usyd.edu.au/museums](http://www.usyd.edu.au/museums)

### **Macleay Museum**

The Macleay Museum had its origins in the collection of insects begun by Alexander Macleay in the late eighteenth century. It has developed into an extraordinary collection of natural history specimens, ethnographic artifacts, scientific instruments and historic photographs. A regular changing schedule of exhibitions highlights various aspects of the collection.

Macleay Building A12  
Gosper Lane (off Science Road)  
Phone: +61 2 9036 5253  
Fax: +61 2 9351 5646  
Email: [macleaymuseum@usyd.edu.au](mailto:macleaymuseum@usyd.edu.au)  
Website: [www.usyd.edu.au/museums](http://www.usyd.edu.au/museums)

### **Nicholson Museum**

The Nicholson Museum contains the largest and most prestigious collection of antiquities in Australia. It is also the country's oldest university museum, and features works of ancient art and objects of daily life from Greece, Italy, Egypt, Cyprus the Near and Middle East, as well as Northern Europe. A regular changing schedule of exhibitions highlights various parts of the collection.

Quadrangle (southern end)  
Phone: +61 2 9351 2812  
Fax: +61 2 9351 7305  
Email: [nicholsonmuseum@usyd.edu.au](mailto:nicholsonmuseum@usyd.edu.au)  
Website: [www.usyd.edu.au/museums](http://www.usyd.edu.au/museums)

### **The Tin Sheds Gallery**

The Tin Sheds Gallery is part of the Art Workshop complex within the University of Sydney's Faculty of Architecture, Design and Planning. The gallery hosts exhibitions across a wide variety of contemporary visual arts practices from individuals and groups, as well as community projects and curated exhibitions.

Tin Sheds Gallery and Art Workshops  
Faculty of Architecture  
Wilkinson Building  
148 City Road  
Phone: +61 2 9351 3115  
Fax: +61 2 9351 4184  
Email: [tinsheds@arch.usyd.edu.au](mailto:tinsheds@arch.usyd.edu.au)  
Website: [www.arch.usyd.edu.au/art\\_workshop](http://www.arch.usyd.edu.au/art_workshop)

### **MyUni Student Portal**

The MyUni student portal (<http://myuni.usyd.edu.au>) is the starting point and 'one-stop' environment for students to access all their web-based University information and services.

MyUni automatically tailors what a student sees based on their login and offers students the option of further personalising content. Most importantly, MyUni allows students to complete tasks online that would previously have required attendance in person. The following are examples of MyUni services and information:

- support services for students in health, counselling, child care, accommodation, employment and wellbeing
- student administration systems for obtaining exam results, enrolment and variations, timetabling, email services and links to courses and units of study information
- links to the University's e-learning systems
- library services
- important messages and student alerts
- information technology and support services
- information for local, indigenous and international students; and
- campus maps, with descriptions of cultural, sporting and campus facilities.

Website: <http://myuni.usyd.edu.au>

## **Orientation and O-Week**

### **Orientation**

Transition to University involves both opportunities and challenges. A successful transition is important in developing a sense of belonging and better academic adjustment and success. The University seeks to facilitate students' successful transition through a wide range of programs and activities. Orientation activities for both undergraduate and postgraduate students are scheduled at the beginning of each semester. Transition support continues throughout the Academic Year within faculties while student support services are available to assist students for the duration of their study.

For more information, visit [www.usyd.edu.au/orientation](http://www.usyd.edu.au/orientation)

### **Undergraduate students**

*Sydney Welcome Orientation and Transition (SWOT) Program*

In the week prior to Semester One, the SWOT program offers all commencing undergraduate students an opportunity to learn more about the University of Sydney. During this week you can get to know the University, develop key skills for success, discover other key resources for getting the most out of university life and develop a sense of belonging. All students are welcome to attend activities which are based at the Camperdown and Darlington campuses. Faculties based on other campuses also provide orientation activities and programs.

**SWOT 2008: 27–29 February 2008.** Details of SWOT activities and online resources are available at [www.swot.usyd.edu.au](http://www.swot.usyd.edu.au)

### **Postgraduate students**

The University of Sydney Postgraduate Induction Program is a specialised program for postgraduate students organised by the Dean of Graduate Studies.

For more information, visit [www.dogs.usyd.edu.au](http://www.dogs.usyd.edu.au)

### **USU O-Week**

O-Week is the orientation event at the beginning of Semester One. Organised by the University of Sydney Union and other student organisations, it runs in parallel with the SWOT program. O-Week provides an opportunity to find out about and participate in the many clubs and societies available at the University and the services and activities of the student organisations.

It's packed with fun activities and events along with information to help you become acquainted with the University and, importantly, to help you grab hold of all of the opportunities this campus has in store for you. Rock, jazz, orchestral and choral concerts, plays, demonstrations, symposia on current affairs, reviews, competitions, sports, bus tours, games, special-interest meetings, guest speakers, debates, films, food and freebies are all organised for commencing students' participation and enjoyment. You need to know what's on and what's available in order to make the most out of your time here.

**O-Week 2008: 27–29 February 2008.** Programs will be available at [www.usuonline.com](http://www.usuonline.com)

## **Part-time, full-time attendance**

### **Undergraduate students**

Undergraduate students are usually considered full-time if they have a student load of at least 0.375 each semester. Anything under this amount is considered a part-time study load.

Note that some faculties have minimum study load requirements for satisfactory progress.

### **Postgraduate students (coursework)**

For postgraduate coursework students part-time or full-time status is determined by credit-point load. Enrolment in units of study which

total at least 18 credit points in a semester is classed as full-time. Anything under this amount is a part-time study load.

Please note that classes for some coursework programs are held in the evenings (usually 6–9pm).

### Postgraduate students (research)

Full-time candidates for research degrees do not keep to the normal semester schedule, instead they work continuously throughout the year with a period of four weeks recreation leave. There is no strict definition of what constitutes full-time candidature but if you have employment or other commitments that would prevent you from devoting at least the equivalent of a 35-hour working week to your candidature (including attendance at the University for lectures, seminars, practical work and consultation with your supervisor) you should enrol as a part-time candidate. If in doubt you should consult your faculty or supervisor.

### International students

Student visa regulations require international students to undertake full-time study. International students on visas other than student visas may be permitted to study part-time.

### Policy online

In addition to the resolutions covering specific courses there are a number of University policies that apply to students. These include:

- the code of conduct for students
- Academic Honesty in coursework
- Student Plagiarism: Coursework assessment and examination of coursework
- Identifying and Supporting Students at Risk

All of these policies can be accessed from the University's Policy website online ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)).

### Printing Service (UPS)

The University Printing Service provides printing and binding services including: high volume printing and copying, short run (low volume), four-colour process printing, finished artwork and design, including website design, document scanning, file conversion, and CD burning.

Typical UPS products range from stationery, books, brochures, handbooks, graduation certificates and examination papers through to invitations, flyers and banners.

UPS also offers a variety of finishing options plus collating, addressing and filling of envelopes, mail merge options and print-broking services.

Room 314, top floor, Services Building G12, Codrington Street

Phone: +61 2 9351 2004

Fax: +61 2 9351 7757

Email: [ups@ups.usyd.edu.au](mailto:ups@ups.usyd.edu.au)

Website: [www.usyd.edu.au/ups/](http://www.usyd.edu.au/ups/)

### Privacy

The University is subject to the *NSW Privacy and Personal Information Protection Act 1998* and the *NSW Health Records and Information Privacy Act 2002*. Central to both acts are the sets of information protection principles (IPPs) and health privacy principles which regulate the collection, management, use and disclosure of personal and health information. In compliance with the *Privacy and Personal Information Protection Act* the University developed a *Privacy Management Plan* which includes the *University Privacy Policy*. The *Privacy Management Plan* sets out the IPPs and how they apply to functions and activities carried out by the University. Both the plan and the *University Privacy Policy* were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the plan may be found at [www.usyd.edu.au/arms/privacy](http://www.usyd.edu.au/arms/privacy).

Any questions regarding the *Freedom of Information Act*, the *Privacy and Personal Information Protection Act*, the *Health Records and Information Privacy Act* or the *Privacy Management Plan* should be directed to:

Tim Robinson: +61 2 9351 4263, or

Anne Picot: +61 2 9351 7262

Email: [foi@mail.usyd.edu.au](mailto:foi@mail.usyd.edu.au)

### Research Office

The Research Office administers the major government funded research awards. Details of these awards and many others may be obtained from the Research Office website at: [www.usyd.edu.au/ro/training](http://www.usyd.edu.au/ro/training). The closing date for Australian Postgraduate Awards (APA) and University of Sydney Postgraduate Awards (UPA) is October every year; National Health and Medical Research Council (NHMRC) Postgraduate Research Scholarships usually close in mid-July. It is wise to confirm in advance the exact closing date.

Quadrangle A14

Phone: +61 2 9351 3250

Email: [research.training@usyd.edu.au](mailto:research.training@usyd.edu.au)

Website: [www.usyd.edu.au/ro/training](http://www.usyd.edu.au/ro/training)

### Scholarships for undergraduates

Scholarships and Prizes Office

Room 140, Ground floor, Mackie Building KO1

University of Sydney

NSW 2006 Australia

Phone: +61 2 9351 2717

Fax: +61 2 9036 7879

Email: [scholarships.reception@usyd.edu.au](mailto:scholarships.reception@usyd.edu.au)

Website: [www.usyd.edu.au/scholarships](http://www.usyd.edu.au/scholarships)

### Security service

Security staff patrol the University's Camperdown and Darlington campuses 24 hours a day, 7 days a week and are easily identified by their blue uniforms and distinguishing badges.

### Security Escort Service

The University's Security Escort Service may be booked by telephoning +61 2 9351 3487. This service provides transportation around the Camperdown and Darlington campuses as well as to the nearest transport point at its edge (it generally operates after the Security Bus has ceased). The service is for security situations and not designed for convenience use. Requests for this service will be prioritised against other security demands.

### Emergency contact

Phone: +61 2 9351 3333

### Enquiries

Phone: +61 2 9351 3487 or 1800 063 487

Fax: +61 2 9351 4555

Email: [security.admin@mail.usyd.edu.au](mailto:security.admin@mail.usyd.edu.au)

Website: [www.security.usyd.edu.au](http://www.security.usyd.edu.au)

### Traffic

Phone: +61 2 9351 3336

### Lost Property

Phone: +61 2 9351 5325

### Services for Students

See Student Services

## Staff and Student Equal Opportunity Unit (SSEOU)

The Staff and Student Equal Opportunity Unit works with the University community to promote equal opportunity in education and employment, to create opportunities for staff and students who have traditionally been disadvantaged by mainstream practices and policies, and to create an environment that is free from discrimination and harassment.

