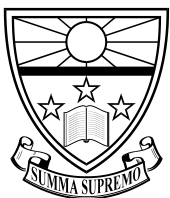




Southland Handbook 2012

Masters, Bachelor, & Diploma Level Education Courses



Southland College is a wholly owned subsidiary of Morling College Ltd.

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(Note: Southland College is the trading name for the Institute of Christian Tertiary Education Limited, a wholly owned subsidiary of Morling College Ltd.)

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INTRODUCTION

A WORD FROM THE PRINCIPAL

Dr Pamela Harvey, BSc (Hons), Cert Ed, MEd (Admin), PhD, MACE



Greetings! Here at Southland, our students are strongly committed to the ministry of teaching and learning in Christ's name. As such, we trust that we can become partners with you on your journey to relate as Jesus relates and to teach deeply as Jesus teaches. We pray that as you undertake your studies, God's Spirit will guide you and transform your thinking and practice as you are equipped and enabled in your role in Christian education.

Southland College is located at Morling College in Macquarie Park, Sydney. All its degree courses are taught on behalf of Morling College. Southland College promotes Morling's vision which is:

Equipping the whole believer to take the whole gospel to the whole world

and is committed to Morling's values:

1. **Transformational Discipleship** - We long to be people who love God with all our heart and soul and mind and strength, and so we will pursue a balance between academic study, practical training and spiritual formation, knowing that such integration transforms us as whole persons.
2. **Unity in Diversity** - We welcome a diversity of theological opinion and ministry practice on secondary issues, within a framework of shared evangelical conviction. And we delight in the diversity of cultures, gender, backgrounds and gifts represented within our college community and seek to give practical expression to the unity we have in Christ.
3. **Evangelical conviction** - We are committed to the centrality of the whole gospel of Jesus Christ in the life and mission of the church, in prayerful dependence on the power of the Spirit, to the Glory of God. And we gladly submit to the authority of Scripture as God's infallible word, and seek to honor the trustworthiness of God's word in our teaching, aiming to combine intellectual rigor and integrity with a humble, gracious orthodoxy.
4. **Missional Focus** - We aim to equip men and women to take the whole gospel to the whole world, with vision, courage, wisdom and creativity, recognizing the crucial importance of both evangelistic proclamation and active social concern. We affirm the centrality of the church within the purposes of God for the world, and we train pastors, teachers and evangelists to serve the church and its mission in the world.
5. **Educational Excellence** - We are committed to advance knowledge and understanding through dedicated involvement in scholarly activities, and to improve our society through high levels of skills, knowledge, and research, and excellent pastoral, spiritual, education, and counselling contributions. We enable individuals to grow and learn throughout their lives, through personal and character formation and the enhancement of life-long learning. We are committed to quality education and professional formation of students that meets the expectations of our church, denominational, business, community based, and governmental constituents. We value equitable access to, and opportunities to participate successfully in, higher education, professional development, and academic contribution. We will equip people to work in all spheres of society, to enhance the wellbeing of the community by contributing to a democratic, equitable and civilised society and to improving the national economy through high levels of skills, knowledge and research.

PURPOSE OF SOUTHLAND COLLEGE

- a) To provide a tertiary Christian educational community of teaching, learning and research excellence, founded on Biblically-based, beliefs, values and behaviour.
- b) To provide teacher education courses at undergraduate and postgraduate levels which assist graduates to clarify their presuppositions, develop a Biblical world and life view, and assist students to relate their views to all areas of their life and teaching;
- c) To produce graduates who have a professional commitment to Christian education and with a Christian ministry to students, parents, the church community and the wider community of which they are part;
- d) To promote Biblical Christian scholarship particularly in the area of education; and
- e) To promote the cause of Christian education through research, publications and participation in the field of education.

We seek to:

- communicate the grace and love of God
- undertake scholarly and intellectual research
- inspire educational research and implementation of best practice in teaching methodology
- create a tertiary level learning community that becomes the provider of choice of undergraduate and graduate program for Christian educators in Australia and beyond

ACCREDITATION STATUS

Southland College is a wholly-owned subsidiary of Morling College. Southland College and the National Institute for Christian Education (NICE), act as teaching agents for the Morling College Education programs. Students may take course units from either agent and graduate with a Morling College degree.

The Morling College Education degrees are accredited through the New South Wales Department of Education and Communities. The College is listed on the public register on the NSW Higher Education website. This listing gives the details of the accreditation status of each of our courses. The website address is: <https://www.det.nsw.edu.au/what-we-offer/higher-education-services/> — Click on NSW Register of Higher Education Institutions and then enter in the search box “Morling College Limited”. You will then be taken to the relevant area. You may also wish to visit www.morling.nsw.edu.au .

PURPOSE OF THIS HANDBOOK

This Handbook has been written to provide you with information and various policies and procedures that affect you as a student. Please read it carefully as it is your responsibility to be familiar with its contents. Failure to follow correct procedure could prejudice your work.

STATEMENT OF FAITH

God

- a) We believe there is one God in whom there are three equal Divine Persons revealed as the Father, the Son and the Holy Spirit and who of His own sovereign Will created the heavens, the earth and all that is contained within the Universe.
- b) We believe the Lord Jesus Christ is the eternally existing only begotten Son of the Father conceived by the Holy Spirit and born of the virgin Mary. As God He became flesh and dwelt among us; as man He was God.
- c) We believe it is the Holy Spirit alone who convicts people of sin leads them to repentance, creates faith within them, and regenerates and fills those who believe on the Lord Jesus Christ as Lord. It is the indwelling Spirit who bestows the Gifts of the Spirit and manifests the Fruit of the Spirit in the believer.
- g) We believe Christ died for our sins, was buried and the third day rose from the dead, that He appeared to men who touched Him and knew His bodily presence and that He ascended to His Father.

Christ's Return

- h) We believe the Lord Jesus Christ will return in person with His saints and that the full consummation of the Kingdom of God awaits His return.
- i) We believe those who have been regenerated by the Holy Spirit will receive a resurrection body at the return of Jesus Christ and be forever with the Lord, while those who have not believed will be resurrected to stand at the Judgement Seat of God to receive His judgement and eternal condemnation to Hell.

Satan

- j) We believe in the actual existence of Satan who is the father of all evil and opposed to God, although ultimately subject to the purposes of God and destined to be confined forever in Hell.

The Scriptures

- d) We believe in the Divine inspiration and the infallibility and supreme authority of the Old and New Testaments in their entirety, and that the Holy Spirit so moved the writers that what they wrote are authoritative statements of truth.

The Church

- k) We believe the Church is the Body of Christ composed of all believers in the Lord Jesus Christ, which finds its visible manifestation in the local community of believers and ministers through the co-operative exercise of God-given gifts by the entire membership. Each local community of believers is competent under Christ as Head of the Church to order its life without interference from any civil authority.

All People Are Fallen

- e) We believe all men are in a fallen, sinful and lost condition through the rebellion of Adam and Eve who were created without sin and in this state of depravity are helpless to save themselves and are under the condemnation of God to eternal punishment in Hell.

People Can Be Saved

- f) We believe that salvation from the penalty and consequences of sin is found only through the substitutionary.
- l) We believe there are two ordinances instituted by the Lord Jesus Christ; Baptism and the Lord's Supper.

SOUTHLAND COLLEGE 2012 CALENDAR

Event	Semester 1 Key Dates	Semester 2 Key Dates	Semester 3 Key Dates
Orientation Week (Grad Dip Ed/MTeach (Secondary))	Monday 23 January to Wednesday 25 January	Monday 2 July to Wednesday 4 July	Friday 16 November/Saturday 17 November
Enrolments due	Monday 6 February	Monday 9 July	Monday 5 November
Tuition Start Date	Tuesday 21 February	Tuesday 24 July	Tuesday 20 November
Administration Date (Withdrawal from a unit before COB on this date receives a full refund)	Friday 2 March	Friday 3 August	Friday 30 November
Commencement Service (Graduation)	Monday 12 March		
Census Date (Withdrawal from a unit before COB on this date receives a full refund. Unit graded "W". A Withdrawal fee of \$340 is payable)	Saturday 31 March	Friday 31 August	Saturday 15 December
Mid Semester Breaks	Autumn Break (Thurs 5 April to Monday 23 April – Easter Sunday 8 April)	Spring Break Mon 24 September to Friday October 7	Christmas Break Monday 24 Dec – Wednesday 26 December
Withdrawal Date (Withdrawal by COB on this date receives no refund. The unit is graded "W". Withdrawal after this date receives "FW")	Friday 11 May	Friday 14 September	Friday 20 January
End of tuition for MEd, MEd (Leadership) and BEd (Con) courses)	Friday 8 June	Friday 2 November	Friday 15 February
End of tuition for GradDipEd/MTeach (Secondary)	Friday 22 June	Friday 16 November	Friday 15 February
Breaks	Winter Break	Summer Break	

*COB – Close of Business For more information on Enrolment variations, Withdrawal and Refunds – see Section IV Course Requirements

SECTION I: COLLEGE STAFF & EDUCATION FACULTY

All staff, lecturers and course coordinators of Southland College are evangelical Christians who subscribe to the Statement of Faith. They desire to serve you as best they can. One way that you can help them do this is to approach them sooner rather than later (email is normally most efficient) with ANY questions or points of clarification that you would like to present.

THE PRINCIPAL OF SOUTHLAND COLLEGE

- I. is appointed by the Board of Morling College on the recommendation from the Board of the Institute of Christian Tertiary Education Ltd (trading as Southland College).
- II. is the executive officer of the Board of Southland College and is responsible to ensure its decisions are carried out.
- III. has oversight of the College.

Principal

Dr Pamela Harvey

BSc (Hons), Cert Ed., MEd, PhD, MACE

pamelah@morling.edu.au

Course Coordinators/Adjunct Lecturers:

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OAM, BA, M Ed [Syd], PhD [Alberta], MACE, MACEL

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AM, Cert Teach [Newcastle], BA [UNE], BD (Hons) [MCD], M Ed, MACE, Founding ICTE President

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Southland Finance Officer

Mr Craig Corby

Dip Proj Mgt, B Com (Accounting), Grad Dip ICAA, MBA, CA, AAIPM

craigc@morling.edu.au

Clerical Assistant

Ms Winnie So

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winnies@morling.edu.au

SECTION II: ACADEMIC COURSES

MASTER OF EDUCATION & MASTER OF EDUCATION (LEADERSHIP)

The Master of Education degree (MEd), accredited in NSW and nationally recognised, provides professional development for teachers with a focus on the integration of faith and vocation. The twin aims of high academic rigour and a clear Christian perspective make this a course capable of transforming your thinking and integrating a biblical Christian world view into your current practice.

The Master of Education (Leadership) is a targeted program, closely linked to the Master of Education structure. It is designed to provide a broad, in-depth understanding of education theory and practice for professionals with leadership roles in schools and other educational institutions and for professionals with training roles in areas such as industry, commerce and the public sector. This Program is integrated with the MEd but with a different entry pathway and separate requirements to meet the specific needs of professionals involved in education other than as teachers in schools.

Entry Requirements

Master of Education

Applicants should have a degree with a major in education, or a degree and a Diploma/Certificate in Education, or experience in education. Prospective candidates with a three-year teaching diploma/certificate should undertake the Bachelor of Education (*Conversion*) course before applying for the Master of Education program.

Master of Education (Leadership)

Applicants with an accredited three-year higher education qualification, and who have a strategic role in education institutions and/or professional training contexts are eligible to enrol in this programme. Applicants must also provide evidence of their having an appropriate strategic role in an educational/training organisation.

Graduate Diploma in Education (Postgraduate)

This is an optional exit point from the MEd or MEd (Leadership) programs. Alternatively, students who directly enrol in this program who later wish to complete the remaining four units (36 credit points) for the Master of Education will need to surrender the Grad Dip Ed for the higher qualification.

Entry Requirements

Educators with an accredited three-year professional qualification in education and who have experience in teaching, or applicants having a three year higher education qualification in any discipline who have a leadership role in education institutions and/or professional training contexts are eligible to enrol in this program. Please, note, those entering this program with a three-year degree can only enrol in the Master of Education (Leadership) while those with a four-year teaching degree can enrol in the Master of Education.

Course Delivery

The main mode of delivery in all of the units will be distance education with materials either supplied on CD or via Moodle our learning management system.

Course Progression

Master of Education

To complete the MEd 72 credit points are required in total. Students can choose from:

Stream 1: Coursework

Students must complete the two core units and select 54 credit points from the electives list.

Stream 2: Minor Dissertation and Coursework

Students must complete the two core units, ED530, ED531, and ED532 plus 18 credit points of electives.

Stream 3: Major Dissertation and Coursework

Students must complete the two core units, ED530, ED531, and ED533, and one elective (9 credit point).

Master of Education (Leadership)

Students must complete 72 credit points made up of two core units, (18 credit points), plus four units from the Leadership Strand (36 credit points), and two units of electives (18 credit points).

Graduate Diploma in Education (Postgraduate)

Students must complete at least one two core unit (9 credit points) and three units of electives (27 credit points).

Core Units:

ED502 Biblical Foundations in Education 1 (Old Testament)	9cp
ED503 Biblical Foundations in Education 2 (New Testament)	9cp

Elective Units:

Curriculum Strand

ED514 A Christian Perspective on Curriculum	9cp
ED515 The Bible in the Christian School: Transformative or Traditional	9cp

Teaching & Learning Strand

ED540 Teaching from a Christian Perspective*	9cp
ED541 Christian Schools as Learning Communities*	9cp
ED544 Special Education	9cp

Leadership Strand

ED563 Leadership and Management: Contemporary Christian Perspective	9cp
ED564 Leading and Managing: An Integrated Process	9cp
ED565 Quiet Leadership	9cp

Contextual Studies Strand

ED572 Spirituality, Psychology & Teaching	9cp
ED577 The Relationship of the Bible to Education	9cp
ED508 Christian Schooling: Perspectives on Philosophy and Practice	9cp

Summative Integration Strand

ED581 Comprehensive Essay with Professional Portfolio*	9cp
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Research Strand

ED530 Research Methods in Education*	9cp
ED531 Directed Reading*	9cp
ED532 Minor Research Project*	18cp
ED533 Major Research Project	27cp
ED 536 Qualitative Research methods in Education	9cp

**These units may be counted as "Leadership Strand" Units towards the MEd (Leadership)*

BACHELOR OF EDUCATION: CONVERSION (UPGRADE COURSE)

This degree, Bachelor of Education (Conversion) enables teachers with a three year Diploma of Teaching to upgrade to a four-year Bachelor of Education. It provides an opportunity to think through the implications of the Christian faith for teaching with a flexible approach to study through distance education. The twin aims of high academic rigour and a clear Christian perspective make this a course capable of transforming your thinking and integrating your current practice with a Biblically sound Christian world view.

Entry Requirements

Students wishing to enrol in the Bachelor of Education: Conversion (Upgrade Course) would normally have a three-year qualification in education. Students can, however, apply for admission under Special Admission if they have a two-year qualification in education and substantial teaching experience, or professional qualifications and experience that will satisfy the Admissions Committee that the applicant has the preparation and capacity to successfully complete the course.

Course Delivery

The main mode of delivery in all of the units will be distance education with materials either supplied on CD or via Moodle our learning management system.

Course Progression

The Bachelor of Education requires students to complete six units (54 credit points) made up of one core unit (9 credit points) and five elective units one of which must be from the Summative Integration strand (45 credit points).

Core Units:

ED407 Teaching From a Christian Perspective	9cp
ED408 Christian Schooling: Perspectives on Philosophy and Practice	9cp

Elective Units:***Curriculum Strand***

ED414 A Christian Perspective on Curriculum	9cp
ED415 The Bible in the Christian School: Transformative or Traditional	9cp

Teaching & Learning Strand

ED441 Christian Schools as Learning Communities	9cp
ED444 Special Education	9cp

Contextual Studies Strand

ED472 Spirituality, Psychology & Teaching	9cp
ED475 Perspectives on Education	9cp
ED477 The Relationship of the Bible to Education	9cp

Summative Integration Strand

ED480 Comprehensive Essay with Literature Review	9cp
ED481 Comprehensive Essay with Professional Portfolio	9cp

Unit Descriptions

Units that can be taken at Bachelor's level have a 400 number

Units taken at a Masters level have a 500 number

ED 502 Biblical Foundations in Education 1 (Old Testament)

This unit will assist students in the process of developing a Biblical theology grounded in a thorough understanding of the theology, history and literature of each of the Canonical books of the Old Testament and of the relationship of these books to one another, to the writings of the New Testament and to the gospel life and work of Jesus Christ. It will also enable students to begin applying the above to the development of a comprehensive Biblical worldview as a framework for undertaking their role within education.

ED 503 Biblical Foundations in Education 2 (New Testament)

This unit will assist students in the process of developing a Biblical theology grounded in a thorough understanding of the theology, history and literature of each of the Canonical books of the New Testament and of the relationship of these books to one another, to the writings of the Old Testament and to the gospel life and work of Jesus Christ. It will further enable students to begin in the ongoing process of applying the development of a comprehensive Biblical worldview as a framework for undertaking their role in education.

ED 407/540 Teaching from a Christian Perspective

This unit is designed to cause teachers to think reflectively and critically about their own teaching approaches in the light of modern pedagogy, and an understanding of the Bible and its relationship to teaching. Students will evaluate models and teaching strategies that reflect Biblical understandings and examine the concept of relational teaching drawing on the examples and teachings of Jesus.

ED 408/508 Christian Schooling: Perspective on Philosophy and Practice

This unit introduces students to some of the history, philosophy and practice of Christian schooling. Areas covered include nurture and discipline, strategies for teaching and learning, curriculum design and the school as a learning community.

ED 414/514 A Christian Perspective on Curriculum

Curriculum reflects the values, assumptions and predispositions of the author. This unit investigates varying conceptions of curriculum and a range of strategies for use in curriculum development. It helps teachers devise an effective process of school-based curriculum development that will enable them to design curricula which are consistent with the aims and strategies of the school, and to identify basic issues in curriculum design by working with colleagues in developing educational programs that reflect their faith.

ED 415/515 The Bible in the Christian School: Transformative or Traditional

The first section of this unit considers three approaches to the Scriptures which are intended to promote a right understanding and use of the Bible. The unified purpose of the Bible, the gospel centrality and the unfolding canon of the Scriptures are discussed. The second section considers how the Bible, rightly used, should impact both the shape and the content of curriculum. Assistance is provided on the preparation of Biblical Studies curriculum as well as other curriculum units developed from a Biblical perspective.

ED 530 Research Methods in Education

This unit aims to provide a basic understanding of the importance and methods of educational research. An understanding of educational research principles and methods is vital for those having leadership responsibilities in the school, so that educational research can be assessed, and in order that school communities can begin to investigate themselves. The unit is a prerequisite for those undertaking the Minor Research Unit.

ED 531 Directed Reading

This unit seeks to develop skills in identifying educational problems, reviewing literature and developing solutions to problems. The unit provides the opportunity to examine systematically a problem or issue that is of particular significance to the student's educational environment.

ED 532 Minor Research Project

This provides an opportunity for students to research an area of personal or professional concern in Christian Education. ED 530 and ED 531 are prerequisites to this unit. Students will have ongoing discussions with an appointed supervisor. This subject is the equivalent of two units in the Master's program.

ED 533 Major Research Project

This unit provides an opportunity for students to undertake research in an area of personal or professional concern in Christian Education. ED 530 and ED 531 are prerequisites. Students will have ongoing discussions with an appointed supervisor. This unit can be taken as the equivalent of three units in the Master's program.

ED 536 Qualitative Research Methods in Education

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie qualitative approaches to research, and to provide an understanding of the effective practice of qualitative research methodology in an educational context.

ED 441/541 Christian Schools as Learning Communities

The unit examines the importance of school relationships as the key to developing effective Christian schooling. It asks the question "How can a Christian school be a learning Community?" In doing this it explores the idea that a truly effective Christian school must be based on a different paradigm of education. This paradigm sees a school not as a teaching institution but as a learning community centred on Jesus Christ which includes understanding teaching as pastoral ministry. These may appear to be quite radical ideas but this unit argues that they are foundational for truly effective teaching and learning. If Christian Schooling is to maintain its influence then it must operate from a different educational paradigm than the paradigm of secular schooling.

ED 444/544 Special Education

Teachers face such a wide diversity of special needs in the classroom that it is an ongoing challenge to develop a well-informed repertoire of relevant skills and an up-to-date awareness of resources available. This unit focuses on the development of a Biblical understand of exceptionality, on the major issues and choices facing educators in this area, and on the development of the basic skills necessary to serve students with special needs effectively.

ED 563 Leadership and Management: Contemporary Christian Perspectives

This unit studies the relationship between Biblical models of leadership and management in the organisational and relational contexts of Christian schools. Emphasis will be given to the servant model of leadership, although other models will be examined. This unit aims at enabling students to explore concepts of leadership and management that are consistent with a Biblically-based approach. It is designed to develop an understanding of administrative theory and its application to the school setting.

ED 564 Leading and Managing: An Integrated Process

Schools and organisations are in a state of constant change in order to adapt to changing environments. People, and their intellectual capital, become critical catalysts for this strategic change. It is imperative, therefore, that principal, executive staffs, and other managers are able to inspire commitment and focus their energies on "real" change-related issues rather than simply ensuring that current systems are functioning well. This unit will enable executive staff and those responsible for leading schools to analyse problems and provide solutions in their organisations based on a Christian philosophy of leadership.

ED 565 Quiet Leadership

The theory of quiet leadership emphasises the virtues of modesty, humility, tenacity, interdependence and other-centredness. It stresses the importance of enabling and empowering others both through modelling and through transforming conversations. It is particularly well-suited to educational settings as it stresses that the success of quiet leaders is based neither on ego nor force of character, but on thoughts, actions and a focus on necessary tasks.

ED 472/572 Spirituality, Psychology & Teaching

This course reviews a most basic question for Christian educators: "What is the nature of personhood?" The answer to this question has many implications for the assumptions that we carry into our teaching and learning practice. In this course, we look at the answer to this question from a Biblical point of view (in contrast to other points of view), and then test out the implications for this in terms of the psychology of the teacher and student, and therefore the way teachers choose to relate to their students.

ED 477/577 The Relationship of the Bible to Education

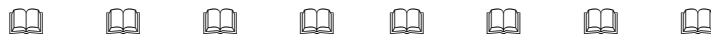
This unit examines the range of possible relationships between the Bible and education, and ways of legitimately moving from the Bible to educational theory and practice. The focus will be on seeking to apply the Bible to education. The intention is to broaden the student's understanding of possible models of education which should provide more critical and fruitful ways of relating the Bible to education and help in evaluating various Biblical approaches to education.

ED 480 Comprehensive Essay with Literature Review

This unit is designed to highlight the worldview and structural coherence that connects units of study within the education awards offered and provide students with assessment contexts in which they can demonstrate their own progressive growth as teachers, which has taken place over the course of their studies. The assessments focus on students' reflections around two tasks – a literature review, requiring students to demonstrate a sound understanding on selected issues that they have considered during their studies; and a comprehensive essay which encourages students to reflect upon an educational topic of significant contemporary interest as a demonstration of their growth in understanding.

ED 481/581 Comprehensive Essay with Professional Portfolio

The unit is designed to allow students to demonstrate how their studies have helped develop their understanding of Christian Education and then showcase the application of this understanding to their classroom practice. Through reflective journaling and compilation of relevant material, the students are expected to show a progressively developing integration of a Biblical perspective into pedagogy, curriculum, assessment, stakeholder relationships and all aspects of the teaching and learning task.



GRADUATE DIPLOMA OF EDUCATION & MASTER OF TEACHING (SECONDARY)

These courses are Christian, fully accredited, secondary (high school) teacher education courses. They are listed on the NSW Institute of Teachers website as an Approved Program of Initial Teacher Education under the name of Morling College which is the accrediting body. The following website has the details.

<http://www.nswteachers.nsw.edu.au/Initial-Teacher-Education/Approved-Programs/>

The Master of Teaching is a two year full time course and the Grad Dip Ed is an 18 month full time course but the Grad Dip Ed can be completed in one year (3 semesters) in an accelerated mode.

At the beginning of the course there is normally a three day induction conducted on the Morling College Campus. Thereafter, units are studied by distance education and as part of the Grad Dip Ed there are 60 days of Professional Experience undertaken in different schools. On successful completion of the course candidates can be registered with the NSW Institute of Teachers to teach in public or private secondary schools in NSW (and where-ever its standards are accepted around the nation and the world).

The belief focus of the course is Christian. This frame of reference is not artificially tacked on to what we do and how we do it. It is central to our consideration of what we teach and how we teach it. We invite you to consider this deeper level of meaning to teaching and learning.

Entry Requirements

You will need to demonstrate the following as part of your application:

1. Completion of an appropriate undergraduate Bachelor degree in the specialist discipline areas in which you enrol to teach. This is the evidence of attaining Element 1 Aspect 1.1.1 of the NSW Institute of Teachers Standards (which says that you will be able to “Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s)”)
2. Evidence of attainment of Band 4 English at the Higher School Certificate or equivalent. If this is not the case, then you will be expected to successfully complete additional study in English language equivalent to this level, prior to graduation;
3. On enrolment candidates should be willing to undergo a police criminal record check and will complete a Non Prohibited Employment Declaration prior to any entry into schools. All Student Teachers will also be required to complete mandatory child protection training prior to commencing any contact with or work in schools. This is part of the week induction component of the initial course unit 'The Basics of Teaching'.

Course Structure

The course structure is based around ‘units’ of work. Units can have different values because some of them require more work and time than others. Therefore, they are assigned credit points based on how many hours you are expected to (normally) take when doing the unit.

The Grad Dip Ed course consists of a total 52 credit points where 1 credit point represents 30 hours of study or equivalent in Professional Experience. Candidates may study part-time to a maximum candidature of four (4) years.

- **The Normal Course Structure in Units:**
14 Units of varying credit points over 1.5 years if studying Full Time. These units are comprised of:
 - 6 Teaching Core Units
 - 4 Teaching Methods Units (in 2 specialist subject areas)
 - 1 Structured In School Experience Unit (SISE) (10 days in a school)
 - 3 Professional Experience Units (PE 1 – 15 days, PE 2 – 15 days and PE 3 – 20 days in schools)

- **Your choice of specialist subjects:**
Specialist Areas include two units (I & II) outlined below. Students normally choose two specialist subject areas, but can graduate with one teaching specialization i.e. two units related to the same specialisation.

Specialist Areas:

- English I & II
- Mathematics I & II
- Studies of Religion I & II
- History I & II
- Society and Culture I & II
- Business Studies (To be confirmed)
- Music I & II
- Food Technology I & II

Structure of Master of Teaching

- All Course units for Graduate Diploma of Education; and
- Three additional core units including a 50 day Internship and Action Research Project of 4000 words. The duration of the additional units can be taken in one semester.
- Candidates completing the the Grad Dip Ed can indicate their intention to enrol in the M Teach during the final semester of their Grad Dip Ed.

Course Content- Graduate Diploma of Education (Secondary)

Course Content – Grad Dip Ed (Secondary)		Credit Points	Number of Hours
Core Teaching Units	• EDGDE401 - Basics for Teachers	5	150
	• EDGDE402 - Biblical Studies	4	120
	• EDGDE403 - Secondary Pastoral Care & Management Systems	3	90
	• EDGDE404 - Student Diversity in Education	3	90
	• EDGDE411 - Psychology for Teachers of Adolescents & Young Adults	3	90
	• EDGDE413 - Special Education	3	90
	Core Practical Units	• EDGDE471 - Structured in School Experience I	2
• EDGDE472 - Structured in School Experience II (not required from 2012)		2	10 days
• EDGDE461 - Professional Experience I		3	15 days
• EDGDE462 - Professional Experience II		3	15 days
• EDGDE463 - Professional Experience III		4	20 days
• EDGDE463 - Professional Experience III		4	20 days
Designated Area of Course Units¹	• <i>English</i> EDGDE441 - English Method I	4	120
	EDGDE451 - English Method II	4	120
	• <i>Mathematics</i> EDGDE442 - Mathematics Method I	4	120
	EDGDE452 - Mathematics Method II	4	120
	• <i>Studies of Religion</i> EDGDE447 - Studies of Religion Method 1	4	120
	EDGDE457 - Studies of Religion Method II	4	120
	• <i>History</i> EDGDE443 - History Method I	4	120
	EDGDE453 - History Method II (ANCIENT OR MODERN)	4	120
	• <i>Society and Culture</i> EDGDE446 - Society and Culture Method I	4	120
	EDGDE456 - Society and Culture Method II	4	120
• <i>Business (To be confirmed)</i> EDGDE446 - Society and Culture Method I (Commerce)	4	120	
EDGE 458 - Business Studies	4	120	
• <i>Music</i> EDGDE444 - Music Method I	4	120	
EDGDE454 - Music Method II	4	120	
• <i>Food Technology</i> EDGDE448 - Food Technology Method I	4	120	
EDGDE458 - Food Technology Method II	4	120	

Unit Descriptions

Note that these are in number order, and not necessarily in the order that they are undertaken in the course. EDGDE stands for Education Subject (ED) in the Grad Dip Ed course (GDE)...

EDGDE401 Basics of Teaching

This is the initial course which introduces the program of study, and the professional contexts in which students will prepare for teaching. An introduction to this unit is presented in an on-campus face-to-face mode during the three day Induction. This unit provides an orientation to the concepts of teaching as a Christian; and prepares students with the knowledge and skills they will require to be effective as distance education learners.