The Staff and Student Equal Opportunity Unit is responsible for:

- providing policy advice to staff on harassment and discrimination
- providing equal opportunity policy development, promotion and training for staff and students
- coordinating and monitoring equity programs and initiatives
- providing information and advice to staff and students on equal opportunity matters
- resolving individual staff and student concerns about harassment and discrimination
- overseeing the University's Harassment and Discrimination Resolution procedure
- monitoring and reporting to external bodies on the University's progress in the equal opportunity area.

Every student and employee at the University of Sydney has the right to expect from their fellow students and colleagues behaviour that reflects these key values, irrespective of background, beliefs or culture. In addition, every student and employee has a right to expect from the University equitable practices that preserve and promote equal opportunity to access, participate, and excel in their chosen field.

Second floor, Margaret Telfer Building K07  
Phone: +61 2 9351 2212  
Fax: +61 2 9351 3195  
Email: [admin@eoo.usyd.edu.au](mailto:admin@eoo.usyd.edu.au)  
Website: [www.usyd.edu.au/eoo](http://www.usyd.edu.au/eoo)

## Student Centre

Ground floor, Carslaw Building F07  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 3023 (general enquiries)  
Academic records: +61 2 9351 4109  
Discontinuation of enrolment: +61 2 9351 3023  
Handbooks: +61 2 9351 5057  
Prizes: +61 2 9351 5060  
Fax: +61 2 9351 5081, +61 2 9351 5350 (academic records)  
Website: [www.usyd.edu.au/studentcentre](http://www.usyd.edu.au/studentcentre)

## Student identity cards

The student identity card functions as a library borrowing card, a transport concession card (when suitably endorsed) and a general identity card. The card must be carried at all times on the grounds of the University and must be shown on demand. Details for obtaining a student card can be found at:  
[www.usyd.edu.au/cstudent/student\\_cards.shtml](http://www.usyd.edu.au/cstudent/student_cards.shtml)

## Student Services

The University provides personal, welfare, administrative and academic support services to facilitate your success at university. Many factors can have an impact on your wellbeing while studying at university and Student Services can assist you in managing and handling these more effectively. For details of services and online resources provided see your MyUni student portal or the Services for Students website:  
[www.usyd.edu.au/stuserv](http://www.usyd.edu.au/stuserv).

## Sydney Student Development

Sydney Student Development offers paid course-related employment to students with the purpose of increasing their employment prospects upon graduation. During semester, students work part-time to accommodate their study commitments and, potentially, full-time during the semester break. To learn more, please visit our website.

Sydney Student Development  
University of Sydney  
Website: [www.usyd.edu.au/student\\_employment](http://www.usyd.edu.au/student_employment)

## The Sydney Summer School

Ten faculties at the University offer subjects from undergraduate and postgraduate degree programs during summer. As the University uses its entire quota of Commonwealth supported places in first and second semester, these units are full fee-paying for both local and international students and enrolment is entirely voluntary. However, Summer School subjects enable students to accelerate their degree progress, make up for a failed subject or fit in a subject which otherwise would not suit their timetables. New students may also gain an early start by completing subjects before they commence their degrees. Three Summer Sessions are offered, commencing in mid December, the first week of January and the third week of January and run for up to six weeks (followed by an examination week). Notice of the subjects available is on the Summer School website and is usually circulated to students with their results notices. A smaller Winter School is also run from the Summer School office. It commences on 3 July and runs for three weeks (followed by an examination week). It offers both postgraduate and undergraduate subjects.

To find out information about subjects offered and to enrol online visit the Summer School website: [www.summer.usyd.edu.au](http://www.summer.usyd.edu.au).

## Sydney Welcome Orientation and Transition Program (SWOT)

The Sydney Welcome Orientation and Transition program (SWOT) offers a head start to commencing undergraduate students at the University, helping you to become familiar with the University and its student support services. The Library and central student support services work together with faculties to provide the SWOT program.

**SWOT 2008: 27-29 February 2008.** Details of SWOT activities and online resources are available at [www.swot.usyd.edu.au](http://www.swot.usyd.edu.au).

## The University of Sydney Foundation Program (USFP)

The University of Sydney offers its foundation program to international students as a preparation for undergraduate degrees at several Australian universities.

The Foundation Program is conducted by Taylors College on behalf of Study Group Australia and the University of Sydney. The Foundation Program allows both first and second semester entry to undergraduate courses at the University of Sydney and other universities within Australia.

Phone: +61 2 8263 1888  
Fax: +61 2 9267 0531  
Email: [info@taylorscollege.edu.au](mailto:info@taylorscollege.edu.au)  
Website: [www.usyd.edu.au/foundationprogram](http://www.usyd.edu.au/foundationprogram)

College address:  
University of Sydney Foundation Program  
Taylors College  
965 Bourke St  
Waterloo NSW 2017  
Phone: +61 2 8303 9700  
Fax: +61 2 8303 9777

## Timetabling Unit

The Timetabling Unit in the Student Centre is responsible for producing students' class and tutorial timetables. Semester One timetables are available from the Wednesday of O-Week through the MyUni website (<http://myuni.usyd.edu.au>).

## University Health Service

The University Health Service provides a full experienced general practitioner service and emergency medical care to all members of the University community. You can consult a doctor either by appointment or on a walk-in basis (for more urgent matters only). The Health Service bills Medicare or your overseas student health care provider (Worldcare or Medibank Private) directly for the full cost of most consultations.

Email: [i.marshall@unihealth.usyd.edu.au](mailto:i.marshall@unihealth.usyd.edu.au)

Website: [www.unihealth.usyd.edu.au](http://www.unihealth.usyd.edu.au)

Phone: +61 2 9351 3484

Fax: +61 2 9351 4110

### **University Health Service (Wentworth)**

Level 3, Wentworth Building G01  
University of Sydney  
NSW 2006 Australia

Opening hours: 8.30am–5.30pm, Mon–Fri  
Phone: +61 2 9351 3484

### **University Health Service (Holme)**

University Health Service (Holme)  
Holme Building A09  
Entry level, Science Rd  
University of Sydney  
NSW 2006 Australia

Opening hours: 8.30am–5.30pm, Mon–Fri  
Phone: +61 2 9351 4095

**See also the Glossary for administrative information relating to particular terms.**



# Student organisations

## Students' Representative Council (SRC)

The Students' Representative Council (SRC) represents undergraduate students on all campuses through campaigns on issues affecting students, such as fee increases, course cuts and the cost of readers.

The SRC is a space where student voices can be heard. It is run by students, for students, using its resources to defend and extend students' rights. The SRC represents and advocates on students' behalf, both individually and collectively, to the University, government and the wider community. It hosts a number of collectives and runs campaigns on many issues that are important to students.

The SRC has many publications including *Honi Soit*, the *Counter Course Handbook*, *Growing Strong* and the *O-Week Handbook*. All students are invited to contribute to these publications.

Caseworkers provide students with confidential advice and advocacy. They can help with problems and questions regarding the University, government agencies, Centrelink, employers and service and accommodation providers.

A solicitor who runs the SRC branch office of Redfern Legal Centre provides free legal advice and court representation.

Emergency loans can be provided to students in need of financial assistance.

### Main office

Level 1, Wentworth Building, City Road  
 Phone: +61 2 9660 5222  
 Fax: +61 2 9660 4260  
 Email: [help@src.usyd.edu.au](mailto:help@src.usyd.edu.au)  
 Website: [www.src.usyd.edu.au](http://www.src.usyd.edu.au)

### Other campuses

Contact main office for details

### Honi Soit

The Editors, Honi Soit  
 SRC Office, Wentworth Building  
 Phone: +61 2 9660 5222  
 Fax: +61 2 9660 4260  
 Email: [editors@src.usyd.edu.au](mailto:editors@src.usyd.edu.au)

### The SRC Secondhand Bookshop

Level 3, Wentworth Building  
 Phone: +61 2 9660 4756  
 Fax: +61 2 9660 4260  
 Email: [books@src.usyd.edu.au](mailto:books@src.usyd.edu.au)  
 Website: [www.src.usyd.edu.au](http://www.src.usyd.edu.au)

## Sydney University Postgraduate Representative Association (SUPRA)

SUPRA is an independent representative association providing advice, advocacy and support services for the postgraduate student community.

SUPRA represents the interests of postgraduate students at the University of Sydney by:

- ensuring the representation of postgraduate views within the University and wider community

- providing free, confidential assistance and advocacy for postgraduates through the employment of Student Advice and Advocacy Officers (SAAOs)
- directly representing postgraduates on University policy-making bodies such as the Academic Board, its committees and working parties
- meeting with members of the Senate on the Senate/SUPRA Liaison Committee
- regularly consulting with the Vice-Chancellor, Registrar and other senior University officers
- seeking to draw postgraduates together at all levels of University life.

SUPRA is both a voice and a safety net for postgraduate students at the University of Sydney.

## SUPRA Council, committees and networks

The SUPRA Council is elected annually by and from the postgraduate student community. Council meetings are held monthly and postgraduate students are encouraged to attend. SUPRA committees and networks help to coordinate activities and run campaigns, and are a great way to get involved. All postgraduates can stand for SUPRA council or attend any of SUPRA's events provided you are a SUPRA subscriber. It's free to subscribe and you can sign up on the SUPRA website or by coming into the office and filling out a form. See [www.supra.usyd.edu.au](http://www.supra.usyd.edu.au) for more information.

## Advice and advocacy

SUPRA employs professional Student Advice and Advocacy Officers (SAAOs) to assist postgraduate students with any academic or personal problems that may be affecting their study, including (but not limited to):

- fee paying and administrative issues
- academic appeals and exclusions
- supervision problems
- tenancy issues
- Centrelink and financial assistance concerns; and
- harassment and discrimination.

This is a free and confidential service for all postgraduates at the University of Sydney. To access the SAAO service, you must be a SUPRA subscriber. It's free to subscribe and you can do it online, when you make an appointment or when you see a SAAO. To contact a SAAO email [help@supra.usyd.edu.au](mailto:help@supra.usyd.edu.au), call +61 2 9351 3715 or come in to the office.

## Publications

SUPRA places the highest priority upon communication, being responsive to postgraduates and encouraging maximum participation in SUPRA through the following publications:

- eXpress*, a magazine-style publication
- eGrad*, a regular email bulletin
- Survive!* Postgraduate Survival Manual
- Thesis Guide*
- a range of factsheets and brochures.

Electronic versions of these publications are available at [www.supra.usyd.edu.au](http://www.supra.usyd.edu.au).

All of SUPRA's services, activities and publications are FREE, but please remember that to access them, you must be a SUPRA subscriber. By subscribing you also show your support for all the work that SUPRA does on your behalf. It's free to subscribe and you can



either sign up online or drop into the SUPRA offices and fill out the form.