EDGDE402 Biblical Studies

This core unit provides an overview of the unfolding, redemptive narrative of the Bible. This is designed to enable pre-service teachers to develop skills to understand the Bible's message and the ability to interpret its meaning for today's generation. This will assist pre-service teachers in curriculum planning for Biblical Studies as well as strategies that will facilitate the teaching and learning of Biblical Studies for secondary age students.

EDGDE403 Secondary Pastoral Care And Management

The unit will build on the general principles covered in The Basics for Teachers, and Psychology for Teachers, so that teachers can undertake curriculum design, development and evaluation in Pastoral Care programs, including the structures in which these programs are undertaken. The unit will introduce relevant Biblical principles and educational documents about values and welfare and assist pre-service teachers in acquiring skills that facilitate the practice of pastoral care (often called classroom management) at a class level and a school based level.

EDGDE404 Student Diversity In Education

This unit is designed to help students gain a critical understanding of the impact of diversity in the classroom in terms of understanding the potentially very different backgrounds of students. The two focus areas will be the impact of colonialism on the lived experience of Indigenous Australians from an Indigenous perspective, and the life world of those from Non-English Speaking Background cultures (NESB). Students are also exposed to the complexity of contemporary Indigenous / multicultural issues and helped to develop an awareness of the learning and teaching strategies that apply to Indigenous / NESB students .

EDGDE411 Psychology for Teachers of Adolescents & Young Adults

This unit introduces pre-service teachers to psychology that is relevant to those stages and themes of greatest relevance to the secondary school years. Significant models of relational and cognitive development will be introduced and illuminated by contemporary research and Biblical principles on selected topics. The social context of learning and the situated nature of cognition will be explored so pre-service teachers can better understand the students they teach, in order to be better equipped as teachers.

EDGDE413 Special Education

This unit equips Student Teachers with a basic understanding of the current philosophies and principles of normalization of and curriculum adjustment for children with disabilities and those identified as 'Gifted and Talented'. Biblical principles of equity and respect are used as part of this exploration. The unit enables Student Teachers to develop skills to encourage effective learning for all children including those with special needs. It will explore the place of support services within the class school and community.

Subject Specializations

- English Method 1 and II (EDGDE441/ 451)
- Mathematics Method I and II (EDGDE 442/ 452)
- History Method I and II (EDGDE 443/ 453 (Ancient or Modern))
- Music Method I and II (EDGDE 444/ 457)
- Society and culture I and II (EDGDE 450/ 460)
- Business Studies* (EDGDE 450/ 458) (*to be confirmed*)
- Studies of Religion I and II (EDGDE 447/ 457)
- Food Technology I and II (EDGDE 448/ 458)

*Business Studies includes the first teaching method of Society and Culture which focuses on Commerce and HSIE subjects relating to Years 7 – 10 and the second method focuses on Business Studies Years 11-12.

The Method I units focus on the process of curriculum development in the chosen specialisation in the junior secondary school (Years 7 to 10, also called stages 4 & 5). They introduce relevant national, state, systemic and school documents and assist pre-service teachers in acquiring skills which facilitate the active teaching and learning in the junior secondary school. Each unit will also explore how to link with the Stage 3 content and outcomes of the relevant K-6 Syllabi.

The Method II units build upon the relevant Method I unit by developing further the pre-service teacher's thinking about curriculum design and development by focussing on evaluating the curriculum and a consideration of the teacher as researcher. They involve developing understandings of and strategies for student assessment in the context of program evaluation and teacher self-evaluation. The major context for this study will be the curricula in the NSW senior secondary (Years 11 & 12, or Stage 6) school.

EDGDE471 Structured In-School Experience I

This unit is designed to orientate students to learning and teaching through undertaking a range of school-based observations, collegial discussions and small group and individual teaching experiences in a variety of classroom contexts. The SISE is focussed on providing opportunity for a general orientation to the school setting as a place for teaching and learning, in contrast to the Professional Experience units that are more focussed on class-based knowledge, skill and character development. SISE I takes place over 10 days which can be 10 consecutive days or spread out over the semester.

EDGDE473 Structured In-School Experience II

(NOT REQUIRED FOR NEW APPLICANTS IN 2012)

This unit is designed to further develop the understandings and teaching competencies in pre-service teachers by providing ongoing practical teaching and learning experiences within a collegial environment that builds upon the Structured in-School and Professional Experiences I. Similar to SISE I, SISE II is also more focussed on providing opportunity for a broader orientation to the school setting as a place for teaching and learning, in contrast to the Professional Experience units that are more focussed on class-based knowledge, skill and character development.

EDGDE461 Professional Experience I

This unit is designed to build upon Structured In-School Experience I and normally will be in the same school as SISE I. It involves observations, collegial discussions and participation in a range of practical experiences in the classroom. This unit normally involves a period of 15 consecutive teaching days or 3 weeks teaching experience.

EDGDE462 Professional Experience II

This unit is designed to build on Professional Experience I in order to further develop and refine the range of both subject-based and generic competencies required for a beginning classroom teacher. This unit normally involves a period of 15 consecutive days or 3 weeks teaching experience normally in a different school to Professional Experience I.

EDGDE463 Professional Experience III

This unit is designed to build on the first and second Professional Experiences in order to develop and refine the range of both discipline-based and generic competencies required for a beginning graduate teacher, through participating in a four-week Professional Experience. The focus will be on the pre-service teacher demonstrating and collating the necessary evidence for the Graduate Teacher Standards of the NSW Institute of Teachers.

***Note:**

- Southland College has existing arrangements with a network of Christian schools; students may approach other schools if they wish to do so. Also note that in accordance with the NSW Institute of Teachers, students must complete Professional Experience in at least two (2) different schools.
- The requirement to complete supervised professional experience in at least two schools as outlined above also applies to Conditionally Accredited Teachers. Your Principal will be aware of this. It is the candidate's responsibility to liaise with their employing school for the release time to gain Professional Experience in another school. Southland College will assist in placement in another school from amongst its participating schools if such help is required. Where possible, this liaison will include trying to find another school where a comparable swap of teaching staff might be appropriate.

EDMT490 Investigating Classroom and School Practice

The successful completion of this unit is required before enrolling in the Master of Teaching degree. This unit must be completed prior to engaging in the school-based Action Research Project.

The main purpose of the unit is to prepare students to complete the Action Research project successfully. Thus, there is a strong concentration, in both the content and the readings, on Action Research as a methodology for classroom-based research and its process, as well as methods of information gathering and analysis appropriate to such research. The course also aims to introduce Student Teachers to the nature and challenges of broader social research as a basis for a rationale for critical and reflective investigation of classroom practice. It is hoped that the Student Teachers will then have a commitment to these processes as the basis for their ongoing professional learning and improvement of their professional practice.

EDMT491 Action Research Project

This course is the culminating unit of the M Teach degree. It is concerned with the preparation and investigation of some aspect of the Student Teacher's professional practice identified during the assessment task in the course unit 'Investigating Classroom and School Practice' (EDMT490). The investigation will be based on 6 cycles of Action Research with one class that the Student Teacher is teaching during the Internship (EDMT492). The successful completion of the unit will require a 4000 word written report and an uploaded on-line digital poster that will be shared with other students. The sharing will take the form of an on-line conference in which students will present, discuss and answer questions about their poster and their investigation.

EDMT492 Internship

This unit is designed to provide further teaching experience, building on Professional Experience I-III for experience in a school. It is also an opportunity for a scaffolded, guided and supported entry into teaching, with a reduced teaching load, assisted by a school-appointed Mentor. It provides the opportunity for the Intern to complete the investigation that is the basis of their Action Research reports (see Course Unit EDMT491).

Admission Procedures into Grad Dip Ed (Secondary)

Applicants must submit a completed *Application for Admission* form to Southland College. Applicants must submit official academic transcripts of their previous tertiary studies. Original or certified copies of documents are required. Where documentation shows a different name from that under which applicants wish to enrol, they must supply evidence in support of their change of name e.g. certified photocopy of marriage certificate.

Applicants whose *first language is not English* must demonstrate proficiency in spoken and written English adequate to undertake the course. This would normally be equivalent to an IELTS score of 8.0. If they cannot do this they will be required to complete additional courses to achieve this level prior to graduation.

If approved the candidate will be *interviewed*. Applicants must satisfy the Course Interview Panel will assess the potential of the applicant to work within the teaching profession, and to gain insight into the applicant's goals upon completion of the course.

The course is delivered mostly by distance education mode.

Students are expected to *possess a basic level of Information and Communication Technology competence*. At the absolute minimum, this includes the ability to use Word, Excel and PowerPoint, and the ability to send and receive e-mail communications. Students who do not have these skills will be

expected to obtain them prior to commencement. Students will be taught how to access and participate in on-line seminars, be encouraged to present work using multimedia format, and access a range of online resources.

Assessment will be continuous and *successful completion of assignments* is required for each unit. Students will also be required to demonstrate their applied understanding of these units through a written paper under exam conditions on the final day of the Professional Experience in each semester.

Admission Procedures into Master of Teaching (Secondary)

The Master of Teaching degree is designed to accommodate those Student Teachers who have performed to a high standard in their Graduate Diploma of Education degree in both coursework and Professional Experience and would like to develop their professional skills to a higher level. The demonstrated standard is achieving a *Credit average*, calculated separately for the theoretical units and the applied (Structured in School Experience and Professional Experience) units.

Candidates who do not meet these criteria may apply for *special circumstances* to the Academic Board of Morling College if they believe that their situation deserves particular consideration, and if they can document the basis of their appeal. For students applying for the M Teach outside of the Morling Grad Dip Ed, this standard would need to be demonstrated in an equivalent program that is certified with appropriate documentation.

Grad Dip Ed/ M Teach- Interview of Applicants

Interviews are normally conducted by telephone.

The aim of the interview process is to inform, to advise and to guide applicants in their decision to and commitment to this educational training program. If there are major concerns about the applicant's relational suitability to teaching that arise during the interview process, then discussions about her/his suitability will be undertaken.

To this end, in addition to scrutinising the usual academic requirements (including readiness to use appropriate ICT), the faculty:

1. Aim to determine that applicants have sufficient relational maturity and resilience to deal with some of the unique challenges that are inherent in the teaching profession; and
2. Aim to describe with the applicants their commitment to teaching per se. This part of the interview focuses on the applicant's goal upon completion of the course. This will create the opportunity for the Faculty to be open about the nature of this program of study and to ensure that it is likely to assist the applicant achieve her/his goals.

The faculty acknowledges that such an interview process requires sensitivity and a spirit of collaboration. Therefore, applicants need to be cognisant that the focus of this interview procedure is to assist them to assess their relational readiness for the course (given the amount of time spent in situ in schools) and the course's appropriateness to their professional goals.

This interview thus provides the applicants with the opportunity to experience a teaching related interview that will have a number of common elements with their first professional employment interviews. Interviews may be conducted face to face, or where distance precludes this, via appropriate electronic means.

In an endeavour to achieve these purposes, the following selection and guidance criteria are utilized.

An applicant should meet the basic requirements as prescribed by law and the Morling College rules for admission to this study program, as outlined below:

1. Basic Requirements – reviewed from application forms
 - a. Confirmation of Identity
 - b. English Competency
 - c. Citizen/ Resident/Study Visa Status
 - d. Review of all submitted documentation – transcripts, references, etc

2. Prior Learning – reviewed from application forms

An applicant may be admitted to this course upon successful completion of an appropriate undergraduate degree. Applicants must have their undergraduate degree assessed with regards to fulfilling the criteria for selection of Designated Areas with regard to the NSW Institute of Teachers requirements. Undergraduate studies must include study in a Designated Area related to a school subject (first designated area) as follows:

- a minimum of 6 sequential semester-long units of discipline knowledge in a designated area (equivalent to a minimum of three academic years of study in the designated area) and
- at least 4 of these units at level 2 (year 2) or above.

A second designated area requires 4 units with 2 units at level 2 or above.

- I. Academic Records
- II. Any other relevant aspect of resume
- III. Teaching suitability: (a) Resourcefulness - reviewed during interview

The applicant should consider whether they have sufficient understanding of the organizational and administrative requirements of the program. This in turn will enable them to make a more reasonable self assessment about whether they have the necessary resources to complete the program:

1. Understanding the physical requirements of the course
2. Reviewing their previous academic study with reference to the information supplied - and reviewing their continued interest in their major and minor discipline areas and the compatibility to what is offered in the program
3. Reviewing response of the applicant in terms of how they will meet these requirements - including time, financial and ICT resources
4. Teaching suitability: (b) Relational readiness and resilience - reviewed during interview

Applicants are interviewed for evidence of any relevant experience with appropriate aged children / young people with reference to the course in which they have applied. Their submitted references can be taken into account and any potentially relevant issues explored. A review of child protection laws and the commitments that they will be asked to undertake will be done. Their responses to these will be noted and any issues that arise, discussed. In addition, the goals after the course – will be reviewed during the interview

APPLICATION FORM

Available at the Southland website-

http://www.southland.edu.au/ProspectiveStudents/Enrolment_Forms.html

Note that as well as the usual information that is expected, you will also be asked to include the following:

Personal Statements

Please give a summary of your Christian experience including your conversion, subsequent commitments and ministry, significant spiritual events and formative influences in your life.

1. What has led to your interest in applying to do this course?
2. How do you see your faith as impacting your teaching or leadership in education?
3. What areas of teaching/schooling are you currently involved in or have been in the past?
4. What do you consider your qualities as a teacher or education leader?
5. What do you hope to gain from engaging in the course?
6. Where did you hear about this course and why have you chosen to study it at Southland College?
7. Is there anything else you would like us to know about you that may help the selection process?



SECTION III: GOVERNANCE

The Institute of Christian Tertiary Education Limited has been incorporated as a non-profit public company limited by guarantee. Southland College is a registered trading name for ICTE. The College is managed by a Board appointed by the members of the Company. All Company and Board members are evangelical Christians who subscribe to the Statement of Faith and are committed to the ministry of Christian education.

a. The Board of Southland College

Board members come from a wide representation of qualified persons from likely users and other groups interested in developing a Biblical and well managed College.

b. Board Meetings

The Board of the College meets regularly and is responsible for the oversight of the College.

c. Election of Officers

The Board elects its chairperson and other officers annually.

THE ACADEMIC BOARD

All academic matters are under the jurisdiction of the Morling College Academic Board.



SECTION IV: COURSE REQUIREMENTS

Definitions

A **Course** is a program of learning made up of a combination of units by which a candidate qualifies for an Award.

A **Unit** is a sub-set of a course. It is a set of lectures, tutorials practical classes or other activities prescribed by the School of Education.

A **Semester** is a period of approximately 16 weeks.

Co-requisites are units that normally must be undertaken concurrently unless passed previously.

Pre-requisites are units that normally must be undertaken before a student proceeds to another unit.

Withdrawal is a student's complete, voluntary cessation of participation in a unit of study.

Initial Enrolment relates to enrolment in a Unit which is part of a course that qualifies the candidate for an Award, *e.g.* Master of Education, Master of Education (*Leadership*), Graduate Diploma in Education or Bachelor of Education (*Conversion*) or to enrolment in a unit as a 'Non-Award' student.

Re-Enrolment means enrolment in any unit/s as part of a course, or as a 'Non-Award' student, *subsequent to* the initial enrolment in the same course or in a subsequent course. Enrolled students are sent forms for re-enrolment for each new trimester.

Course Requirements

To complete the course for the Master of Education or Master of Education (Leadership) Award a student must:

Successfully undertake 72 credit points of study (usually 8 units) of which 18 credit points are made up of compulsory units from Core Studies.

To complete the course for the Graduate Diploma of Education (Postgraduate) Award a student must:

Successfully undertake 36 credit points of study (usually 4 units) of which 9 credit points are selected from the compulsory Core Studies units and the remainder are composed of 27 credit points of elective units.

To complete the course for the Bachelor of Education (Conversion) Award a student must:

Successfully undertake 54 credit points of study (usually 6 units), of which 9 credit points are from the Core Studies List and 9 credit points are from the Summative Integration Units list.

To complete the course for the Graduate Diploma of Education (Secondary) Award a student must:

If the course was started before 2012 then successful completion of 13 or 15 units of study (**45 or 53 credit points**) depending on whether one or two specialist teaching methods are undertaken. If the course was started in 2012 successful completion of 12 or 14 units of study (**43/51 credit points**) depending on whether one or two specialist teaching methods are undertaken.

Recognition of Prior Learning

Up to 50% credit may be given for courses or units completed elsewhere, which may also include recognition for professional experience. Professional experience may only be granted for up to 25% credit. Please request an application form for Recognition of Prior Learning from the Southland College office. There is no fee for this application.

Enrolment Variations, Withdrawal and Refunds

'Deferment' is not possible. Students should consider withdrawal from a unit if they believe that they cannot complete the unit during that semester. To withdraw or vary unit selections in a Semester, the student should download the **Enrolment Variation Form** from the website (www.southland.edu.au) and submit it to the Southland Clerical Assistant either by post, or by fax, or as a scanned attachment to an email.

A student may withdraw from a unit **before** the end of business hours on the '**Administration Date**' of the Semester and receive a full refund of fees paid for the unit. The student's enrolment in the unit is removed from the records and it will not appear on the student's Transcript. All teaching and learning materials sent to the student must be returned to the College.

Between Administration Date (i.e. close of business on Friday Week 2 of Semester) **and** the end of business hours on '**Census Date**' a student may withdraw and receive a full refund for the unit. The unit is graded W ('Withdrawal') and will appear on the student's transcript. This is not an academic penalty; if the Unit is later taken and passed, the W grade will be removed from the Transcript. It has no effect upon the student's GPA. A withdrawal from a unit during this period incurs the Withdrawal Fee of \$340. All teaching and learning materials sent to the student must be returned to the College.

A withdrawal **between Census Date and** the end of business hours on '**Withdrawal Date**' (Friday of the second complete teaching week after Census Date) receives no refund. The Withdrawal Fee is not charged. The unit is graded 'W'. This grade is not an academic penalty; it has no effect upon the GPA, and it will be removed if the student later re-enrols in the unit and passes it. Teaching and learning materials sent to the student need not be returned to the College.

A withdrawal **after Withdrawal Date receives** no refund and is graded FW ('Failure by untimely withdrawal'). This is an academic penalty. It is permanently counted in the GPA, and if the unit is re-taken and passed, the FW record is never removed from the transcript. Teaching and learning materials sent to the student need not be returned to the College.

Leave of Absence

Upon commencement of a unit, students may wish to defer. A "Request for Leave of Absence" form needs to be completed accordingly. Please note that the unit must still be paid for as the study materials have already been received. A \$100 administration fee then becomes payable when the student re-enrolls within 12 months.

Tuition Fees for 2012

	Tuition Fees (per Unit) for: <i>Graduate Diploma of Education, Master of Education & Master of Education (Leadership), & Bachelor of Education: Conversion (Upgrade Course)</i>	Tuition Fees (per Unit) for: <i>Graduate Diploma of Education (Secondary) & Master of Teaching (Secondary)</i>
Standard Fee per Unit	\$A1380 per unit \$153.34 per credit point	\$A1000 per unit
Percentage Discount per Unit for Contributing Schools	20%	---
Financial Subsidy	A financial subsidy may be applied for and is granted on a case by case basis. The College's policy is to give priority to developing countries and various "faith/mission" schools. Financial subsidies are limited by budgetary constraints.	
Auditing per Unit	\$380	---
Withdrawal from a unit	If students withdraw from a Unit before Census Date in a specific academic period they should return the study materials and will receive a full refund of their unit fees. A Withdrawal Fee of \$340 (per unit dropped) will also be charged. A "Withdrawal Request" form needs to be completed. After Census Date no refund will be given and students may keep the study materials.	If students withdraw from a Unit before Census Date in a specific academic period they should return the study materials and will receive a full refund of their unit fees. A Withdrawal Fee of \$340 (per unit dropped) will also be charged. A "Withdrawal Request" form needs to be completed. After Census Date no refund will be given and students may keep the study materials.

Payment of Fees

The College expects students to pay promptly. An invoice is sent together with the course material and is payable within **two weeks from the start of semester**. If there are extenuating circumstances, please contact the Finance Manager and alternate arrangements will be made. **Failure to pay fees by the due date may result in suspension of your enrolment.**

Please also note that **students will not receive any marks, feedback or transcripts if their account is more than 30 days outstanding from the due date** unless a payment schedule has been organised with the Finance Manager and there is good reason to believe that this schedule will be honoured.

Fee- Help

Fee-Help is available to Morling Education students. You can request an information booklet and form from the Southland College administration office. To be eligible for Fee-Help you must be an *Australian citizen with a tax file number*. Please note that short courses and audits are not eligible for Fee-Help.

Financial Concession

Consideration may be given to students experiencing economic hardship. The College's policy is to give priority to students from developing countries and various "faith/mission" schools when allocating concessions. Please request a **Financial Concession Application Form** from the office (info.southland@morling.edu.au) if you wish to be considered for this. Assistance can only be given within budget constraints.

Many Christian schools are willing to assist their staff financially in their studies because they recognise the value to the school of such study. However, this is a matter between the students and their school to negotiate.

Assessment

A variety of assessment tasks, designated as assignments, form the basis of the assessment of student learning in all coursework units. There are normally two or three assignments for each unit. The maximum is three. Assessment of these assignments aims to:

1. aid the learning process by providing opportunities for students to develop insight by giving feedback to enable them to judge their progress and remedy any weaknesses that are identified; and to assist the motivation of students by enabling them to identify progress and development that has occurred;
2. provide students with information regarding their own performance which may assist them in their employment or with accrediting agencies;
3. safeguard the standards of the qualifications conferred by the College on its graduates; and
4. provide a sufficient basis for the College to evaluate its efficiency and effectiveness in fulfilling its aims.

Assignments

Cover page – please always include a cover page using the example on the Unit CD, Moodle or available from the website: www.southland.edu.au.

a. Due Dates

The date indicated on the assignment schedule is normally the date on which the assignment should be received. Students should always retain a copy of their assignments in case they go astray in the email. **Without an extension being granted late work may be subject to penalty or, in extreme cases, may not be marked and therefore the student fails the unit.**

b. Extensions

Students who have experienced illness, misadventure (including family or personal difficulties) or other extenuating circumstances, may request an extension of time for the submission of an assignment. This request must be made in writing, on the appropriate form, to the lecturer of the unit, stating the reason clearly **before** the due date of the assignment. Applications received after the due date will not be processed.

Other than in exceptional circumstances, extensions will not be granted for more than two weeks, with seven (7) days being the norm. Late assignments for which an extension has not been requested will attract a penalty of 10% per day. Assignments submitted more than seven (7) days after the due date without a request for extension will receive no mark.

The procedure for handling a request for an extension is:

1. The student is to fill out the "Request for Extension Form". This form is available on the web (www.southland.edu.au). A copy will also be included on the Unit CD-ROM.
2. Submit the form to the lecturer by email. The student must ensure that the form is **received** by the Lecturer **before** the due date of the assignment.
3. The Lecturer will assess the application. This may require further contact with the student (by phone or email) to clarify matters.
4. The Lecturer will notify the student of the outcome of the application, including the new due date if applicable. Notification will usually be by email.
5. The Lecturer will notify the student of the new due date of the assignment.
6. The student has the right to appeal the decision. Please refer to the relevant section of this Handbook for information on how to lodge an appeal.
7. The student submits the assignment by the new due date.

c. Penalty for late assignments without approved extension

Assignments post marked after the due date and without an approved extension will lose marks at the rate of 10% per day, including weekends. Assignments that are post marked more than 7 (seven) days after the due date without an approved extension will receive no mark.

NOTE: Extensions will not normally be given for exams. In extreme (unplanned and unexpected) circumstances a request may be made in writing to the Principal (not the unit Lecturer).

d. Preparation and Submission of Assignments

- All assignments are to be formatted as specified in the Style Guide (*see section VIII*).
- Students should **always keep a duplicate copy** of their assignment.
- A cover sheet for each assignment is available on the Unit CD, Moodle or the website (www.southland.edu.au). Please download this cover sheet and complete it and include it in as the first page of the assignment. It is important that students fill in all details on the cover sheet accurately.
- Pages should be numbered in the footer and the student's name and assignment details in the header.

e. Emailing your Assignments and Journals

Students are required to submit assignments by email directly to their lecturers, with a copy to Southland College. Lecturers are required to return marked assignments within three weeks of receiving them. Posted assignments (hard copy) will only be accepted from students who have no access to email. Where this is the case, students must advise the College Registrar prior to commencing the course. To deal equitably with students situated in different parts of Australia or overseas, the specified date for submission of all assignments is the date on which students email or post the assignment.

The procedure for assignments is:

1. Prepare the Assignment. Include the assignment cover page.
2. Save the assignment as a Microsoft Word document using the following naming convention: *Student Name Assignment Number Course Code*. For example JohnSmith3ED504.doc
3. Email the assignment as an attachment to the lecturer's email address with a copy ('cc') to assignment.southland@morling.edu.au.

Where students receive a notification that their email was not deliverable to the lecturer, students must contact the College (info.southland@morling.edu.au) immediately. Assignments emailed to assignment.southland@morling.edu.au are for archive purposes only and will not be forwarded by the College to lecturers. It is the student's responsibility to ensure the lecturer receives the assignment by the due date.

4. The lecturer emails a confirmation to the student that the assignment has been received. Note: students should keep a copy of the assignment and the confirmation email as proof of submission should there be a dispute as to whether the assignment was submitted or not.
5. The lecturer is to give the grade and comments on the assignment to the student via email. This is normally done within three weeks of receiving the assignment unless there are exceptional circumstances.
6. The lecturer records both the mark and the grade for each assignment on the official results sheet.
7. At the end of the semester, lecturers are to forward the results sheet to the College Clerical Assistant.

f. Requests for Extensions on Assignments Deadlines

An extension of up to two weeks after the due date of an assignment can be applied for. A "Request for Extension" form needs to be completed and submitted to the lecturer. Extensions for longer than 14 days will not normally be granted unless there are extreme extenuating circumstances. All extensions must be applied for in writing on the appropriate form BEFORE the due date of the assignment.

Students who have experienced illness, misadventure (including family or personal difficulties) or other extenuating circumstances, may request an extension of time for the submission of an assignment. This request must be made in writing, on the appropriate form, to the lecturer for the unit stating the reason clearly *before* the

due date of the assignment. Applications received after the due date will not be processed. The form is available on the College website (www.southland.edu.au) and a copy is included on the Unit CD-ROM.

Other than in exceptional circumstances, extensions will not be granted for more than two weeks, with seven (7) days being the norm. Late assignments for which an extension has not been requested will attract a penalty of 10% per day. Assignments submitted more than seven (7) days after the due date without a request for extension will receive no mark.

g. Student Extension Appeal Policy

A student, whose application for an extension has been declined when made according to the rules, may appeal. The appeal should be addressed to the Principal who will bring the appeal to the appropriate committee for a decision.

Examinations

Few units require exams but if a unit requires examinations, they are open book exams. Students may complete these at any time during the exam week. You may take whatever resources you like into the exam room but you must not use any prepared notes or summaries for the exam. Exam questions will be supplied to you **ONE WEEK PRIOR** to the designated exam week. If students have not received their exams by this stage they should contact the office immediately so that they may be forwarded without further delay. Most exams take the format of three questions to be undertaken in two hours. Students are required to keep strictly to the exam conditions outlined. **Students are strongly advised to retain a copy of the exam answers** in case they are lost. The exam date given will be the final date for posting. Exams are forwarded to the lecturer.

Written Expression

All students of the College should demonstrate a solid understanding of the English language and its usage. This means, in particular, that assignments must demonstrate a tertiary level competency of the English Language. Students, particularly from non-English speaking backgrounds, are required to demonstrate tertiary level competence in written expression before being admitted to any College course.

An assignment may receive a failing grade if the assignment doesn't meet tertiary level standards of written expression. Normally, a student who receives a failing grade on the basis of poor written expression will be allowed to resubmit the assignment in correct English to receive a passing grade.

Students who fail their first unit on the basis of written expression will not be allowed to progress through the course until such time as they demonstrate tertiary level competence in English written expression.

Evaluation Form

We strongly encourage students to complete the Evaluation Form on their unit. Such evaluation is helpful in improving the delivery and the content of the unit.

Textbooks

Prescribed textbooks are the ones that students will need to study their unit and are listed in the Study Outlines. Students are normally expected to obtain their own copies of the texts; and therefore, texts are not normally to be borrowed from the College library. If students are having trouble purchasing any texts they should contact the College. An arrangement has been made with the Coop Bookshop at Macquarie University. They can be contacted by telephone (02) 8986 4000 and ask to speak to Alyssa or by email at agilbert@coop-bookshop.com.au to supply texts at a discounted price if you become a member of the Coop Bookshop. Please mention when ordering that you are a Southland College student.

Student Counselling

Students who have any queries or problems with their studies are encouraged to speak to their lecturer in charge of the subject or the principal. Administration queries such as deferment, withdrawal and fees should be directed to the Principal or Finance Manager.

Remember to ASK QUESTIONS SOONER RATHER THAN LATER

Change of Circumstances

If students change their address or name they should notify the College office.