SUPRA Office  
Raglan St Building G10  
Corner Raglan and Abercrombie Streets  
University of Sydney 2006  
Phone: +61 2 9351 3715, 1800 249 950  
Fax: +61 2 9351 6400  
Email: admin@supra.usyd.edu.au  
Website: www.supra.usyd.edu.au

## University of Sydney Union (USU)

USU is the organisation on campus that coordinates a range of activities, programs and events, and operates services and facilities to make life on campus more enjoyable and enriching for students. USU looks after on-campus catering, recreational buildings, clubs and societies, entertainment and other social and cultural programs.

For further information on USU, please visit [www.usuonline.com](http://www.usuonline.com).

### Access Card

Access is a savings and benefits program offered by USU when you become a member. The Access card offers great savings that students can take advantage of whilst on campus and boasts a range of impressive benefits off campus. The Access card offers significant savings, with a minimum 15%\* discount on purchases at catering and retail outlets across the University campus.

As part of the off campus benefits, students with an Access card will have access to the Where to Enjoy program and an array of fantastic Access Partners. Access card holders enjoy great discounts on a range of products and services, including gifts, clothing, family entertainment and food. The five percent off groceries, petrol and homewares with Coles and Woolworths gift cards can be enjoyed by the whole family.

**The card is only \$99 (inc. GST).** For more information, go to [www.accessbenefits.com.au](http://www.accessbenefits.com.au).

\*Excludes tobacco products, public transport tickets, newspapers, academic dress hire and magazines. Does not apply on already discounted products. Does not apply to games hire.

### Clubs and societies

USU funds, accommodates, trains and supports over 250 clubs and societies – groups that students can join (or create!) and operate to pursue their own interests. Clubs and societies organise their own activities and events and are funded by USU. Being a part of a club or society is a great way to get involved in campus life, to meet people who share interests, to network and to gain valuable organisational skills, training and experience.

There are clubs and societies focused on politics, culture, the arts, the environment, religion, volunteering, skills, hobbies, departments and faculties. If there isn't a club or society catering to your interests, look into creating your own! If you have a new concept, contact the C&S Office to find out about the registration process and the benefits of affiliation.

USU provides all clubs and societies with support through grants, venues, training and advice for a range of events and projects including barbecues, dinners, annual balls, dance parties, cocktail parties, video nights, camps, conferences, excursions, trivia nights, fundraisers, merchandise and t-shirt production, postage and printing.

Registered clubs and societies are offered free use of USU meeting rooms during normal working hours (as available) and free photocopying. Registered clubs can also utilise letterbox hire and USU equipment hire.

C&S Office  
Level 1, Manning House  
Manning Road  
University of Sydney Union 2006  
Phone: +61 2 9563 6161  
Email: clubsandsocs@usu.usyd.edu.au

## Sydney University Sport

Sydney University Sport manages and administers 45 sport and recreation clubs, organises sporting and recreation events, and offers student and non-student members a comprehensive range of sporting opportunities and facilities. All student and non-student members are entitled to take part in any activities arranged, join any of the constituent clubs and use the facilities provided.

Sydney University Sport  
University Sports and Aquatic Centre  
Phone: +61 2 9351 4960  
Fax: +61 2 9351 4962  
Email: admin@susport.usyd.edu.au  
Website: [www.susport.com](http://www.susport.com)

### Facilities

There are three main fitness centres on campus, which offer the following facilities:

#### University Sports and Aquatic Centre

- 50-metre heated Olympic swimming pool
- cardio/weights room
- multipurpose sports hall
- aerobics/group fitness room
- four squash courts
- six tennis courts
- cycle studio
- shops and a café
- swim coaching
- tennis coaching, and
- health assessments and personalised fitness programs.

Corner Codrington and Darlington Streets  
Darlington  
Phone: +61 2 9351 4978  
Email: nmrc@susport.usyd.edu.au  
Website: [www.susport.com](http://www.susport.com)

#### The Arena

- Weight training facility
- Cardio room
- Multipurpose sports hall
- The Ledge Climbing Centre
- Squash courts
- Sports clinic
- Ralph's Café.

Western Avenue  
Phone: +61 2 9351 8111  
Email: arena@susport.usyd.edu.au  
Website: [www.susport.com](http://www.susport.com)

#### HK Ward Gymnasium

- Multipurpose sports hall
- Martial arts room
- Boxing arena
- Group fitness studio
- Sports science lab.

Between Ovals 1 and 2  
Phone: +61 2 9351 4988  
Email: hk@susport.usyd.edu.au  
Website: [www.susport.com](http://www.susport.com)

# International students

The following information is for International students studying onshore on an Australian Student Visa.

## Completion within the expected duration

Education Providers are required to ensure that international students complete their studies within the duration specified on the electronic Confirmation of Enrolment (eCoE). Extensions to a student's course duration are allowed only in limited circumstances. For example, for compassionate or compelling reasons, where an intervention strategy has been implemented or where there has been an approved leave of absence or suspension. It is important for students to ensure they are on track to complete their studies within the expected duration, or that they have permission from their faculty to extend their duration.

## Satisfactory academic progress

Maintaining satisfactory course progress is a mandatory Student Visa condition. Education providers are required to monitor course progress, intervene where students are at risk of failing to achieve satisfactory course progress, notify students who fail to achieve satisfactory course progress and report students who fail to achieve satisfactory course progress. It is important that every student is aware of the course progress rules for their course and participates in the intervention strategies implemented by their faculty. Exclusion from a course due to unsatisfactory progress can have serious implications for Student Visa holders including visa cancellation and restrictions on returning to Australia.

The University provides many avenues of support for students who are struggling academically. International students who are experiencing any difficulties with their academic progress should consult their faculty, the International Student Advisers in the International Office or the counsellors in the International Student Support Unit (ISSU).

## Distance/web-based study

International students may undertake no more than 25 percent of their total course by distance and/or online learning. Students must not enrol in exclusively distance or online study in any compulsory study period.

## Work permits

International students with a work permit are permitted to work for up to 20 hours during semester and full-time during the University's official vacation periods. Contact the International Student Advisers in the International Office for more information.

## Change of address

International students must notify the University of their residential address within seven days of arrival and notify any change of address within seven days. This should be done online via the University's MyUni Web portal.

## Sponsored students

Sponsored students will need permission from their sponsors before transferring courses, suspending their studies or varying their study load. Australian Government sponsored students (AusAID, Endeavour) and Asia Development Bank (ADB) sponsored students should contact the International Office in the early stages of considering a change to their program.

## Suspension/discontinuation

The University is required to report to DIAC (Department of Immigration and Citizenship) international students who discontinue or suspend their studies. Students who suspend their studies for medical or compassionate reasons should contact the International Student Advisers in the International Office urgently.

## Overseas student health cover

Australian Student Visa holders must maintain overseas health cover for the duration of their stay. The International Office arranges program length health cover.

## International Office

The International Office (IO) provides advice and assistance relating to academic programs for international students, as well as administrative services including application, admission, fee payment and enrolment services.

The International Office also coordinates student exchange and study abroad programs and other inter-institutional links.

### Mailing address

International Office  
Services Building G12  
University of Sydney  
NSW 2006, Australia

### Street address

Ground floor, Services Building G12  
Corner of Abercrombie and Codrington Streets  
University of Sydney

International Telephone: +61 2 9351 4079  
Future student enquiries: 1800 899 376 (domestic free call)  
Fax: +61 2 9351 4013  
Email: [info@io.usyd.edu.au](mailto:info@io.usyd.edu.au)  
Website: [www.usyd.edu.au/internationaloffice/](http://www.usyd.edu.au/internationaloffice/)



## ISSU (International Student Support Unit)

The International Student Support Unit (ISSU) provides support to International students through the provision of information, activities, advice and counselling.

The ISSU provides advice to international students on:

- preparations before leaving their home country
- what to expect upon arrival in Sydney
- emotional changes that can take place when moving to a different country
- academic concerns, including understanding the University system and liaising with staff members
- preparing family visit letters
- preparing to return to their home country.

The ISSU has two offices:

### **Darlington Campus**

Level 1, Services Building G12  
Codrington Street, Darlington  
Phone: +61 2 9351 4749  
Email: [info@issu.usyd.edu.au](mailto:info@issu.usyd.edu.au)  
Website: [www.usyd.edu.au/stuserv/issu/](http://www.usyd.edu.au/stuserv/issu/)

### **Cumberland Campus**

Ground floor, A Block C42  
75 East St  
Lidcombe NSW 2141  
Phone: +61 2 9351 9638  
Email: [issu\\_cumberland@fhs.usyd.edu.au](mailto:issu_cumberland@fhs.usyd.edu.au)  
Website: [www.usyd.edu.au/stuserv/issu/](http://www.usyd.edu.au/stuserv/issu/)

# Essential information for students

## Calendar

The annual University of Sydney Calendar and its online updates are the University of Sydney's central source of official information.

The Calendar provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Resolutions of the Senate relating to constitutions of and courses in each faculty. The statutes and regulations, as well as some Resolutions of the Senate, also appear in Policy Online ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)).

Along with the University of Sydney Handbooks, the Calendar forms the official legal source of information relating to study at the University of Sydney.

The *Calendar 2007* is available in hard copy from the Student Centre. It is also available online, at [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar). The PDF and Word document files can be downloaded and printed if required.

## Coursework Rule

It is very important that students are aware of the *University of Sydney (Coursework) Rule 2000 (as amended)*, which governs all coursework award courses in the University.

The Coursework Rule relates to:

- award course requirements
- credit points and assessment
- enrolment
- credit
- cross-institutional study and its upper limits
- progression
- discontinuation of enrolment and suspension of candidature
- unsatisfactory progress and exclusion
- exceptional circumstances
- award of degrees
- diplomas and certificates
- transitional provisions.

It is to be read in conjunction with two other documents:

- *University of Sydney (Amendment Act) Rule 1999*; and
- Resolutions of the Senate and the faculty resolutions relating to each award course. These are found in the relevant faculty handbook.

The Coursework Rule can be found in the following locations:

- *Calendar 2007* (print or online version, found at [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar))
- Policy Online ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy))
- Handbooks website: [www.usyd.edu.au/handbooks/university\\_information/01\\_uni\\_coursework\\_rule.shtml](http://www.usyd.edu.au/handbooks/university_information/01_uni_coursework_rule.shtml)

## PhD Rule

The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004* deals with matters relating to the degree of Doctor of Philosophy, including admission, probation, supervision and submission of theses.

It is to be read in conjunction with two other documents:

- *University of Sydney (Amendment Act) Rule 1999*; and
- Resolutions of the Senate and the faculty resolutions relating to each award course. These are found in the relevant faculty handbook.

The PhD Rule is included in Appendix 4. It can also be found in the following locations:

- *Calendar 2007* (print or online version, found at [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar))
- Policy Online ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy))
- Handbooks website: [www.usyd.edu.au/handbooks/phd\\_rule.shtml](http://www.usyd.edu.au/handbooks/phd_rule.shtml)

## Plagiarism

The University of Sydney is opposed to and will not tolerate plagiarism. It is the responsibility of all students to:

- ensure that they do not commit or collude with another person to commit plagiarism
- report possible instances of plagiarism; and
- comply with the University's policy and procedure on plagiarism.

The policy and procedure on plagiarism can be found at [www.usyd.edu.au/policy](http://www.usyd.edu.au/policy).

The Policy Online website ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)) also lists related policies and procedures, including:

- *Academic Honesty in Coursework (plagiarism) policy*; and
- *Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct*.

The University will treat all identified cases of student plagiarism seriously, in accordance with this policy and procedure, and with Chapter 8 of the *University of Sydney By-law 1999 (as amended)*, which deals with Student Discipline.

## Students at Risk

The Students at Risk Policy enables early detection of students who are making poor or unsatisfactory progress and are therefore at risk of exclusion from their degree.

The policy outlines procedures and processes to support students in their ongoing studies, including:

- timely intervention and the provision of advice and assistance
- regularly and effectively advising students of progress requirements
- identifying students at risk
- alerting students that they are at risk
- providing assistance to address the risk; and
- tracking the progress of students after they are identified as being at risk.

For more information on this policy, please see the Secretariat website at [www.usyd.edu.au/secretariat/students/riskstudents.shtml](http://www.usyd.edu.au/secretariat/students/riskstudents.shtml).

## Grievance procedure

The University's policy and procedures document on student grievances, appeals and applications for review is available on the Policy Online website, at [www.usyd.edu.au/policy](http://www.usyd.edu.au/policy).

The Grievance Procedure document is a statement of the University's processes for handling student grievances, appeals and applications for review regarding academic and non-academic matters.

Study at the University presents opportunities for interacting with other members of the University community. The University recognises and values the diversity of student experiences and expectations, and is committed to treating students, both academically and administratively, in a fair and transparent manner.





# Abbreviations

For a glossary of terms, describing the terminology in use at the University of Sydney, please see the glossary section.

Listed below are the more commonly used acronyms that appear in University documents and publications.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A	
AARNet	Australian Academic Research Network
AAUT	Australian Awards for University Teaching
AAM	Annual Average Mark
ABC	Activity Based Costing
ABSTUDY	Aboriginal Study Assistance Scheme
ACER	Australian Council for Educational Research
AGSM	Australian Graduate School of Management
ANZAAS	Australian and New Zealand Association for the Advancement of Science
APA	Australian Postgraduate Awards
APAC	Australian Partnership for Advanced Computing
APAI	Australian Postgraduate Awards (Industry)
APA-IT	Australian Postgraduate Awards in Information Technology
APDI	Australian Postdoctoral Fellowships Industry
APEC	Asia-Pacific Economic Cooperation
APF	Australian Postdoctoral Fellowship
AQF	Australian Qualifications Framework
ARC	Australian Research Council
ARTS	Automated Results Transfer System
ASDOT	Assessment Fee Subsidy for Disadvantaged Overseas Students
ATN	Australian Technology Network
ATP	Australian Technology Park
ATPL	Australian Technology Park Limited
AUQA	Australian Universities Quality Agency
AusAID	Australian Agency for International Development
AUTC	Australian Universities Teaching Committee
AVCC	Australian Vice-Chancellors Committee

B	
BAA	Backing Australia's Ability
BAC	Budget Advisory Committee
BITLab	Business Intelligence Lab
BLO	Business Liaison Office
BOTPLS	Bridging for Overseas Trained Professionals Loans Scheme

C	
CAF	Cost Adjustment Factor
CPS	Campus Property Services
CAUT	Committee for Advancement of University Teaching
CDP	Capital Development Program
CEP	Country Education Profile
CEQ	Course Experience Questionnaire
CES	Casual Employment Service
CFO	Chief Financial Officer
CHASS	College of Humanities and Social Sciences
CHESN	Commonwealth Higher Education System Student Number
CHS	College of Health Sciences
CIO	Chief Information Officer
COE	Confirmation of Enrolment

C	
CPSU	Community and Public Sector Union
CRC	Cooperative Research Centre
CREO	Centre for Regional Education, Orange
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CRRI	Centre for Rural and Regional Innovation
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CST	College of Sciences and Technology
CULT	Combined Universities Language Test
CUTSD	Committee for University Teaching and Staff Development

D	
DAC	Data Audit Committee
DEST	Commonwealth Department of Education, Science and Training
DET	NSW Department of Education and Training
DIMA	Department of Immigration and Multicultural Affairs
D-IRD	Discovery-Indigenous Researchers Development Program
DVC	Deputy Vice-Chancellor

E	
EB	Enterprise Bargaining
EFTSU	Equivalent Full-Time Student Unit
EFTSL	Equivalent Full-Time Student Load
EIP	Evaluations and Investigations Program
ELICOS	English Language Intensive Course of Study
EMU	Electron Microscope Unit
ESOS Act	Education Services for Overseas Student Act

F	
FFT	Fractional Full-Time (Equivalent Staff)
FlexSIS	Flexible Student Information System
FHS	Faculty of Health Sciences
FOS	Field of Study
FTE	Full-Time Equivalent (Staff)
FRM	Faculty of Rural Management

G	
GATS	General Agreement on Trade in Services
GCCA	Graduate Careers Council of Australia
GDS	Graduate Destination Survey
GPOF	General Purpose Operating Funds
GSA	Graduate Skills Assessment
GSG	Graduate School of Government
GWSLN	Greater Western Sydney Learning Network

H	
HDR	Higher Degree Research
HECS	Higher Education Contribution Scheme
HEEP	Higher Education Equity Program



## Abbreviations

<b>H</b>	
HEFA	Higher Education Funding Act 1988
HEIMS	Higher Education Information Management System
HEIP	Higher Education Innovation Program (DEST)
HELP	Higher Education Loan Program
HEO	Higher Education Officer
HEP	Higher Education Provider
HERDC	Higher Education Research Data Collection
HESA	Higher Education Support Act
HOD	Head of Department

<b>I</b>	
IAF	Institutional Assessment Framework (This is a new name for what was previously the DEST Profile process.)
IAS	Institute of Advanced Studies
ICT	Information and Communication Technology
ICTR	Information and Communication Technology Resources
IELTS	International English Language Testing Scheme
IGS	Institutional Grants Scheme (DEST)
IO	International Office
IP	Intellectual Property
IPRS	International Postgraduate Research Scholarships
IREX	International Researcher Exchange Scheme
ISFP	Indigenous Support Funding Program
ISIG	Innovation Summit Implementation Group
ISSU	International Student Services Unit
ITC	Information Technology Committee
ITL	Institute for Teaching and Learning
ITS	Information Technology Services

<b>J</b>	
JASON	Joint Academic Scholarships Online Network

<b>L</b>	
LBOTE	Language Background Other Than English

<b>M</b>	
MISG	Management Information Steering Group
MNRF	Major National Research Facilities Scheme
MOU	Memorandum of Understanding
MRB	Medical Rural Bonded Scholarship Scheme

<b>N</b>	
NBCOTP	National Bridging Courses for Overseas Trained Program
NCG	National Competitive Grant
NESB	Non-English-Speaking Background
NHMRC	National Health and Medical Research Council
NOIE	National Office for the Information Economy
NOOSR	National Office for Overseas Skill Recognition
NRSL	Non-Recent School Leaver
NSW VCC	New South Wales Vice-Chancellors' Conference
NTEU	National Tertiary Education Industry Union

<b>O</b>	
OECD	Organisation for Economic Cooperation and Development
OLA	Open Learning Australia
OLDPS	Open Learning Deferred Payment Scheme
OPRS	Overseas Postgraduate Research Scholarships

<b>P</b>	
PELS	Postgraduate Education Loans Scheme
PSO	Planning Support Office

<b>P</b>	
PVC	Pro-Vice-Chancellor

<b>Q</b>	
QA	Quality Assurance
QACG	Quality Advisory and Coordination Group

<b>R</b>	
R&D	Research and Development
R&R	Restructuring and Rationalisation Program
RC	Responsibility Centre
REG	Research and Earmarked Grants
REP	Research Education Program
RFM	Relative Funding Model
RIBG	Research Infrastructure Block Grant (DEST)
RIEF	Research Infrastructure Equipment and Facilities Scheme
RISF	Restructuring Initiatives Support Fund
RMO	Risk Management Office
ROA	Record of Achievement
RQ	Research Quantum
RQU	Recognition Quality Unit (Higher Education Division – DEST)
RTMR	Research and Research Training Management Reports
RSL	Recent School Leaver
RTS	Research Training Scheme (DEST)

<b>S</b>	
SCA	Sydney College of the Arts
SCEQ	Sydney Course Experience Questionnaire
SCM	Sydney Conservatorium of Music
SCR	Science Capability Review
SDF	Strategic Development Fund
SEG	Senior Executive Group
SES	Socioeconomic Status
SI	Scholarship Index
SLE	Student Learning Entitlement
SNA	Safety Net Adjustment
SPIRT	Strategic Partnerships with Industry – Research and Training Scheme
SPR	Student Progress Rate
SRC	Students' Representative Council
SSR	Student/Staff Ratio
STABEX	Study Abroad Exchange (database)
SUPRA	Sydney University Postgraduate Students' Representative Association
SUSport	Sydney University Sport

<b>T</b>	
TAFE	Technical and Further Education
TOEFL	Test of English as a foreign language
TPI	Teaching Performance Indicator

<b>U</b>	
UAC	Universities Admissions Centre
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPA	University Postgraduate Awards

<b>V</b>	
VCAC	Vice-Chancellor's Advisory Committee

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<b>V</b>	
VET	Vocational Education and Training

<b>W</b>	
WAM	Weighted Average Mark
WRP	Workplace Reform Program
WTO	World Trade Organization

<b>Y</b>	
YFE	Year of First Enrolment



# Glossary

For a table of the more commonly used acronyms and abbreviations that appear in University documents and publications please see the abbreviations section.

This glossary describes terminology in use at the University of Sydney.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

## 1:5:40

The University's aspiration to achieve:

- clear leadership as Australia's premier university in research, teaching and learning and the student experience
- acknowledgement and ranking as one of the top five universities in the region
- recognition and ranking in the top 40 universities around the world.

(See University Strategic Directions.)

## A

### Academic Board

The senior academic body within the University. In conjunction with faculties, the Academic Board has responsibility for approving new or amended courses and endorsing faculty development of units of study. The Board is also responsible for the formulation and review of policies, guidelines and procedures in relation to academic matters. (For further information, see the *University of Sydney (Academic Governance) Rule 2003 (as amended)*.)