Student Rights & Responsibilities

Student Rights

Students are entitled to:

1. Be treated with courtesy and respect at all times by all staff;
2. Fairness and justice in accordance with the principles of natural justice in all dealings with the College, its agents and staff in all matters;
3. Accurate, complete and timely information about all issues related to their studies and ready access to all relevant policies and procedural documents;
4. Appropriate tutorial support at all stages of their studies including reasonable access to the lecturer responsible for your studies to discuss problems and concerns;
5. The return of graded assignments submitted during the semester within three weeks of submission deadline, with feedback on the assignment that will serve as a guide for the student's continued studies during that semester. Grades are indicated as letter grades rather than numerical marks which are used only for the purpose of calculating the final grade for each unit and the completed course. Where an assignment, for whatever reason, is lodged later than the due date there can be no expectation that it will be returned to the student within a specified time though lecturers will do their best to return the graded assignment as expeditiously as possible having regard for overall commitments.
6. If dissatisfied with the grade for the assignment, students are entitled to ask the lecturer for a review of the grading, with a full and clear explanation of the student's reasons for thinking that the assigned grade is not appropriate. If not satisfied with the lecturer's response, the student may lodge an official request for a re-assessment with the Principal or a person delegated by the Principal to deal with such issues. Any such request shall be accompanied with a full statement

of reasons and an account of action already taken including copies of any correspondence, including email correspondence, between the student and the lecturer.

7. At any time that students believe that they have been treated inappropriately or unfairly, they should first take up the matter informally with the member of staff concerned and make every effort to have the matter resolved. If the student does not receive satisfaction in this way, the student may lodge a formal complaint in terms of the Grievance Procedure as detailed later in this Handbook.

Student Responsibilities

Students are responsible to:

1. Treat all members of staff with courtesy and respect at all times;
2. Ensure that they take the time to familiarise themselves with all course and unit requirements and all policies and procedures that relate to them;
3. Remembering that, like themselves, staff members are fallible humans who frequently carry a heavy workload, give reasonable opportunity to rectify any occasional mistake or omissions that may occur. Persistent, repeated mistakes, omissions or failures to meet expected standards should be made a matter for official complaint;
4. Plan their workload, so that assignments can be completed by the due dates. While the College recognises the constraints under which many students work, students are expected to develop realistic work patterns that take account of these constraints so that they do not run into a 'traffic jam' of work.
5. Plan their progression through their Award, so that they neither run out of time in which to complete its requirements, nor make unit selections that are unsuitable or for which they do not have the required pre-requisites or co-requisites.
6. If exceptional circumstances mean that a student is unable to complete an assignment on time, the student is expected to contact the lecturer before the due date requesting an extension, with a full explanation of the circumstances. A grading penalty will normally apply to an assignment that is lodged late without having obtained an extension.
7. Students are expected to show diligence and initiative in locating additional resources in their studies. Lecturers and library staff will always be ready to assist where needed but should be called on only where student initiatives have failed to locate the desired resource.
8. The acknowledgment of sources in all written work is an essential requirement for academic integrity. This applies not only to direct quotations but also to ideas, facts or opinions that are not original to the student but have been gained through reading of another source. In all such cases, the source must be clearly identified. Also, a quote, idea, fact or opinion that has been gained by reading a source that is quoting someone other than the author should be clearly attributed to the original source and not merely to the secondary source in which the student located it. These principles apply to electronic sources just as they do to printed sources. Failures in these issues constitute plagiarism, which is **a serious breach of both academic and Christian ethics**. This practice can lead to a Failing grade being allocated.

9. Reasonable care is expected to ensure gender inclusive language in written work, while avoiding unnecessarily clumsy constructions. A general rule is that general statements that refer to humans of both genders should be phrased in such a way so as not to imply a bias toward one gender or the other.





MORLING COLLEGE

Grievance (Academic matters) policy

Policy overview

All current and prospective students of MC are entitled to:

- a) Raise a concern or grievance relating to an academic matter; and/or
- b) Have an academic decision reviewed

MC is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible and offered at no cost to the student.

Policy purpose

The purpose of this policy is to outline the process for:

- resolving grievances and appeals on academic matters;
- reviewing grievance and appeals decisions; and
- providing guidelines on how grievances and complaints are addressed within MC

These grievance and resolution procedures emphasise positive outcomes and focuses on resolutions that work towards a rapid re-establishment of good working/learning relationships.

Resolving grievances on academic matters

Academic matters include, but are not limited to, matters relating to admissions, review of a grade, credit transfer or advanced standing, quality assurance, and eligibility for graduation. This policy appears in both the Student Handbook and on the MC website.

Timelines

MC will resolve all concerns and grievances promptly. All parties will be kept informed about the progress of the issue at regular intervals and will be further advised where resolution is likely to extend beyond the specified times.

Confidentiality

Confidentiality must be maintained throughout the process of making and resolving grievances. This requirement seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive work/learning environment.

Procedural fairness

Grievance procedures must take account of the principles of procedural fairness that applies to the complainant, the respondent, and the investigating officer. Principles of procedural fairness encompass the following:

- grievance procedures should be explicit and known to all involved parties
- grievance handlers will employ honesty, integrity and fair dealing in all aspects of their communications, investigations, reporting and record keeping
- all parties involved will receive appropriate information and assistance in resolving the issue at all times.

Natural justice

It is a firmly established principle of Australian law that no one person should be condemned unheard. It is this opportunity to be heard that is the subject of the rules of natural justice/procedural fairness which means that every respondent to a grievance has the right to be heard; to present provable evidence and submissions in one's own cause; and the opportunity to be heard by an impartial decision-maker.

External review recommendations

If a body nominated by MC makes recommendations in relation to a grievance they have reviewed, that body will forward those recommendations to the Principal within two weeks of the review being completed, who will ensure that the recommendations are implemented within two months of receiving the recommendations.

Unsubstantiated grievances

Procedural fairness requires, in the interest of all parties, that a person raising a concern or grievance be aware that where a concern or grievance is investigated to its full extent and cannot be substantiated, no further action can be taken. This does not restrict the right of any parties to pursue legal remedies outside the MC grievance handling procedures.

Anonymous grievances

MC cannot act on an anonymous concern or grievance. Procedural fairness requires that any person raising a concern or grievance must be identified. An anonymous concern or grievance can include (but is not restricted to) unsigned letters, unidentifiable emails or anonymous telephone calls.

Victimisation

At all times during and following the resolution process, all reasonable steps must be taken to ensure that victimisation does not occur to:

- the complainant;
- the person/persons about whom the grievance was made, i.e. the respondent; and/or
- any other student or client with knowledge of the grievance.

Victimisation of any kind towards the client is completely unacceptable and will not be tolerated.

All employees should be aware that victimisation of any kind is not only a breach of the Code of Conduct but is also unlawful. Victimisation is considered to have taken place where a person subjects, or threatens to subject, another person or associate of that person to any detriment.

OPTIONS FOR RESOLVING GRIEVANCES

The resolution processes are aimed at producing responsive, local solutions involving a minimum number of people. The processes emphasises positive outcomes and focuses on resolutions that work towards a rapid establishment of good working relationships, whilst ensuring that the principles of natural justice are exercised.

Any grievance will be attended to promptly, confidentially (within the constraints of an investigation) and will be investigated impartially. Appropriate action will be taken to ensure that any harassment or discrimination will be treated seriously and at all times the rights of the complainant and the respondent will be respected.

Personal resolution

In the first instance, students should raise any concern or grievance with the staff member/s concerned. If the grievance cannot be resolved, the following process should be followed.

Process for students

Stage 1

The student initiates the grievance process by submitting the grievance in writing to the Registrar. Receipt of the grievance will be acknowledged within 5 working days.

The Registrar will then if necessary, arrange a meeting seeking to clarify the outcome that the complainant hopes to achieve. The student may choose to be assisted or accompanied by a support person of his/her choosing, who is not a practicing solicitor or barrister at this interview.

The Registrar will endeavour to resolve the grievance and provide a written report to the complainant within fifteen working days of receipt of the grievance as submitted by the prospective student, including actions taken and reasons for the decision.

In the event of the outcome being favourable to the student, the Registrar will immediately implement any decision and/or corrective action required.

Stage 2

If the response does not satisfy the complainant, he/she should submit a written account of the grievance to the Principal (in all education matters this will be the Principal of Southland College) who will consult with the complainant and all other relevant parties. Where possible, such consultations will be face-to-face.

Following the consultation process, the Principal will provide a written report to the complainant on the decision, detailing the reasons and a full explanation of decisions and actions taken during stage two of this procedure within 15 working days of the consultation process.

In the event that the outcome is favourable to the student, the Principal will immediately implement any decision and/or corrective and preventative action required.

Stage 3

Where the internal review process fails to resolve the grievance or complaint to the satisfaction of the complainant, the complainant can request that the matter be dealt with through an independent, external dispute resolution process. The complainant should then put this request in writing to the Principal.

The complaint process will then be facilitated by the Australian Council for Private Education and Training (ACPET).

On receipt of this written request, the Principal will advise ACPET within 15 working days of receiving the notification of the appeal.

If the external party (ACPET) makes recommendations in relation to a grievance they have reviewed, the external party will be requested to forward those recommendations in writing to the Principal within 15 working days.

ACPET charges a \$200 fee for this service. MC will refund this to the student if the grievance is upheld.

The contact details for ACPET are:

Australian Council for Private Education and Training
329 Pitt Street, SYDNEY NSW 2000
Telephone: (02) 8280 8101
Fax: (02) 9264 4550
Web: www.acpet.edu.au

Please note that:

- A nominee of the student may be included in the grievance handling processes if the student so chooses
- Students who are enrolled at the College when the grievance is lodged, may continue their enrolment whilst the Grievance is under investigation
- All grievance/complaints actions are reported to the Board of Directors
- At all stages, all parties have the right to
 - a) be represented by a third person if they so desire, and
 - b) request a written explanation for decisions, reasons and actions taken as part of the process
- Nothing in this policy precludes students from taking action under Australia's Consumer Protection Laws.

Records

All records pertaining to grievance or concern will be maintained in a confidential Grievance and Appeal file. Access to files about a particular grievance can be gained by all parties to that grievance by making a request in writing to the Business Manager. Grievance files will be maintained for a period of five years and then destroyed.

Staff training

This policy is communicated to academic and administrative staff through the MC Faculty and Staff Handbook. The Vice-Principal (Administration) is responsible for the training of the academic staff in the application of the policy, and the Business Manager for the training of the administrative staff in the application of the policy.

Availability of grievances procedures for academic matters policy

This policy is communicated to current and prospective students through the Supplement to the Prospectus and is also available on the website at www.morling.nsw.edu.au. Copies can also be obtained from the Administration Office.

MC recognises that its students or those seeking to enrol in a course of study with MC are entitled to access the grievance procedures set out in this policy, regardless of the location of the campus of MC at which the grievance has arisen, the student's place of residence or the mode in which they study. Distance education students have access to this policy through the website link above at no cost to the student.





Grievance (Non-academic matters) policy

Introduction

All current and prospective students of MC are entitled to raise a concern or grievance relating to non-academic matters.

MC is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible and offered at no cost to the student.

Purpose of the policy

The purpose of this policy is to outline the process for:

- resolving grievances and appeals on non-academic matters;
- reviewing grievance and appeals decisions; and
- providing guidelines on how grievances and complaints are addressed within MC

These grievance and resolution procedures emphasise positive outcomes and focuses on resolutions that work towards a rapid re-establishment of good working/ learning relationships.

Resolving grievances on non-academic matters – publication

This policy is communicated to academic staff and support staff through the Faculty & Staff Handbook, to students through the Supplement to the Prospectus and is also available on the website at www.morling.nsw.edu.au. Copies can also be obtained from the Administration Office.

Timelines

MC will resolve all concerns and grievances promptly. All parties will be kept informed about the progress of the issue at regular intervals and will be further advised where resolution is likely to extend beyond the specified times.

Confidentiality

Confidentiality must be maintained throughout the process of making and resolving grievances. This requirement seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive work/learning environment.

Procedural fairness

Grievance procedures must take account of the principles of procedural fairness that applies to the complainant, the respondent, and the investigating officer. Principles of procedural fairness encompass the following:

- grievance procedures should be explicit and known to all involved parties
- grievance handlers will employ honesty, integrity and fair dealing in all aspects of their communications, investigations, reporting and record keeping
- all parties involved will receive appropriate information and assistance in resolving the issue at all times.

Natural justice

It is a firmly established principle of Australian law that no one person should be condemned unheard. It is this opportunity to be heard that is the subject of the rules of natural justice/procedural fairness which means that every respondent to a grievance has the right to be heard; to present provable evidence and submissions in one's own cause; and the opportunity to be heard by an impartial decision-maker.

External review recommendations

If a body nominated by MC makes recommendations in relation to a grievance they have reviewed, that body will forward those recommendations to the Principal within two weeks of the review being completed, who will ensure that the recommendations are implemented within two months of receiving the recommendations.

Unsubstantiated grievances

Procedural fairness requires, in the interest of all parties, that a person raising a concern or grievance be aware that where a concern or grievance is investigated to its full extent and cannot be substantiated, no further action can be taken. This does not restrict the right of any parties to pursue legal remedies outside MC grievance handling procedures.

Anonymous grievances

MC cannot act on an anonymous concern or grievance. Procedural fairness requires that any person raising a concern or grievance must be identified. An anonymous concern or grievance can include (but is not restricted to) unsigned letters, unidentifiable emails or anonymous telephone calls.

Victimisation

At all times during and following the resolution process, all reasonable steps must be taken to ensure that victimisation does not occur to:

- the complainant
- the person/persons about whom the grievance was made, i.e. the respondent; and/or
- any other student or client with knowledge of the grievance.

Victimisation of any kind towards the client is completely unacceptable and will not be tolerated. All employees should be aware that victimisation of any kind is not only a breach of the Code of Conduct but is also unlawful. Victimisation is considered to have taken place where a person subjects, or threatens to subject, another person or an associate of that other person to any detriment.

OPTIONS FOR RESOLVING GRIEVANCES

The resolution processes are aimed at producing responsive, local solutions involving a minimum number of people. The processes emphasises positive outcomes and focuses on resolutions that work towards a rapid establishment of good working relationships, whilst ensuring that the principles of natural justice are exercised.

Any grievance will be attended to promptly, confidentially (within the constraints of an investigation) and will be investigated impartially. Appropriate action will be taken to ensure that any harassment or discrimination will be treated seriously and at all times the rights of the complainant and the respondent will be respected.

Personal resolution

In the first instance, current or prospective students are encouraged to raise any concern or grievance with the person against whom the grievance is held at the first available opportunity. If the grievance cannot be resolved, the following process should be followed.

Process for students

Stage 1

The student initiates the grievance process by submitting the grievance in writing to the Dean of Students (or equivalent). Receipt of the grievance will be acknowledged within 5 working days.

The Dean of Students (or equivalent) will then, if necessary, seek to clarify the outcome that the complainant hopes to achieve.

The Dean of Students (or equivalent) will endeavour to resolve the grievance and provide a written report to the complainant within fifteen working days of receipt of the grievance as submitted by the prospective student, including actions taken and reasons for the decision.

In the event of the outcome being favourable to the student, the Dean of Students will immediately implement any decision and/or corrective and preventative action required.