### Academic Consortium 21 (AC21)

An international network, of which the University is a member, comprising educational, research and industrial organisations throughout the world with the objective of encouraging the further advancement of global cooperation to the benefit of higher education and to contribute to world and regional society.

### Academic cycle

The program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester One through to the completion of the processing of results at the end of Semester Two.

(See also Academic year, Stage.)

### Academic dishonesty

Academic dishonesty occurs when a student presents another person's ideas, findings or written work as his or her own by copying or reproducing them without due acknowledgement of the source and with intent to deceive the examiner. Academic dishonesty also covers recycling, fabrication of data, engaging another person to complete an assessment or cheating in exams.

(See also Plagiarism.)

### Academic record

The complete academic history of a student at the University. It includes, among other things: personal details; all units of study and courses taken; assessment results (marks and grades); awards and prizes obtained; infringements of progression rules; approvals for variation in course requirements and course leave; thesis and supervision details.

Access to a student's academic record is restricted to authorised University staff and is not released to a third party without the written authorisation of the student.

(See also Academic transcript.)

### Academic transcript

A printed statement setting out a student's academic record at the University. There are two forms of academic transcript: external and internal.

(See also Academic record, External transcript, Internal transcript.)

### Academic year

The current calendar year in which a student is enrolled.

(See also Academic cycle, Stage.)

### *ad eundem gradum*

Long-standing full-time members of the University's academic and general staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission *ad eundem gradum* ('to the same degree'), to an appropriate degree of the University.

### Admission

Governed by the University's admission policy, this is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most courses is based on performance in the HSC, with applicants ranked on the basis of their UAI. Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses.

#### *Admission basis*

The main criterion used by a faculty in assessing an application for admission to a course. The criteria used include, among other things, previous secondary, TAFE or tertiary studies; work experience; special admission; and the Universities Admission Index (UAI).

#### *Admission (Deferment)*

An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle.

#### *Admission mode*

A classification based on how a student was admitted to a course, for example 'UAC' or 'direct'.

#### *Admission period*

The period during which applications for admission to courses are considered.

#### *Admission year*

The year the student expects to begin the course.

(See also Commencement date.)

### Advanced diplomas

(See Award course.)

### Advanced standing

(See Credit.)

### Advisor

A member of academic staff appointed in an advisory role for some postgraduate coursework students.

(See also Associate supervisor, Instrumental supervisor/teacher, Research supervisor, Supervision.)

### Aegrotat

In exceptional circumstances involving serious illness or death of a student prior to completion of their course, the award of aegrotat and posthumous degrees and diplomas may be conferred.



**Alumni**

(See Graduate.)

**Alumni sidneiensis**

A searchable database of graduates of the University from 1857 to 30 years prior to the current year.

**Annual average mark (AAM)**

The average mark over all units of study attempted in a given academic year (equivalent to the calendar year).

The formula for this calculation is:

$$AAM = \frac{\sum (\text{marks} \times \text{credit point value})}{\sum (\text{credit point value})}$$

(sums over all units of study completed in the selected period)

Where the mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations; however, the marks from all attempts at a unit of study are included.

**Annual progress report**

A form which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of the department and the dean (or their nominee). The completed form is attached to the student's official file.

**Annual Report**

The University's yearly financial and audit report, submitted to the NSW Parliament. It also includes a broad range of the University's activities and the strength of their performance in relation to the University's stated roles, values and goals.

**Appeals**

Students may lodge an appeal against academic or disciplinary decisions.

*Appeals against an academic decision*

A student may appeal to the Student Appeals Body against a decision by the University that affects the academic assessment or progress of a student within his or her award course, including a decision:

- (a) to exclude a student in accordance with the *University of Sydney (Coursework) Rule 2000 (as amended)*
- (b) not to readmit or re-enrol a student following exclusion in accordance with the *University of Sydney (Coursework) Rule 2000 (as amended)*
- (c) to terminate a student's candidature for a postgraduate award. (See also Student Appeals Body.)

*Appeal against a disciplinary decision*

A student may appeal to the Student Disciplinary Appeals Committee against a determination being:

- (a) a finding by the Vice-Chancellor or the student Proctorial Board that the student is guilty of misconduct
- (b) the imposition of a penalty upon the student by the Vice-Chancellor or the Student Proctorial Board
- (c) an order made by the Vice-Chancellor or the Student Proctorial Board.

(See also Student Disciplinary Appeals Committee.)

**Assessment**

The process of measuring the performance of students in units of study and courses. Performance may be assessed by examinations, essays, laboratory projects, assignments, theses, treatises or dissertations.

(See also Result processing, Result processing schedule.)

*Formative assessment*

Used principally to provide students with feedback on their progress in learning. It reinforces successful learning, and is an opportunity for

students to expose the limitations in their knowledge and understanding.

*Summative assessment*

Used to certify competence, or to arrange students in a rank order of merit. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a program, or to graduation.

**Associate supervisor**

A person who is appointed in addition to the supervisor of a research student, who can provide the day-to-day contact with the candidate or provide particular expertise or additional experience in supervision. (See also Advisor, Instrumental supervisor/teacher, Research supervisor, Supervision.)

**Association of Pacific Rim Universities (APRU)**

A consortium of leading research universities in the Pacific Rim, of which the University is a member, which aims to foster education, research and enterprise thereby contributing to the economic, scientific and cultural advancement in the Pacific Rim.

**Assumed knowledge**

For some units of study, a student is assumed to have passed a relevant subject in the HSC and this is called assumed knowledge. While students are generally advised against taking a unit of study for which they do not have the assumed knowledge, they are not prevented from enrolling in the unit of study.

(See also Prerequisite.)

**Attendance pattern**

Attendance pattern is classified as full-time, part-time or external. This is dependant on the student's mode of attendance and the student load.

**Attendance mode**

A Department of Education, Science and Training (DEST) classification defining the manner in which a student is undertaking a course, i.e. internal, external, mixed or offshore.

**Australian Qualifications Framework (AQF)**

The framework for recognition and endorsement of qualifications established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

**AUSTUDY**

Provides financial help to students who are 25 years old or over who meet the required criteria, and are undertaking an approved full-time course at an approved institution.

(See also Youth Allowance.)

**Automated Results Transfer System (ARTS)**

This system was developed by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to allow the electronic academic record of a student to be accessed, via an admission centre, by tertiary institutions.

**Award course**

(See Course.)

**B****Bachelor's degree**

The highest undergraduate award offered at the University. A bachelor's degree course normally requires three or four years of full-time study or the part-time equivalent.

(See also Award course.)

**Barrier**

An instruction placed on a student's record that prevents the student from re-enrolling or graduating.

(See also Deadlines (fees), Suppression of results.)

**Board of Studies**

An academic body which supervises a course or courses, and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

**Bursaries**

Financial award made to a student, based primarily on need. (See also Scholarships.)

**C****Calendar**

(See University Calendar.)

**Cadigal program**

A program, named in recognition of the Aboriginal people of the land on which the University is located, designed to increase the successful participation of Aboriginal and Torres Strait Islander people in degree courses in all faculties at the University of Sydney.

**Campus**

The grounds on which the University is situated. There are ten campuses of the University of Sydney:

- Burren Street (Institute of Transport Studies)
- Camperdown
- Darlington
- Camden (Agriculture and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- Mallett Street (Nursing)
- Rozelle (Sydney College of the Arts)
- St James (Law)
- Surry Hills (Dentistry)

**Cancellation**

Where enrolment is cancelled for non-payment of fees.

**Candidature**

Candidature commences when a student is admitted to a course of study leading to the award of a degree, diploma or certificate. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student. (See Course Enrolment status.)

**Census date**

The date at which a student's enrolment, load and HECS liability are finalised before this information is reported to DEST. (See also HECS-HELP.)

**Ceremony**

(See Graduation ceremony.)

**Chancellor**

The non-executive head of the University. An honorary position, the Chancellor presides over meetings of the University's governing body, the Senate, and important ceremonial occasions such as graduations.

**Clinical experience**

Students undertake clinical placements in a professional environment as part of their course requirements. Many require University approved supervision. In order to undertake clinical placements a student may be required to fulfil additional requirements.

**Combined course**

A course which leads to two awards. For example the Arts/Law course leads to the separate awards of Bachelor of Arts and Bachelor of Laws.

**Combined degree**

A single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions). (See also Combined course.)

**Commencement date**

The date a student commences candidature.

**Commonwealth Supported Place (CSP)**

(Previously known as a HECS Place). A student in a Commonwealth Supported Place makes a contribution towards the cost of their education (known as the student contribution) while the Australian Government contributes the majority of the cost.

**Confirmation of Enrolment form (COE)**

This form is issued to each student after enrolment, showing the course and the units of study in which the student is enrolled, together with the credit point value of the units of study and the HECS weights. Until all fees are paid, it is issued provisionally. A new confirmation of enrolment form is produced every time a student's enrolment is varied.

**Conjoint ventures**

Two or more institutions cooperate to provide a unit or course of study to postgraduate coursework students. Arrangements exist between individual departments at the University of Sydney and individual departments at the University of New South Wales (UNSW) and the University of Technology Sydney (UTS). In these arrangements, students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their 'home' institution.

**Continuing professional education**

A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are presently administered by the Centre for Continuing Education (CCE) and a number of departments and foundations across the University. This process supports the whole of life learning concept and involves the maintenance of a long term relationship between the student and the University.

**Convocation**

The body comprising the Fellows and former Fellows of the Senate of the University of Sydney; members of the former governing bodies of the institutions with which the University has amalgamated or their predecessors; the graduates of the University of Sydney, which include graduates of the institutions with which the University has amalgamated or their predecessors; professors and other full-time members of the academic staff of the University; and principals of the incorporated colleges. This is as per clause 14 of the *University of Sydney Act 1989*.

**Core unit of study**

A unit of study that is compulsory for a particular course or subject area. (See also Unit of study.)

**Corequisite**

A unit of study which must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS. (See also Prerequisite, Waiver.)

**Cotutelle Scheme**

Agreement between the University and any overseas university for joint supervision and examination of a PhD student as part of an ongoing cooperative research collaboration. If successful, the student receives a doctorate from both universities with each testamur acknowledging the circumstances under which the award was made.

**Course**

An undertaking of study at the University of Sydney.

**Award course**

A formal course of study that will see attainment of a recognised award. Award courses are approved by Academic Board and endorsed by Senate. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research.

(See also Bachelor's degree, Course rules, Diploma, Doctorate, Major, Master's degree, Minor, PhD, Stream.)

*Non-award course*

Studies undertaken by students who are not seeking an award from the University.

(See also Cross-institutional enrolment.)

*Coursework*

An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original work, other forms of instruction and learning normally will be dominant.

*Research*

A course in which at least 66 per cent of the overall course requirements involve students in undertaking supervised research, leading to the production of a thesis or other piece of written or creative work, over a prescribed period of time.

**Course alias**

A unique five character alpha-numeric code which identifies a University course.

**Board of Studies**

An academic body which supervises a course or courses, and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

**Bursaries**

Financial award made to a student, based primarily on need.

(See also Scholarships.)

**Course code**

(See Course alias.)

**Course enrolment status**

A student's enrolment status in a course is either 'enrolled' or 'not enrolled'. 'Not enrolled' reasons include: cancelled; suspended; under examination; or terminated.

(See also Cancellation, Candidature, Course leave, Enrolment, Enrolment variation, Terminated, Under examination.)

**Course leave**

Students are permitted to apply for a period away from their course without losing their place. Course leave is formally approved by the supervising faculty for a minimum of one semester. Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level, leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to formally reapply for admission.

(See also Progression.)

**Course rules**

Rules which govern the allowable enrolment of a student in a course. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated. For example, a candidate may not enrol in units of study having a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course, e.g. a candidate must have completed a minimum of 144 credit points.

(See also Award course, Corequisite, Prerequisite.)

**Course suspension**

(See Course leave.)

**Course transfer**

A transfer occurs when a student changes from one course in the University to another course in the University without the requirement for an application and selection process (e.g. from a PhD to a master's program in the same faculty).

**Credit**

The recognition of previous studies successfully completed at this University, or another university or tertiary institution recognised by the University of Sydney, as contributing to the requirements of the course to which the applicant requesting such recognition has been admitted. It may be granted as specified credit or non-specified credit.

*Specified credit*

The recognition of previously completed studies as directly equivalent to units of study.

*Non-specified credit*

A 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

(See also Annual average mark (AAM), Waiver, Weighted average mark (WAM).)

**Credit points**

The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study normally has a 6 credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate Resolutions relevant to the award course.

**Cross-institutional enrolment**

An enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a student-contribution liability (see Commonwealth-supported student) or tuition fee charge at the institution at which the unit of study is being undertaken.

(See also Non-award course.)

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**D**

**Data Audit Committee (DAC)**

The Data Audit Committee's role is to oversee the integrity and accuracy of the course and unit of study data as strategic University data. It also advises the Academic Board on suggested policy changes related to course and unit of study data. A subcommittee of the VCAC Enrolment Working Party, it is chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and Planning and Statistics.

**Deadlines (Enrolment variations)**

(See Enrolment variation.)

**Deadlines (Fees)**

The University has deadlines for the payment of fees (e.g. HECS, compulsory subscriptions, course fees). Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record.

(See also Barrier, Cancellation.)

**Dean**

The head of a faculty, or the principal or director of a college (such as the Sydney Conservatorium of Music or the Sydney College of Arts).

**Dean's Certificate**

A statement from the Dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use Dean's Certificates. In faculties that do, qualified students have 'Dean's Certificate' noted on their academic record.

**Deferment (Deferral)**

(See also Admission (deferment), Course leave.)

**Degree**

(See also Award course, Bachelor's degree.)

**Delivery mode**

Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode of the student, i.e. an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

*Distance education*

Where subject matter is delivered in a more flexible manner, such as correspondence notes, and student may only attend campus if required.

(See also Extended semester, Distance education, International – off shore.)

*Intensive on campus*

Core content is delivered with support learning in an intensive (one or more days) format on campus. Participation is usually compulsory. Previously this may have been called residential, block mode, or weekend workshop.

*On campus (normal)*

Attendance of scheduled lectures, tutorials etc at a campus of the University.

**Department**

(See School.)

**Department of Education, Science and Training (DEST)**

The Commonwealth Government department responsible for higher education.

**Diploma**

The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course.

(See also Award course.)

**Direct admissions**

For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome.

(See also Admission, UAC.)

**Disability information**

Students may inform the University of any temporary or permanent disability which affects their life as a student. Disability information is recorded but it is only available to particular authorised users because of its sensitive nature and students will be informed of its use.

**Disciplinary action**

Undertaken as the result of academic or other misconduct, e.g. plagiarism, cheating, security infringement, criminal activity.

**Discipline**

A defined area of study, for example, chemistry, physics, economics.

**Discipline group**

A DEST code used to classify units of study in terms of the subject matter being taught or being researched.

**Discontinuation (course)**

(See Enrolment variation.)

**Discontinuation (unit of study)**

(See Enrolment variation.)

**Dissertation**

A written exposition of a topic which may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Architecture and Law.

**Distance education**

Where a student does not attend campus on a daily basis for a given course or unit of study.

(See also Delivery mode, Extended semester.)

**Doctorate**

A high-level postgraduate award. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University.

(See also Award course, PhD.)

**Domestic Student**

A student who is not an international student.

(See also Local student.)

**Double degree**

A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

**Downgrade**

Where a student enrolled in a PhD reverts to a master's by research, either on the recommendation of the University on the basis that the research they are undertaking is not at an appropriate level for a PhD; or at the student's own request, for personal or academic reasons.

**E****Equivalent full-time student unit (EFTSU)**

The equivalent full-time student unit (EFTSU) is a measure of student load based on the workload for a student undertaking a full year of study in a particular course. A student is then recorded as having generated one EFTSU.

(See also Load, Stage.)

**Equivalent full-time student load (EFTSL)**

The equivalent full-time student load (EFTSL) for a year. It is a measure, in respect of a course of study, of the study load for a year of a student undertaking that course of study on a full-time basis.

**Embedded courses**

Award courses in the graduate certificate, graduate diploma and master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards, e.g. the Graduate Certificate in Information Technology, Graduate Diploma in Information Technology and Master of Information Technology.

**Enrolment**

A student enrolls in a course by registering with the supervising faculty in the units of study to be taken in the coming year, semester or session.

*Commencing*

An enrolment is classified as commencing if a student has enrolled in a particular degree or diploma for the first time.

*Continuing*

Students already in a course at the University re-enrol each year or semester. Most continuing students are required to pre-enrol.

(See also Pre-enrolment.)

*Enrolment list*

A list of all currently enrolled students in a particular unit of study.

(See also Unit of study.)

**Enrolment status**

(See Course enrolment status.)

**Enrolment Variation**

Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but student-contribution liability depends on the Commonwealth census date.

(See also Commonwealth Supported Place.)

**Examination**

A set of questions or exercises evaluating on a given subject given by a department or faculty.

(See also Examination period, Assessment.)

**Examination period**

The time set each semester for the conduct of formal examinations.

**Examiner (Coursework)**

The person assessing either the written/oral examination, coursework assignments, presentations, etc of a student or group of students.

**Exchange student**

Either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The International Office provides administrative support for some exchanges.

**Exclusion**

A faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show good cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty. An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered.

University policy relating to exclusion is set out in the University Calendar.

(See also Progression, Senate appeals.)

**Exemption**

A decision made at a sub-unit of study level to allow a student to complete a unit of study without also completing all the prescribed components of coursework and/or assessment.

(See also Credit, Waiver.)

**Expulsion**

The ultimate penalty of disciplinary action is to expel the student from the University. The effect of expulsion is:

- the student is not allowed to be admitted or to re-enrol in any course at the University;
- the student does not receive their results;
- the student is not allowed to graduate; and
- the student does not receive a transcript or testamur.

**Extended semester**

A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student's control, e.g. drought, flood or illness, affect the student's ability to complete the module or program in the specified time.

(See also Distance education.)

**External**

(See Attendance mode, Distance education.)

**External transcript**

A certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result. It also acknowledges prizes the student has received. Marks can be included or omitted, as required.

(See also Academic transcript, Internal transcript.)

**F****Faculty**

A formal part of the University's academic governance structure, consisting mainly of academic staff members and headed by a dean, which is responsible for all matters concerning the award courses that it supervises. Usually, a faculty office administers the faculty and student or staff inquiries related to its courses. The University Calendar sets out the constitution of each of the University's faculties.

(See also Board of Studies, Supervising faculty.)

**Faculty handbook**

The annual University publication for each faculty which provides detailed information about the faculty, its courses and resolutions.

**FEE-HELP**

An eligible student in a postgraduate course or in a bridging study course (for overseas-trained professionals) can apply for assistance (in the form of a loan) in paying all or some of their tuition fees.

**Fee-paying students**

Students who pay tuition fees to the University and are not liable for student contributions to a Commonwealth Supported Place. The Commonwealth does not contribute towards the cost of the education of fee-paying students. Annual fees vary between the faculties. Students pay a per semester fee.

**Fellows of Senate**

Members of the governing body of the University who are either elected, appointed or ex-officio.

**Flexible learning**

(See Delivery mode, Distance education.)

**Flexible start date**

Full fee-paying distance students are not restricted to the same enrolment time frames as campus-based or Commonwealth-supported students.

**Flexible Student Information System (FlexSIS)**

The computer-based Flexible Student Information System at the University of Sydney.

FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University.

**Formative assessment**

(See also Assessment.)

**Full-time student**

(See Attendance pattern, EFTSU.)

**G****Grade**

The outcome for a unit of study linked with a mark range. For example, a mark in the range 85–100 attracts the grade 'high distinction' ('HD'). (See also Mark.)

**Graduand**

A student who has completed all the requirements for an award course but has not yet graduated.

(See also Graduation, Potential graduand.)

**Graduate**

A person who holds an award from a recognised tertiary institution. (See also Graduand, Graduation.)

**Graduate Certificate**

(See Award course.)

**Graduate Diploma**

(See Award course.)

**Graduate entry degree**

A bachelor's, or undergraduate degree, that requires another undergraduate degree as a prerequisite of entry. Examples of graduate entry degrees at the University of Sydney include: the Medical Program; Graduate Law and the Bachelor of Dentistry.

**Graduation**

The formal conferring of awards either at a ceremony or in absentia. (See also In absentia, Potential graduand.)

**Graduation ceremony**

A ceremony where the Chancellor confers awards upon graduands.

**Group of Eight (G08)**

The Group of Eight represents Australia's major research intensive universities and membership comprises the vice-chancellors (presidents) of: The Australian National University, Monash University, The University of Adelaide, The University of Melbourne, The University of New South Wales, The University of Queensland, The University of Sydney and The University of Western Australia. It works to ensure a consistent and sustainable policy environment which maximises the wide-ranging economic, social and cultural benefits to the Australian community of higher education and which ensures Australian universities are recognised as among the best in the world.

**Group work**

Means a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment. (See also Legitimate cooperation.)

**H****Handbook**

(See Faculty handbook.)

**Head of department/Head of school (HOD/HOS)**

The head of the academic unit which has responsibility for the relevant unit of study, or equivalent program leader.

**Higher Education Contribution Scheme (HECS)**

The Higher Education Contribution Scheme (HECS) was the previous Commonwealth Government student loan scheme. It ceased to operate on 1 January 2005 and was replaced by HECS-HELP (see below).