Stage 2

If the response does not satisfy the complainant, he/she should submit a written account of the grievance to the Principal (in all education matters this will be the Principal of Southland College) who will consult with the complainant and all other relevant parties. Where possible, such consultations will be face-to-face.

Following the consultation process, the Principal will provide a written report to the complainant on further steps to be taken to address the grievance within fifteen working days of the consultation process.

A written report detailing the reasons and a full explanation of decisions and actions taken during stage two of this procedure will be made available to the complainant or respondent upon request.

In the event of the outcome being favourable to the student, the Principal will immediately implement any decision and /or corrective and preventative action required.

Stage 3

Where the internal review process fails to resolve the grievance or complaint to the satisfaction of the complainant, the complainant can request that the matter be dealt with through an independent, external dispute resolution process. The complainant should then put this request in writing to the Principal.

The complaint process will then be facilitated by the Australian Council for Private Education and Training (ACPET).

On receipt of this written request, the Principal will advise ACPET within five working days of receiving the notification of the appeal.

If the external party (ACPET) makes recommendations in relation to a grievance they have reviewed, the external party will be requested to forward those recommendations in writing to the Principal within 15 working days.

ACPET charges a \$200 fee for this service. MC will refund this to the student if the grievance is upheld.

The contact details for ACPET are:

Australian Council for Private Education and Training
 329 Pitt Street, SYDNEY NSW 2000
 Telephone: (02) 8280 8101
 Fax: (02) 9264 4550
 Web: www.acpet.edu.au

Please note that:

- A nominee of the student may be included in the grievance handling processes if the student so chooses
- Students who are enrolled at MC when the grievance is lodged, may continue their enrolment while the grievance is under investigation
- Any improvement action arising from a student grievance or appeal will be recorded in the Improvements Register. This register is reviewed by trainers four times per year
- All grievance/complaints actions are reported to the MC Board
- At all stages, all parties have the right to
 - be represented by a third person if they so desire, and
 - request a written explanation for decisions, reasons and actions taken as part of the process
- Nothing in this policy precludes students from taking action under Australia's Consumer Protection Laws.

Staff training

This policy is communicated to academic and administration staff through the Morling College Faculty and Staff Handbook. The Vice-Principal (Administration) is responsible for the training of the academic staff in the application of the policy, and the Business Manager for the training of the administration staff in the application of the policy.

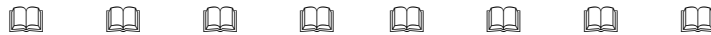
Records

All records pertaining to grievance or concern will be maintained a confidential Grievance & Appeal file. Access to files about a particular grievance can be gained by all parties to that grievance by making a request in writing to the Business Manager. Grievance files will be maintained for a period of five years and then destroyed.

Availability of the grievances procedures for non-academic matters policy

This policy is communicated to current and prospective students through the Supplement to the Prospectus and is also available on the website at www.morling.nsw.edu.au. Copies can also be obtained from the Administration Office.

The College recognises that students of the College or those seeking to enrol in a course of study with the College are entitled to access the grievance procedures set out in this policy, regardless of the location of the campuses of the College at which the grievance has arisen, the student's place of residence on the mode in which they study. Distance education students have access to this policy through the website link above at no cost to the student.



SECTION V: ACADEMIC RULES

These are the formal regulations behind the course requirements explained earlier in the Handbook (in Section II). They help us keep a sense of order to what we do, in line with other accredited tertiary institutions. If in doubt about anything, *then contact the office.*

1. ADMISSION RULES TO THE PROGRAMS

1.1 *Master of Education*

Postgraduate Diploma of Education

Educators with an accredited four-year professional qualification in education and who have experience in teaching are eligible to enrol in these programs. To establish their credentials, enrolling students are required to provide either an original official transcript of any qualifying course or courses or a copy of such transcript or transcripts certified as a true and complete copy of the original by the Principal of the school in which the applicant is employed, by a Justice of the Peace or a Commissioner for taking affidavits.

Educators with qualifications and experience judged by the Admissions Committee to be equivalent to the above requirements may be granted special entry.

1.1.1 **Special Admission**

An applicant will be considered for special entry subject to assessment by the Admissions Committee provided that the applicant possesses a three-year qualification in education and submit evidence to demonstrate educational equivalence.

1.2 *Master of Education (Leadership)*

Persons with an accredited three-year higher education qualification or equivalent in any discipline who have a leadership role in education institutions and/or professional training contexts are eligible to enroll in this program. To establish their credentials, enrolling students are required to provide either an original official transcript of any qualifying course or courses or a copy of such transcript or transcripts certified as a true and complete copy of the original by the Principal of the school in which the applicant is employed, by a Justice of the Peace or a Commissioner for taking affidavits, or the Principal of the educational institution in which the applicant is employed. They must also provide satisfactory evidence of their having an appropriate leadership role in an educational and/or training context.

1.3 **Admission to the Bachelor of Education (*Conversion*)**

To be eligible for entry to the Bachelor of Education (*Conversion*) course applicants must have a three-year qualification in education.

1.3.1 **Special Admission**

An applicant will be considered for special entry subject to assessment by the Admissions Committee provided that the applicant possesses a two-year qualification in education and substantial teaching experience or professional qualifications and experience that will satisfy the Admissions Committee that the applicant has the preparation and capacity to pursue graduate studies.

1.4 Admission of Non-Award Students

- 1.4.1 Admission is available to a student who is seeking enrolment in a course unit for Non-Award purposes.
- 1.4.2 Non-Award admission in a course unit will be permitted only on conditions determined by the College.
- 1.4.3 In order to be eligible for admission to a course unit, applicants must possess appropriate pre-requisites or their equivalent, unless determined otherwise.
- 1.4.4 The course unit followed by a Non-Award student will be identical in content and assessment requirements with that followed by students proceeding to the award.
- 1.4.5 Admission under Non-Award provisions will require payment of a fee.

1.5 Admission with Advanced Standing

- 1.5.1 Advanced Standing is given in recognition of prior work in an academic institution successfully undertaken by the student, as contributing to progression status towards an award. The term "advanced standing" will apply in any instance where a student is granted exemption from one or more course units.
- 1.5.2 Applications for advanced standing should be made prior to enrolment. (Where appropriate, applications may be considered at other times).
- 1.5.3 The amount of advanced standing permitted in a course will be limited to a maximum of 50% of the credit points allocated to that course.
- 1.5.4 The College will determine whether an application for advanced standing is successful and will specify for successful applicants the conditions that will pertain to the completion of their course(s).
- 1.5.5 Except with the special approval of the College, an applicant will not be granted advanced standing for course units completed more than 10 years previously.

1.6 Auditing Students

- 1.6.1 A student is regarded as auditing a course unit (or part thereof) if, with the approval of the relevant course director or other responsible authority he/she takes part in the course unit without being formally registered and assessed in it.
- 1.6.2 With the approval of the Principal, an enrolled student is permitted to audit single course units or parts of a course unit or course offered by the College.
- 1.6.3 With the approval of the Principal and the lecturer concerned, staff of the College and visitors to the College are permitted to audit single course units or parts of a course unit or course offered by the College.
- 1.6.4 No statement of assessment will be issued in connection with any person auditing a course unit or part (s) of a course unit.

- 1.6.5 The College may make a charge relevant to the course unit delivery, as set from time to time, in a schedule of fees.

2. INITIAL ENROLMENT AND RE-ENROLMENT

2.1 Initial Enrolment and Re-Enrolment

- 2.1.1 A person shall be deemed to be an enrolled student of the College following:
- i) *completion by the person of the appropriate enrolment form;*
 - ii) *nomination on the enrolment form of an appropriate unit or units*
 - iii) *payment of required charges, (as approved by the College from time to time), and*
 - iv) *entry of the student's name on College roll/s for nominated unit or units.*
- 2.1.2 A student shall generally be required to enrol/re-enrol at the time specified by the College.
- 2.1.3 A student shall remain an enrolled student of the College until the period specified by the College for re-enrolment unless the student:
- i) *completes the course of study; or*
 - ii) *is excluded from the course; or*
 - iii) *the time-limit for the course is reached precluding further re-enrolment; or*
 - iv) *is deemed to have abandoned enrolment in the course.*
- 2.1.6 The enrolment of a student shall be cancelled, and any fees paid refunded, if the qualifications upon which enrolment was based cannot be supported by documentary or other evidence when such evidence is requested.

2.2 Re-enrolment (further instructions)

- 2.2.1 In order to re-enrol, an enrolled student must:
- i) *nominate on the required form (supplied at the appropriate time by the College) the course units to be studied in the up-coming trimester;*
 - ii) *submit the form to the Registrar for approval.*
- 2.2.2 It shall be the responsibility of an enrolled student to re-enrol and to select appropriate course units to be undertaken in a given semester or year of a program as specified in the requirements for that course.
- 2.2.3 It shall be the responsibility of an enrolled student who wishes to vary the schedule of course units specified for a course to gain the approval of the College before nominating those course units at re-enrolment.
- 2.2.4 A request to complete a unit over a 12-month period must be completed prior to the commencement of the unit.
- 2.2.5 Permission to vary a nominated course unit shall not normally be granted after the conclusion of the fifth week of the course unit.
- 2.2.6 A student shall be ineligible to enrol in a course unit without having satisfied the published pre-requisites for the course unit and registered in co-requisites for the course unit (unless determined otherwise).

- 2.2.7 With prior approval, a student may be permitted to substitute a specified course unit or units from another institution. On satisfactory completion, any such unit(s) will be counted in a course offered by the College.

Permission to substitute any specified course unit(s) from this or another institution shall not normally be granted following the completion of the scheduled date of enrolment for the semester in which classes in the substitute course unit(s) commence.

3. ASSESSMENT

3.1 Preamble

To qualify for the appropriate academic award a student of the College shall:

- 3.1.1 comply with all applicable College academic and course rules;
- 3.1.2 successfully complete a prescribed course as detailed in the schedule of the specific course; and
- 3.1.3 maintain a satisfactory standard of participation in all prescribed activities associated with the course.

3.2 Courses and Assessment

- 3.2.1 Student progress will be reported at the end of a semester or year.
- 3.2.2 Student performance in course unit(s) shall be assessed progressively and/or by final examinations and shall include, as prescribed:
- i) *participation in the course unit;*
 - ii) *completion of assignments, practical work, examinations; and*
 - iii) *the achievement of a satisfactory overall standard in such participation, assignments, practical work, tests and examinations.*
- 3.2.3 Credit may be given for activities approved by the College that are outside normal semester periods.
- 3.2.4 A student may apply in writing to the College within 10 working days of the issuing of a notified result for a review of the accuracy of that result. Such a review shall not constitute a reassessment of submitted work.
- 3.2.5 Assignments: Students must submit assignments on time unless granted an extension.
- 3.2.6 Ordinarily extensions will not be granted for more than seven (7) days after the due date of the assignments. An additional extension can be applied for under exceptional circumstances. (For more information on Extensions see the earlier section in the Handbook).
- 3.2.7 If a student does not meet the standard for an assignment and is asked to resubmit then normally the maximum grade for the resubmission would be a Pass.

3.3 Gradings and Status Notations

Policy Overview

All current and prospective students are entitled to:

- a) Be aware of the grade classifications that will be used for assignments, examinations and field work while they are associated with the institution;
- b) Be aware of the processes of moderation that may occur to their grades while they are associated with the institution.

Be aware of the processes of moderation that may occur to their grades while they are associated with the institution.

Policy Purpose

The purpose of this policy is to outline grade classifications for awards in theology, education and counselling.

Grade classifications, cut offs and status notifications for all MC awards

Student performance for all MC awards will be graded in the following manner:

Grades

HD	High Distinction	85% - 100%
D	Distinction	75% - 84%
Cr	Credit	65% - 74%
P	Pass	50% - 64%*
F	Fail	< 50%
FW	Fail (late withdrawal)	

Status Notations

W	=	Withdrawal without penalty
CW	=	Withdrawal without penalty on compassionate grounds
AD	=	Audited
I	=	Incomplete
AS	=	Advanced Standing

Grades are not only awarded on the basis of good content, but also for good critical thinking and expression. If you have any queries as to how you achieved a grade, then contact your lecturer.

If this is your first post-graduate work and are timid about assessment tasks, contact your lecturer. Please be free to submit drafts and to ask for help as you go, and note the section towards the end of this Handbook "How to Write an Academic Essay".

3.4 Moderation of Grades

The Morling College Academic Board reviews all results each semester, from time to time, in the interests of justice and fairness with reference to academic standards, it may be necessary for the MC Academic Board to moderate the grades of students in a particular unit. This may occur, for example, where the grades awarded by a lecturer in a given unit are deemed to be either too high or too low on average relative to:

- a) the marks awarded by the same or other lecturers in the same unit in previous years, and/or
- b) the marks awarded by the same or other lecturers in other units in the current or previous years, and/or
- c) accepted standards of marking and grade distribution in other tertiary institutions.

Moderation of grades will only be used in exceptional circumstances where clear discrepancies in grades with respect to (a) to (c) above exist. If moderation of grades does occur, students will be informed in writing that their grades have been moderated. If no such written advice is forthcoming, students may take it that no moderation of grades has occurred.

3.5 Special Assessment

- 3.5.1 A student who, for unavoidable reasons, is either prevented from completing course unit requirements, or is otherwise seriously disadvantaged, may have the assessment regarded as incomplete by the College and be granted permission to complete the outstanding requirements or to attempt a special assessment in the course unit concerned.
- 3.5.2 Applications for special assessment must be made in writing, must state the reasons for the application and must be submitted to the College as soon as possible and no later than seven days after the final assessment date for the particular course unit. Acceptable documentary or other corroborative evidence may be required.
- 3.5.3 Where permission to complete outstanding work or to undertake special assessment is granted, the student shall be eligible for the full range of grades prescribed for the original assessment.
- 3.5.4 Where a student's assessment has been determined by the College as being incomplete, it shall be finalised prior to the commencement of the succeeding semester or year except where the College has approved an extension.
- 4.5.5 Where a student is granted a conceded pass, only one such pass may be credited towards the award of a degree or diploma.
- 3.5.6 A student who is determined by the College to have abandoned the course shall be deemed to have withdrawn from the course.

3.6 Withdrawal from Courses or Course Units

- 3.6.1 See Section IV "Course requirements" sub-section "Enrolment Variations, Withdrawal and Refunds"

3.7 Attendance

- 3.7.1 Students shall comply with attendance requirements made within the context of specific courses or course units.

3.7.2 Where, in the opinion of the College, a student has not complied with attendance rules for course units approved by the College in course rules, he/she may be graded with a failure or deemed to have abandoned such course units and given the notation of Withdrawn with Failure.

3.8 Alteration to Notified Results

3.8.1 Any alteration to a notified assessment, whether the result of a request for review or otherwise, shall need the approval of the College to its promulgation.

3.9 Awards with Distinction

3.9.1 Awards of the College may be granted with distinction.

3.9.2. The receipt of "award with distinction" will require the achievement of a meritorious academic performance and, where appropriate, meritorious performance in field activities.