**HECS-HELP**

An eligible student in a Commonwealth Supported Place can apply for assistance in paying their student contribution. This may take the form of a HECS-HELP loan to pay all or some of the student contribution, or a HECS-HELP discount if all (or at least \$500) of the student contribution is paid by the census date.

**Honorary degrees**

A degree *honoris causa* (translated from the Latin as 'for the purpose of honouring') is conferred on a person whom the University wishes to honour.

**Honours**

Some degrees may be completed 'with Honours'. This may involve either the completion of a separate honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class I, Class II – which may have two divisions or, Class III).

**NSW Higher School Certificate (HSC)**

The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The UAI

(Universities Admission Index) is a rank out of 100 that is computed from a student's performance in the HSC.

**I****In absentia**

Latin for 'in the absence of'. Awards are conferred *in absentia* when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated *in absentia* may later request that they be presented to the Chancellor at a graduation ceremony.

(See also Graduation.)

**Instrumental supervisor/teacher**

All students at the Sydney Conservatorium of Music have an instrumental teacher appointed.

(See also Advisor, Associate supervisor, Research supervisor, Supervision.)

**Internal mode**

(See Attendance mode.)

**Internal transcript**

A record of a student's academic record for the University's own internal use. It includes the student's name, student identifier (SID), address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result.

(See also Academic transcript, External transcript.)

**International student**

Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. An international student is required to hold a visa that allows study in Australia and may be liable for international tuition fees.

**Fee-paying**

A private international student who is liable to pay tuition fees for their studies with the University.

**Fee-paying – Outgoing exchange**

An international fee-paying student undertaking short term study at a recognised overseas institution with which the University has a student exchange agreement. Exchange study counts towards the student's University of Sydney award and students remain enrolled in their University of Sydney course during the period of exchange.

**International – cross-institutional**

An international fee paying student undertaking non-award study at the University on a cross-institutional basis. They are liable to pay fees for the study they undertake at the University, but there is no compliance reporting requirement, which rests with their 'home' institution.

**International – Sponsored**

A private international student who is fully sponsored for his/her tuition; his/her sponsorship may also cover Overseas Health Cover and Compulsory Subscriptions.

**Offshore studies**

International offshore students undertake their program of study at one of the University's offshore campuses and hence do not enter Australia; therefore they do not require a visa. They are distinct from international students who are on outbound exchange programs as they never enter Australia during their program of study.

**Short course**

An international fee-paying student undertaking a short course with the University of Sydney comprising such programs as international development programs, executive training or study visits. The study undertaken by these students is non-award and generally a student visa is not required.

**Sponsored award**

An international student sponsored by the Australian government, undertaking a program of study at the University. Currently Australian Development Scholarships holders, funded by AusAID, are the only students in this category. These students are fully sponsored for their tuition and other costs such as travel and health cover, and are paid a stipend.

**Study Abroad**

An international student who is undertaking short-term study at the University under the Study Abroad scheme. Study Abroad students must have completed at least one year of study towards a degree at a recognised institution in their home country and are continuing towards the degree of their home institution.  
(See also Local student, Student type.)

**L****Learning entitlement**

Each student has a seven year full-time period during which they can remain Commonwealth supported. This seven year period is called their 'learning entitlement'.

**Leave**

(See Course leave.)

**Legitimate cooperation**

Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students.  
(See also Group work.)

**Life membership**

Life membership is no longer offered by the University of Sydney Union (USU). However, existing Life Members continue to enjoy the right to vote in USU elections and at USU General Meetings. Like all members, Life Members are encouraged to stand for election to the USU Board. Similarly, Life Members, once they have paid the appropriate annual fees, are able to enjoy the benefits of the Access Benefits program.

**Load**

The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year's work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent full-time student units (EFTSU).  
(See also Equivalent full-time student units (EFTSU).)

**Local student**

Either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their Higher Education Contribution Scheme (HECS) fees upfront.  
(See also Domestic student, International student.)

**M****Major**

A field of study, chosen by a student, to represent their principal interest. This would consist of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand's assessment of study.  
(See also Award course, Minor, Stream.)

**Major timetable clash**

The term used when a student attempts to enrol in units of study which have so much overlap in the teaching times that it has been decided that students must not enrol in the units simultaneously.

**Mark**

An integer (rounded if necessary) from 0 to 100 indicating a student's performance in a unit of study.

(See also Grade.)

**Master's degree**

A postgraduate award. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an honours year at an undergraduate level.  
(See also Award course.)

**Method of candidature**

A course is either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'.  
(See also Course – Coursework, Course – Research.)

**Mid-Year intake**

Admission to degree programs for Semester Two.

**Minor**

Studies undertaken to support a Major. Requiring a smaller number of credit points than a major students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand's assessment of study.  
(See also Award course, Major, Stream.)

**Mixed mode**

(See Attendance mode.)

**MPhil**

The Master of Philosophy (MPhil) is a master's by research degree offered by some (but not all) of the University's faculties.  
(See also Award course, Master's degree.)

**Mutually exclusive units of study**

(See Prohibited combinations of units of study.)

**MyUni**

The University of Sydney's student portal system. It provides students with access to information about the University and its courses, including access to email, library services, student support services, student self-administration and e-learning software such as Blackboard and WebCT.

**N****Non-award course**

(See Course.)

**Non-standard session**

A teaching session other than the standard February and August sessions – e.g. Sydney Summer School or Winter School, in which units of study are delivered and assessed in an intensive mode during January or July respectively.  
(See also Semester, Session.)

**O****Orientation Week**

Orientation or 'O Week', takes place in the week before lectures begin in Semester One. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

**P****Part-time student**

(See also Attendance mode, Attendance pattern, Equivalent full-time student units (EFTSU).)

**Permanent home address**

The address used for all official University correspondence with a student, both inside and outside of semester time (e.g. during semester breaks), unless the student provides a different overridden by semester address for use during the semester.

(See also Semester address.)

### PhD

The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study.

(See also Award course, Doctorate.)

### Plagiarism

Presenting another person's ideas, findings or work as one's own by copying or reproducing them without the acknowledgement of the source.

(See also Academic dishonesty.)

### Policy Online

The website which provides access to the University's current policies, procedures and guidelines.

### Postgraduate

A term used to describe a course leading to an award such as graduate diploma, a master's degree or PhD which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A 'postgraduate' is a student enrolled in such a course.

(See also Course – Coursework, Course – Research.)

### Postgraduate Education Loans Scheme (PELS)

An interest-free loans facility for eligible students who are enrolled in fee-paying, postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS). This scheme was replaced by the FEE-HELP scheme on 1 January 2005.

(See also FEE-HELP Loan.)

### Potential graduand

A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies.

(See also Graduand, Graduation.)

### Pre-enrolment

Pre-enrolment – also known as provisional re-enrolment – takes place in October, when students indicate their choice of unit of study enrolment for the following year. After results are approved, pre-enrolment students are regarded as enrolled in those units of study for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing and comply with other requirements by the due date. Students who do not successfully pre-enrol in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period.

(See also Enrolment.)

### Prerequisite

A unit of study that is required to be successfully completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory.

(See also Assumed knowledge, Corequisite, Waiver, Qualifier.)

### Prizes

Awarded in recognition of outstanding performance, academic achievement or service to the community or University.

### Probationary candidature

A student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department/school is required to consider the candidate's progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

### Professional practice

Students undertake placement in a professional practice as a part of their course requirements. May require University approved supervision. Professional placements are located in a wide range of

professional practices environments, and may not require additional criteria to be fulfilled.

### Progression

Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed.

(See also Exclusion.)

### Prohibited combinations of units of study

When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit.

(See also unit of study.)

### Provisional re-enrolment

(See Pre-enrolment.)

## Q

### Qualification

An academic attainment recognised by the University.

### Qualifier

A mandatory (compulsory) prerequisite unit of study which must have a grade of pass or better.

(See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

## R

### Recycling

The submission for assessment of one's own work, or of work which substantially the same, which has previously been counted towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work.

### Registration

In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week. Note that unlike enrolment, registration is not a formal record of units attempted by the student.

### Research course

(See Course – Research.)

### Research supervisor

A supervisor is appointed to each student undertaking a research postgraduate degree. The supervisor will be a full-time member of the academic staff or a person external to the University recognised for their association with the clinical teaching or the research work of the University. A research supervisor is commonly referred to as a supervisor.

(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Supervision.)

### Result processing

Refers to the processing of assessment results for units of study. For each unit of study, departments/schools tabulate results for all assessment activities and assign preliminary results.

(See also Assessment, Formative assessment, Examination period, Summative assessment.)

### Result processing schedule

The result processing schedule will be determined for each academic cycle. All schools and faculties are expected to comply with this schedule.

(See also Assessment, Examination period, Result processing.)

### Result

The official statement of a student's performance in each unit of study attempted as recorded on the academic transcript, usually expressed as a mark and grade.

(See also Grade, Mark.)

**Research Training Scheme (RTS)**

The RTS provides Commonwealth-funded higher degree by research (HDR) students with an 'entitlement' to a HECS exemption for the duration of an accredited HDR course, up to a maximum period of four years full-time equivalent study for a doctorate by research and two years full-time equivalent study for a master's by research.

**S****Scholarships**

Financial or other form of support made available to enable students to further their studies.

(See also Bursaries.)

**School**

A school or academic unit shall encourage and facilitate teaching, scholarship and research and coordinate the teaching and examining duties of members of staff in the subjects or courses of study with which it is concerned.

**Semester**

A half-yearly teaching session, the dates for which are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard session) must be given special permission by the Academic Board.

(See also Session, Non-standard session.)

**Semester address**

The address to which all official University correspondence is sent during semester time, if it is different to the permanent address.

**Senate**

The governing body of the University.

(See the University Calendar for more details of its charter and powers.)

**Session**

Any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester One or Two for DEST reporting purposes. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern.

(See also Semester, Non-standard teaching period.)

**Session address**

(See Semester address.)

**Short course**

A fee paying student undertaking a short course with the University of Sydney comprising professional development, executive training etc. The study undertaken by these students is a non-award course.

**Show cause**

(See Progression, Exclusion.)

**Special consideration**

Candidates who suffer serious illness or misadventure which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

**Special Studies Program (SSP)**

A period of release from normal duties to allow academic staff to undertake a planned program of academic activity and development.

**Sponsorship**

Financial support of a student by a company or government body.

**Stage**

A normal full-time course of study taken in a year.

(See also Course rules, EFTSU, Progression.)

**Strategic Directions**

(See also University Strategic Directions.)

**Stream**

A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, e.g. Bachelor of Engineering in Civil Engineering (Construction Management).

(See also Award course, Major, Minor.)

**Student**

Student means a person enrolled as a candidate for an award course or unit of study.

**Student Appeals Body**

Any student may appeal to the Student Appeals Body against an academic decision on the ground that due academic process has not been observed by the relevant Faculty in relation to the academic decision.

(See also Appeals, *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.)

**Student Disciplinary Appeals Committee**

Any student may appeal to the Student Disciplinary Appeals Committee against a misconduct determination by the Vice-Chancellor or a Student Proctorial Board.

(See also Appeals.)

**Student identifier (SID)**

A nine-digit number which uniquely identifies a student at the University.

**Student ID Card**

All students who enrol are issued with an identification card. The card includes the student's name, SID, the course code, a library borrower's bar code and a passport-style photo. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

**Student progress rate (SPR)**

A calculation which measures the rate at which load undertaken is passed annually in each award program.

**Student type**

Student type identifies whether a student is local or international and the type of study the student is undertaking.

(See also International student, Domestic student, Exchange student.)

**Study Abroad program**

A scheme administered by the International Office which allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at their home institution.

(See also Exchange student.)

**Subject area**

A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules, e.g. the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

**Summative assessment**

(See Assessment.)

**Summer School**

(See Sydney Summer School.)

**Supervising faculty**

The faculty that has the responsibility for managing the academic administration of a particular course, i.e. the interpretation and administration of course rules, approving students' enrolments and

variations to enrolments. Normally the supervising faculty is the faculty offering the course.

However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty. Further, in the case where one course is jointly offered by two or more faculties (e.g. the Liberal Studies course), a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

#### **Supervision**

Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role.

(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Research supervisor.)

#### **Suppression of results**

Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University; or the student is facing disciplinary action. A student may also request a suppression for personal reasons.

#### **Suspension**

(See also Course leave.)

#### **Sydney Summer School**

A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. Summer School provides an opportunity for students at Sydney and other universities to catch up on needed units of study, to accelerate completion of a course or to undertake a unit that is outside their award course.

All units attract full fees and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

#### **Sydney Winter School**

An intensive session offered by the University in July during the mid-year break.

## **T**

#### **Teaching department**

(See School.)

#### **Teaching end date**

Official finish date of formal timetabled classes.

#### **Teaching start date**

Official commencement date of formal timetabled classes.

#### **Terminated**

Term used when a student's candidature has been officially closed because they are not able to complete the Course requirements.

(See also Candidature.)

#### **Testamur**

A certificate of award provided to a graduand, usually at a graduation ceremony. The Award conferred will be displayed along with other appropriate detail.

#### **Thesis**

A major work that is the product of an extended period of supervised independent research.

(See also Course – Research.)

#### **Timetable**

The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

#### **Transcript**

(See Academic transcript.)

#### **Transfer**

(See Course transfer.)

#### **Tuition fees**

Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS.

## **U**

#### **Universities Admissions Centre (UAC)**

The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing, local undergraduate students at the University apply through the UAC.

#### **Universities Admission Index (UAI)**

A measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. The UAI is based on the aggregate of scaled marks in ten units of the HSC, and is a number between 0.00 and 100.00 with increments of 0.05.

#### **Under examination**

Indicates that a research student has submitted their written work (thesis) for assessment, and is awaiting the finalisation of the examiners' outcome and recommendation.

#### **Undergraduate**

A term used to describe both a course leading to a diploma or bachelor's degree and a student enrolled in such a course.

#### **Unit of study**

Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department.

(See also Prohibited combinations of unit of study.)

#### **Unit of study enrolment status**

The enrolment status indicates whether the student is still actively attending the unit of study (i.e. currently enrolled) or is no longer enrolled.

(See also Discontinuation or Cancellation.)

#### **Unit of study level**

Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

#### **University**

Unless otherwise indicated, University in this document refers to the University of Sydney.

#### **University Calendar**

The annual University publication, also available online, which provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Senate resolutions relating to constitutions and courses in each faculty.

#### **University Medal**

A faculty may recommend the award of a University Medal to a student qualified for the award of an undergraduate honours degree (or some master's degrees), whose academic performance is judged to be outstanding.

#### **University Strategic Directions**

The University of Sydney Strategic Plan 2006-2010

#### **Upgrade**

Where a student enrolled in a master's by research course is undertaking research at such a standard that either the University recommends that the student upgrade their degree to a PhD, or the

student seeks to upgrade to a PhD and this is supported by the University.

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## V

### **Variation of enrolment**

(See Enrolment variation.)

### **Vice-Chancellor and Principal**

The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor and Principal is head of both academic and administrative divisions.

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## W

### **Waiver**

In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course.

(See also Credit, Exemption.)

### **Winter School**

(See Sydney Winter School.)

### **Weighted average mark (WAM)**

This mark uses the unit of study credit point value in conjunction with an agreed 'weight'. The formula for this calculation is:

$$WAM = \frac{\sum (W_c \times M_c)}{\sum (W_c)}$$

Where  $W_c$  is the weighted credit point value – i.e. the product of the credit point value and the level of weighting of 1, 2, 3, or 4 for a first, second, third or fourth year unit of study respectively; and where  $M_c$  is the greater of 45 or the mark out of 100 for the unit of study.

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations; however, the marks from all attempts at a unit of study are included. (Effective from January 1 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. (See also WAM weight.)

### **WAM weight**

A weight assigned to each unit of study to assist in the calculation of WAMs.

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## Y

### **Year of first enrolment (YFE)**

The year in which a student first enrolls at the University.

(See also Commencement date.)

### **Youth Allowance**

Youth Allowance is payable to a full-time student or trainee aged 16–24 years of age who is enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact.

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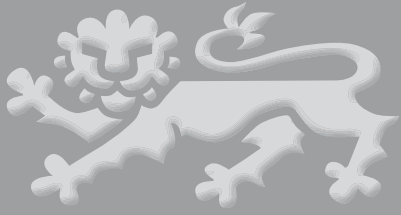
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# 2008 handbook

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**The University of Sydney**



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J4	Anderson Stuart Building	H3	MacLaurin Hall
G3	Badham Building	G1	Macleay Building
H3	Bank Building	J6	Margaret Telfer Building
L2	Baxter's Lodge	H4	Madsen Building
L8	Biochemistry and Microbiology Building	H4	Manning House
E6	Blackburn Building	D3	Manning Squash Courts
E7	Bosch Building YA	D3	McMaster Annex
H7	Bosch Building TB	D3	McMaster Building
H3	Brennan MacCallum Building	O6	Mechanical Engineering Building
E6	Bruce Williams Pavilion	A2	Medical Foundation Building
L6	Carlslaw Building	K8	Merewether Building
F4	Chaplaincy	E1	No. 1-3 Ross Street
M8	Chemical Engineering Building	M7	Old School Building
J5	Chemistry Building	F4	Old Teachers' College
N8	Civil Engineering Building	H3	Pharmacy Building
N9	Civil Engineering Workshop	H6	Physics Annex
K10	Clark Building	G5	Physics Building
J9	Darlington Centre	N8	P.N.R. Building
J10	Darlington House	E6	Queen Elizabeth II Research Institute
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L10	Demountables	F2	R.D. Watt Building
K5	Eastern Avenue Auditorium & Lecture Theatre Complex	D4	R.M.C. Gunn Building
L9	Economics and Business Building	M9	Raglan Street Building
H2	Edgeworth David Geology Building	N7	Rose Street Building
G4	Education Building	E2	Ross Street Building
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H5	Edward Ford Building	E1	Selle House
N7	Electrical Engineering Building	M10	Services Building
N7	Engineering Link Building	N6	Seymour Centre
C3	Evelyn Williams Building	K10	Shepherd Centre
K3	Fisher Library	O6	Shepherd Street Carpark
K4	Fisher Library Stack	K9	Storie Dixson Wing
G2	Footbridge Theatre	F5	The Arena Sports Centre
C3	Gatekeeper's Lodge	J5	The Quadrangle
J7	Gatekeeper's Lodge (City Road)	J5	Transient Building
M8	Gordon Yu-Hoi Chui Building	L10	University Computing Centre
J2	Great Hall	J10	University Garage
G3	Griffith Taylor Building	M9	University Sports & Aquatic Centre
D4	H.K. Ward Gymnasium	D3	Veterinary Science Conference Centre
F2	Heydon - Laurence Building	E6	Victor Coppleston Building
G2	Holme Building	F3	Wallace Theatre
N5	Information Technologies	K7	Wentworth Building
K8	Institute Building	E7	Western Avenue Carpark
N5	International House	M6	W.H. Meze Building
F2	J.R.A. McMillan Building	M6	Wilkinson Building
D3	J.D. Stewart Building		
F3	John Woolley Building		

## Childcare Centres

K11	Boundary Lane
F9	Carillon Avenue
H1	KU Union
H9	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
G7	St Paul's College
E1	Selle House
D10	Sydney University Village
F7	Wesley College
G8	Women's College

## Computer Access Centres

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

## Cultural Venues

H2	Macleay Museum
J3	Nicholson Museum
N6	Seymour Centre
K7	Sir Hermann Black Gallery
M6	Tin Sheds Gallery
J2	War Memorial Art Gallery

## Faculties (offices)

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

## Libraries

M6	Architecture
G3	Badham
H5	Burkitt-Ford
K3	Curriculum Resources
N8	Engineering
K3	Fisher
J6	Madsen
L6	Mathematics
E7	Medical
N6	Music
H5	Schaeffer Fine Arts

## Retail

H3	Australia Post Office
J9	Darlington Centre
G2	Holme Building
H4	Manning House
F5	The Arena Sports Centre
M9	University Copy Centre
K7	University Health Service
M9	University Sports & Aquatic Centre
M9	University Coop 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

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

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G1	Cashier
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H3	Chancellor
L10	Computing Centre
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J3	Information Centre
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L9	International Office
K8	Office of Development
M10	Office of University Relations (OUR)
G1	Personnel
M10	Printing Services (UPS)
H2	Publications Office
H3	Research Office
M10	Room Bookings & Venue Management
F1	Scholarships Unit
M10	SydneyPeople - HR Service Centre
G1	SydneyPeople - Sydney Learning
E1	SydneyPeople - Unistaff
L5	Student Centre
M10	Student Housing
G4	Student Services Unit
K8	Summer School
O5	Sydnovate
H3	University Relations (Vice Principal)
C3	Veterinary Hospital & Clinic
H2	Vice-Chancellor

# Course planner

Year	Semester	Unit of study 1 & credit points		Unit of study 2 & credit points		Unit of study 3 & credit points		Unit of study 4 & credit points		Total credit points
1	1									
	2									
2	summer									
	1									
	winter									
	2									
3	summer									
	1									
	winter									
	2									
4	summer									
	1									
	winter									
	2									
5	summer									
	1									
	winter									
	2									
<b>Total credit points</b>										