3.10 Assessment Criteria

Please note that at Masters' level students should demonstrate higher levels of engagement with bodies of scholarly knowledge than required at Bachelor's level. See the following table for the criteria used in assessment of Critical Thinking, Adequate Coverage, Relevance, Creativity and Presentation.

3.10.1 Please refer to the Attachment found on the following pages: *Southland College- Assessment Criteria*

Southland College - Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail
Critical Thinking	Give full and appropriate reasons in support of his/her higher level order of analysis; Demonstrate that issues have been consistently analysed; Critically evaluate the faith and world-view assumptions behind educational theories.	Give appropriate reasons in support of his/her analysis; Demonstrate easy flowing internal consistency; Evaluate the faith and world-view assumptions behind educational theories.	the student demonstrates an average solid tertiary ability to: Give appropriate reasons in support of his/her analysis; Demonstrate easy flowing internal consistency; Explain the faith and world-view assumptions behind educational theories.	Give some reasons in support of his/her analysis; Demonstrate internal consistency; Describe the faith and world-view assumptions behind educational theories.	Few or no reasons in support of his/her analysis; Lack of internal consistency; Poor or no description of the faith and world-view assumptions behind educational theories.
Adequate Coverage	Address and analyse all aspects of the topic(s) under consideration; Locate and evaluate education issues appropriately in the broader social/religious context.	Address and analyse most aspects of the topic(s) under consideration; Locate and evaluate education issues appropriately in the broader social/religious context.	Address and analyse some aspects of the topic(s) under consideration; Locate education issues appropriately in the broader social/religious context.	Address aspects of the topic(s) under consideration; Locate the main education issues appropriately in the broader social/religious context.	Inadequate coverage of aspects of the topic(s); Poor or no description of the main education issues in the broader social/religious context.
Relevance	Evaluate definite links with the school/educational context in comprehensive manner; Locate and analyse all known educational issues within the broader social context.	Evaluate definite links with the school/educational context; Locate and analyse educational issues within the broader social context.	Average description of definite links with the school/educational context; Average description of educational issues within the broader social context.	Describe most of the main links with the school/educational context; Locate and describe most of the main educational issues within the broader social context.	No or poor description of the main links with the school/educational context; No or poor description of most of the main educational issues within the broader social context.

Criteria	High Distinction	Distinction	Credit	Pass	Fail
Creativity	Demonstrate a full and creative response to issues identified through critical thinking, adequate coverage and relevant research; Within this creative response, demonstrate higher order and pervasive problem solving in response to any general or particular educational problems that are encountered in their study.	Demonstrate a creative response to most of the issues identified through critical thinking, adequate coverage, and relevant research; Within this creative response, demonstrate problem solving in response to most of the general or particular educational problems that are encountered in their study.	Demonstrate a creative response to the main issues identified through critical thinking, adequate coverage, and relevant research; Within this creative response, demonstrate higher order problem solving in response to the main general or particular educational problems that are encountered in their study.	Demonstrate a creative response to some of issues identified through critical thinking, adequate coverage, and relevant research; Within this creative response, demonstrate higher order problem solving in response to some of the general or particular educational problems that are encountered in their study.	No or poor creative response to some of issues identified through critical thinking, adequate coverage, and relevant research; No or poor higher order problem solving in response to some of the general or particular educational problems that are encountered in their study.
Presentation	Present all material in a logical and literary style and format in accordance with the topic; Use the preferred style (the current Morling Education Style Manual) in a manner that reads naturally and interestingly; Make reference to relevant books, articles and authors in a way that enhances the all of their writing conceptually and in its literary form.	Present most of their material in a logical and literary style and format in accordance with the topic; Use the preferred style (the current Morling Education Style Manual) in a manner that reads naturally; Make reference to relevant books, articles and authors in a way that enhances most of their writing conceptually and in its literary form.	Present the main parts of their material in a logical and literary style and format in accordance with the topic; Use the preferred style (the current Morling Education Style Manual) in a manner that reads clearly; Make reference to relevant books, articles and authors in a way that enhances the main parts of their writing conceptually and in its literary form.	Present some parts of their material in a logical and literary style and format in accordance with the topic; Use the preferred style (the current Morling Education Style Manual) in a manner that reads clearly; Make reference to relevant books, articles and authors in a way that enhances some parts of their writing conceptually and in its literary form.	Weak presentation of material in a logical and literary style and format in accordance with the topic; No or inadequate use the preferred style (the current Morling Education Style Manual) in a manner that reads clearly; No or inadequate reference to relevant books, articles and authors in a way that enhances some parts of their writing conceptually and in its literary form.

4. PROGRESSION

4.1 Normal Progression

- 4.1.1 Under normal progression a part-time student in the Master's program will undertake 2 units of work per year for four years; and in the Graduate Diploma and Bachelor of Education (*Conversion*) will undertake 2 units of work per year for three (3) years.
- 4.1.2 Students will not normally be allowed to take more than ten (10) years (from the beginning of their first completed unit to the completion of their final unit) to complete the Master of Education degree.
- 4.1.3 Students will not normally be allowed to take more than five years for either the (post) Graduate Diploma in Education or the Bachelor of Education (*Conversion*).
- 4.1.4 Semesters without study (after initial enrolment) —a formal application for 'Leave of Absence' should be made for any semester in which they do not "re-enrol". Notification of the Leave of Absence should be made by the week before the commencement of the semester. Leave of Absence is granted for a maximum of 12 months from the date of its commencement. A student ceases to have rights to the library and other Southland resources for the duration of their LOA.
- 4.1.5 Resumption of Study: after a break in studies, students may re-enrol in the following semester without any re-enrolment fee. They must take care to ensure that their unit selections are appropriate within the Award's regulations, and that they have enough semesters left in which to complete the Award before its time limit is reached.

4.2 Variation of Normal Progression

- 4.2.1 Permission to vary the normal pattern of progression as defined in 4.1 may be granted at the discretion of the College.

4.3 Prerequisites and Co-requisites

- 4.3.1 In order to register in a course unit, a student must satisfy published pre-requisites and register in published co-requisites unless the College determines otherwise.

4.4 Failure

- 4.4.1 A student whose failures in a particular semester/year are in excess of one half of the credit points undertaken in that semester/year shall be excluded from the course, except that students whose failures result from withdrawal from a course in terms of Rule 3.5.2 may be exempted by the College from the provisions of this rule.
- 4.4.2 Notwithstanding the provisions of Rule 4.4.1 a student who fails in a particular semester/year in one course unit only, the credit points for which exceed one half of the credit points undertaken in that semester/year, may be permitted to progress.

- 4.4.3 Unless the College determines otherwise, a student who fails a course unit shall repeat the course unit when it next becomes available or may with the approval of the College substitute another course unit for the failed course unit in accordance with the specific course schedule.
- 4.4.4 If a student fails any given unit twice they will not normally be allowed to enrol in that unit again. In the case where a student fails a core unit twice in any course they will need to show cause why they should be allowed to continue in the course.
- 4.4.5 Notwithstanding any of the provisions above (4.4.1 – 4.4.4) students will not be awarded a degree if the total number of failures on their final academic transcript exceeds one third (1/3) of the total number of units undertaken during their candidature.
- 4.4.6 In the event of academic dishonesty in connection with assessment within a course unit, a student may be graded as a failure in that course unit.

5. Exclusion

5.1 Exclusion from a Course Unit

- 5.1.1 A student who fails the same course unit twice will be excluded from the course unit unless the College determines otherwise.
- 5.1.2 A student who is graded Failure in a course unit under Rule 4.4.4 above may be excluded from the course unit.
- 5.1.3 A student who is excluded from a course unit shall not normally be permitted to register in that course unit for a minimum period of one academic semester.
- 5.1.4 A student who is excluded from a course unit which is not compulsory may be permitted to substitute another course unit in accordance with the rules for the specific course in which enrolment is current. This rule shall not apply to a student dealt with under Rule 5.1.2 above.

5.2 Exclusion from a Course

- 5.2.1 A student shall be excluded from a course if:
- i) *at an assessment period, he or she has failed more than half of the credit point load undertaken during that semester or year; or*
 - ii) *he or she is unable to complete the specified course requirements within the period of six years.*
- 5.2.2 In circumstances where failure of one or two course units causes a student to be liable to exclusion under Rule 5.2.1 and where satisfactory completion of the unit(s) would fulfil all course requirements for the particular award, the College may approve a re-enrolment in the particular unit(s) without a period of exclusion.
- 5.2.3 A student excluded from a course shall be ineligible to seek admission or admission with advanced standing to that course for a period of one academic

year and shall not be entitled to any special priority if seeking admission or admission with advanced standing.

5.3 Notification of Exclusion

5.3.1 A student who is excluded from a course unit or course shall be advised of such exclusion at the time of the notification of assessment results for the course. Such notification, together with an extract from these rules concerning rights of appeal shall be posted to the student by the College to the student's last home address, as shown on College records, by certified mail for students resident in Australia, otherwise by registered air mail.

6. Appeal Against the Application of Exclusion Rules

6.1 An appeal against decisions made in accordance with the rules on exclusion may be made to the Appeals Committee of the College which may consider extenuating circumstances contributing to a student's exclusion.

6.2 Appeals should be lodged in writing, and be delivered by hand or certified mail to the College within ten working days of the date of mailing of the notification of exclusion.

6.3 In exceptional circumstances, appeals made after the time stipulated in 6.2 above may be accepted by the College.

6.4 Reasons for the appeal supported by documentary evidence where appropriate must be included with the notification of the appeal.

6.5 A student may register or continue in course units pending the outcome of an appeal but would be required to withdraw if the appeal is denied.

6.6 The Appeals Committee of the College shall comprise:

- i) *The President of the College;*
- ii) *The Principal or his or her nominee; and*
- iii) *Two members elected by the College, one of whom should be a student and the other a member of the academic staff of the College.*

6.7 The Appeals Committee shall determine whether an appeal is upheld or dismissed, and shall report its decision to the College.

6.8 In the event that an elected member of this Appeals Committee is unavailable to hear an appeal, the Chairperson of the Appeals Committee may nominate another member of the College.

6.9 Any member of the Appeals Committee will become ineligible to hear an appeal if that member was directly involved in any assessment under appeal.

6.10 An appellant shall be invited to appear at a scheduled time for an appeal hearing and shall have right of appearance at that time.

- 6.11** Immediately following the hearing the decision of the Committee shall be notified to the student in writing in the manner described in Rule 5.3.1 above.

7. Appeal against Application of Progression Rules

- 7.1** An appeal against a decision related to student progression may be made in writing to the College within 10 working days of the date of mailing of the notification and must be based only upon alleged misuse and/or misapplication of College Academic Rules and/or Course Rules pertaining to student progression.

- 7.2** Such appeals shall be determined by the Executive of the Academic Committee whose decision will be conveyed in writing to the student.

8. General

It is the responsibility of a student to complete all requirements of the course in which he/she enrolls in units order to qualify for the award, and to complete all requirements within the set time limit.

- 8.1.** Students are required to notify the College in writing, of any change of name or of address. The College will accept no responsibility if College official communications do not reach a student who has failed to notify a change of name or of address.



SECTION VI: THE LIBRARY

As a student of Southland College you are entitled to a library card and use of the Morling College Library (incorporating the Southland College library collection). You need to register with the Library to receive a borrower's card and library membership. Please complete an "Application for Borrower's Card" form in the library or email library staff at library@morling.edu.au and give full contact details, subject and level of study and request library membership. The library staff will then advise you of your borrower's barcode number which you will need to reserve books on Morling's catalogue and to access the online databases via the homepage:

<http://www.morling.nsw.edu.au/library>

Please direct all requests to:

library@morling.edu.au or 02 9878 0201 or Southland Library requests
Morling College Library
120 Herring Rd
Macquarie Park NSW 2113

Library hours

<i>During Trimester :</i>	Monday	10.00am – 5.00pm
	Tuesday – Thursday	8.00*am – 10.00pm
	Friday	8.00*am – 5.00pm
	Saturday	10.00am – 4.00pm
	Sunday	closed

During vacation: Please check with Library or details on Library website.

All public holidays: Closed

*8am opening is subject to availability of student volunteers, otherwise the Library is open from 10am each day.

The Library Catalogue & requesting books

Morling Library catalogue is available on the internet: www.morling.nsw.edu.au/library

To request a book be sent to you, reserve it on the Library catalogue, using the following procedures:

1. Login to the Library Catalogue – www.morling.nsw.edu.au/library
 - a. Your Login name is your Library borrower's barcode
 - b. Your password is the first initial of your first name followed by the first three letters of your last name
2. Search the catalogue and locate the item you wish to borrow
3. Check the box next to the item
4. Click on the **Reserve** button at the top of the screen
5. The item will appear again, verify that this is the item you wish to borrow, and click on the **Reserve** button again (or the **Cancel** button if necessary)
6. These reservations will be checked by Library staff every weekday and then sent to you.

You can also contact the library by email, phone, fax or post to request a loan. Please list the author, title and publishing date / edition (where known) for the book.

Library staff are available between 10.00am – 5.00pm Monday to Friday if you would like some help in locating resources. After hours, and in general, the library staff may be contacted by email on library@morling.edu.au or by phone (02) 9878 0201.

Databases

The Library subscribes to several full-text databases in the areas of Religion, Philosophy and the Social Sciences, under the Ebsco umbrella and also, Psychology and Education under the Proquest umbrella. For full details see the Library homepage. To logon to the databases your borrower's barcode is required. The Library can assist in locating journal articles not in full text on the databases – please email requests to library@morling.edu.au.

In addition the library is gradually increasing the number of journals which can be accessed online through our catalogue. To access these journals, search for the title of the journal you wish to view and then click on the web address. You will need a username and password. A full list of Usernames and Passwords can be found on Moodle. Log on and look for Administration, then go to Library Resources, where you will find Online Journals with Passwords. Access to these journals are for Morling and Southland students and faculty only. Please do not give out usernames or passwords. If you are having difficulty with your User name and password please contact the Library staff.

There are now nearly 40 titles on this list and more are being added on a regular basis. If you have difficulty navigating your way to these journals please contact Karen Roach on 02 9878 0201 or by email: karenr@morling.edu.au

Loan period

Books may be borrowed for TWO (2) WEEKS, including transit time. An item may be renewed (by phone or on the web twice) if it is not reserved by another borrower. To renew on the web, log in to your account on the web catalogue - click on 'login' and follow the prompts.

For requested items, the College will pay for postage to you and you will be responsible for paying postage back to the Library. Twelve items maximum may be borrowed at one time.

Fines for overdue books accrue at the rate of \$3 per book per week. Overdue books, after several notices have been sent, are considered lost and incur a minimum replacement cost of \$50 per book plus a \$20 (non-refundable) administration fee. No further requests will be filled whilst items are overdue, all payments are to be sent to the Morling Administration Office. Please remember that the sooner you contact the Library with a problem (for example a missing book or delay in being able to return an item), the sooner we can fix it, and try and prevent you incurring a fine.

Borrowing by students living outside Australia

Books will not be posted to addresses outside Australia. Overseas students are entitled to ask for photocopying/scanning by library staff (see below).

Photocopying & Scanning

Limited photocopying and scanning from books and journals is available from the College Library so long as the request falls within the parameters of the Copyright Act. Compliance with the Copyright Act means that:

- Only one 'copy' of an item may be sent (copy here includes a hardcopy, that is, a published book)
- Copies can only be provided for private research or study connected with the unit in which you are enrolled
- A maximum of 10% or one chapter of a book may be copied
- One article per journal issue only may be copied. More articles may be copied if they deal with the same, narrow, subject area (definition of 'same subject area' is discretionary in the Act, and will be decided by Library staff)
- The amount copied from a book does not exceed 10% or one chapter, whichever is greater

Photocopying up to 5 pages is free. After that, a fee of 10c per page will be charged. Postage will be paid by the College. The Librarian retains the right to refuse requests for unreasonable amounts of photocopying. Scanning is free but again, requests for unreasonable amounts of scanning may be refused

Photocopies which are faxed on request will accrue charges. These charges must be paid for in advance at the following rates:

<i>Within Australia</i>	First page	\$A2.00
	Other pages	\$A0.50
<i>Overseas</i>	First page	\$A3.00
	Other pages	\$A0.75

Borrowing from other libraries

Inter-library loans are generally not possible for distance students due to the time taken to secure these loans and send them to students. Please contact the Librarian for further information. Morling College Library does not have any standing arrangements with other theological libraries, however most will allow free use of resources in their libraries. Please contact the Librarian for further information, on 02 9878 0201 or by email: karenr@morling.edu.au.



SECTION VII: HOW TO WRITE AN ACADEMIC ESSAY

A Guide for Students

By Dr Martin Dowson, Ph.D.

1. INTRODUCTION: WHAT IS AN ACADEMIC ESSAY?

An academic essay is not just an ordered (or dis-ordered!) presentation of facts and information about a topic. Nor is it a narrative about, or generalised description of, a topic or issue. Rather, an academic essay is an argument. In this argument you take a position and marshal evidence to support your case. Essay writing, therefore, involves a deliberate process of selecting and interpreting, not just recording, information. Thus, writing an academic essay means that you do will not accept everything you read at face value. In fact, you may not accept what you read at all!! Therefore, as you go through the stages of writing an essay, you should continually monitor and revise your thoughts about the topic of the essay and the information you have gathered about this topic.

2. ANALYSING THE QUESTION

The first step in writing a good essay is making sure you are answering the question asked by the lecturer. Many students don't spend sufficient time analysing essay questions properly. As a result, they often write very good essays – but not about the topic under consideration! Hence, they get poor marks (and then can't understand why!).

Some important steps towards answering the question asked are:

1. Defining the key terms and phrases in the essay question.
2. Checking the meaning of unfamiliar words, using a specialist subject dictionary for technical words, and a good general dictionary for non-technical words.
3. Identifying relationships between the key terms and phrases you have defined.
4. Underlining the instructional words in the essay, and check their meanings in a dictionary, if necessary: *i.e.* words such as 'compare', 'discuss', 'critically evaluate', 'explain', etc.
5. Checking with your lecturer/tutor concerning the marking criteria. What are you actually required to do to answer the question?
6. Identifying what the question is saying both explicitly and implicitly. For example, when a comparative essay is needed, the word 'compare' may not always be explicitly stated in the essay question e.g. "Distinguish between Luther's and Zwingli's conceptualisations of 'grace' in the New Testament".
7. Paraphrase the question by rewriting it using simpler language and more explicit explanations e.g. "How are Luther's and Zwingli's understandings of 'grace' in the New Testament different from each other?"
8. Discussing your written interpretation of the question with your lecturer/tutor.

3. RESEARCHING THE TOPIC

Once you have figured out what the question is all about (and not before) you should begin researching the essay topic. There is not space here to say everything that needs to be said about researching your topic. However, a few very important points to remember are:

1. Your research should focus on recent works (i.e. those published in the last ten years). Don't cite older works unless they are 'classics' (e.g. Augustine's *Confessions*) or seminal works in a particular field (e.g. William James' *Psychology of Religious Experience*).
2. Use your assigned Text(s) and Book of Readings extensively, but don't be limited by them.
3. For a 'standard' 1500-2000 word essay, you should cite at least 10-15 recent references.
4. Do not (ever) cite references you have read but have not directly used in your essay. Everyone does some 'dead' reading (i.e. reading they don't end up using in their essays) as part of their research. This is a normal part of the research process.
5. Do not use non-academic material e.g. magazines, newspapers, novels, non-refereed journals, material from non-professional websites etc unless you have very good cause to do so. If you're in doubt – ask your lecturer or don't use the material.
6. Wherever possible, focus on information from refereed journals. This is the most up to date, quality material available.
7. Use databases (such as ERIC, PsychInfo, etc.) to locate appropriate refereed journal articles. If you don't know how to do this, find out! Learning how to search databases is probably the most useful research skill you will ever learn.

4. PLANNING YOUR ESSAY

Once you have researched your topic (i.e. you have at least enough material to begin with), you should plan your essay. It doesn't matter if your plan changes as you write your essay – but it matters a lot if you don't have a plan to start with. Many students who don't plan their essays sufficiently only find out at the end of their work, or even after the essay is handed back, what they really wanted to say! An essay plan, however, forces you to think ahead of time what you are trying to say. In this way, you are much more likely to get your point across.

Here are some steps to formulating a coherent essay plan.

1. Read through your notes to identify simple subcategories. For example, if you are writing about issues relating to new immigrants you may consider:
 - (a) new food,
 - (b) new environments,
 - (c) language ability,
 - (d) job prospects,

- (e) mixed marriages,
- (f) children retaining the mother/father tongue,
- (g) legal issues,
- (h) religious differences,
- (i) different traditions, etc.

Assemble all the information (sources with reference details and your own ideas/interpretations) that can be grouped under each subcategory.

2. Look for relationships between these subcategories *i.e.* some of them may be grouped under broader headings. For example, 'differing food and environments' may be grouped under 'coping with change of lifestyle'. By doing this you will be more likely to write an analytical rather than a descriptive essay.
3. As you continue researching and thinking about the essay you may come up with additional headings, you may decide to rename the headings, or you may decide to change the subcategories under each heading. This is a natural part of the thinking/learning process that occurs when preparing an essay. Remember that these major headings will be the main points in the body of your essay.
4. Analyse the question again. Identify the information that would be most useful in answering the essay question.
5. Write in sentence form how each piece of this information relates to the essay question as a whole. Develop a thesis statement (argument) by stating in one or two sentences what is your considered opinion of the issue/topic.
6. Carefully sequence the selected headings (and their subcategories) in a way which best proves your thesis. You may decide to sequence your information in a number of ways *e.g.* from least important to most important (or vice versa), or from simple issues to complex issues.
7. Now, take a fresh sheet of paper and write down this selected information in point form under the corresponding heading/subheading in proper sequence.
8. What you now have is a detailed essay plan for the body of your essay.
This may sound like a lot of hard work to start with. But, if you follow this planning sequence (or something like it) the actual writing of your essay will be much easier than otherwise. If you rush into writing without planning you will almost certainly strike difficulties along the way. There's nothing worse, for example, than getting half-way through an essay and finding out you've run out of things to say or, even, that you don't know what you're trying to say anymore!

5. WRITING THE BODY OF THE ESSAY

Once you have analyzed the question and developed a coherent essay plan (at least 'Plan A') then (and only then) should you proceed to write the body of the essay. Again, many good students write poor essays because they rush the first three steps (analysing, researching, and planning), and begin writing the body of the essay too early. If, however, you take your time in the first stages, writing the body of the essay will flow much more smoothly.

The body is where you present evidence from your research to support your interpretations of, and views on, the issues relating to the topic. This is a good place to start writing your essay. Under each analytical category in your detailed essay plan, write a clear sentence which encapsulates the main ideas arising from the information you have gathered, and the ideas you have formed whilst synthesizing and analyzing this information. These 'topic sentences' will help you clarify your essay by establishing the focus of each paragraph.

Then, read your essay question and plan again to check the following.

- I. Are your topic sentences arranged in a logical sequence?
- II. Do they mark important sections in the flow of arguments and ideas in your essay?
- III. Are your weaker points surrounded by stronger points?
- IV. Is your supporting information relevant and convincing?
- V. Do you need to re-phrase your topic sentences, or modify the presentation of your information in any way, in order to make your argument 'crystal clear'?

Having checked your topic sentences in this way, write the first draft of the body of your essay. Here's how. Copy the topic sentence for your first paragraph. Then, use the information in your detailed essay plan to write supporting sentences for the topic sentence. Do the same for all your topic sentences. Use appropriate connectives/linking phrases to establish smooth transitions between paragraphs and ideas. For example, if your purpose is to make a contrast, use phrases like 'in contrast', 'however', 'on the other hand', etc. to link paragraphs or sentences. Don't forget to reference your work as you write the draft. This will save you lots of time and effort later on. Check on the referencing system acceptable to your discipline of study.

Sample Paragraph

Here is a well-written sample paragraph.

Cultural differences are also significant in the field of health prevention. Gifford (1990) states that "the slow development of a disease in healthy individuals is not necessarily a culturally shared concept" (p. 13). Gifford presents examples where acceptance of ill health is construed as being ones 'destiny' - a belief typical in Italian and Macedonian cultures. Gifford also found that women in these cultural groups often did not want to know if they had cancer because they believed such knowledge would shorten their life (see also Allport, 1995). It was also believed that attending a screening program might actually cause cancer. Hence people with different cultural beliefs about disease development, while accepting treatment for immediate and acute conditions, may not understand the need for prevention.

Comments on the Sample Paragraph

1. The topic sentence links with the previous paragraph through the word 'also', and announces the new topic to be discussed 'cultural differences in health prevention'.
2. The writer's judgment/opinion is evident in the use of the word 'significant' to draw the reader's attention to an important point.

3. The supporting sentences present information from acceptable sources (i.e. recent research).
4. The supporting sentences function to explain, elaborate and provide examples of the main topic sentence.
5. The last sentence concludes with the writer identifying an implication/interpretation of the main information in the paragraph.
6. Notice the correct use of in-text referencing to acknowledge the use of sources.

Please note that, despite the above, which is provided as an example, you should avoid using direct quotations in the body (or other parts) of your essay. Only use direct quotes where the author's words are so well stated that you couldn't possibly rephrase them without destroying the intent of the original quote. In every other case, rephrase the quote in your own words - still citing the original author in brackets after your paraphrase.

6. WRITING AN INTRODUCTION

Once you have written the body of the essay you may then proceed to write the introduction to your essay. This may seem like working backwards, but by writing the introduction after you've written the body you are more likely to include in the introduction the most important points of your argument. In this way you are preparing your reader for the information/argument that is to come. (Psychologists call this a 'cognitive advance organiser'. In layman's terms it is a 'hint' or a 'glimpse' of what is to come. These 'hints' make the material in the body seem more familiar to the reader when they actually get to it, so they are more likely to assimilate it easily.)

The purpose of the introduction is to inform the reader (i.e. the lecturer!) about the purpose and direction of your essay. Most introductions include some or all of the following information:

1. some background to the essay topic,
2. brief definitions of key concepts,
3. an outline of the body of the essay,
4. the writer's (your) main argument/thesis/opinion about the issue(s) raised in the essay question, and
5. any limits to the essay in terms of time, place, culture, etc. which narrow the scope of your essay.

There are no set rules as to the sequence or inclusion of all these components. The basic principle, however, is to begin with general information/statements and become more specific/focused during the introduction.

Sample Introduction

Here is a sample question, and an example of a good introduction.

Question

Illness and healing have important cultural components. As a result, in order to operate effectively, health professionals need to have high levels of cross-cultural awareness and skill. Discuss.

Sample Introduction

Australia's health professionals meet great challenges when working in our culturally diverse society. Despite this, current health education and training may not have equipped health professionals to operate effectively in this diverse environment. Specifically, an awareness that different cultures adhere to differing concepts and beliefs regarding illness and health is essential for optimal care. Also, effective cross-cultural patient communication, education and training are of great importance. For these reasons, health education programs and resources which are sensitive to cultural issues are required to support health professionals as they interact with diverse cultural groups.

Comments on the Sample Introduction

1. The writer begins with a general background statement and immediately introduces the main issue to be discussed.
2. This introduction is followed by an (implicit) outline of the areas to be covered in the body.
3. The writer's argument and opinion is expressed in phrases such as 'meet a great challenge', 'is essential', and 'of great importance', and 'for these reasons'.

7. WRITING A CONCLUSION

The conclusion should be written after the body and introduction. The primary function of the conclusion is to summarize the main points in your essay, and to confirm the thesis stated in the introduction. The introduction and conclusion, when read together, should give a good overview of the essay's thesis/main argument, the main sub-topic areas and the main points/claims relating to each sub-topic. Most conclusions contain the following components.

1. a summary of the major points/claims raised in the body;
2. a rephrased thesis;
3. statements qualifying the thesis.

Sample Conclusion

Here is a well-written sample conclusion.

In conclusion, an awareness of cultural diversity, and a greater understanding of the differing health related concepts and values held by people from non-western societies/cultures, can only enhance optimal care. Specifically, working towards improved cross-cultural communication skills, through improved higher education, is necessary to better prepare health professionals for the challenges they will encounter in their daily interactions with culturally diverse clients. It cannot be expected that all health professionals will become experts in cross-cultural understanding and communication. However, enhancing professionals' general knowledge of cultural diversity can help ensure and maintain high standards of care and satisfaction for both culturally diverse clients and their caregivers.

Comment on the Sample Conclusion

1. The writer signals the end of the essay with a linking phrase ‘in conclusion’, and then restates their main thesis/argument.
2. The major claims raised in the body are briefly summarized.
3. The thesis is appropriately limited (“It cannot be expected that all...”) to show an understanding of how theory relates to practice/reality.

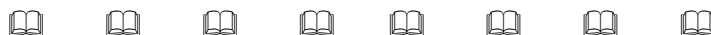
8. PRESENTING YOUR ESSAY

Take the time to make your work look professional (not pretty) by:

1. using headers, footers and page numbers where appropriate.
2. constructing your paragraphs consistently (i.e. either indented or separated throughout, and either justified or not justified throughout).
3. making sure your levels of headings (if headings are used) are standardized throughout. (Please note that some lecturers like headings in essays and some don’t. Check with your lecturer to determine what is their attitude to this issue. The same goes for points under headings, which most lecturers won’t accept in essays, although in other types of academic work these may be acceptable.)
4. eliminating ‘hanging’ headings (i.e. headings without text underneath them at the bottom of pages).
5. leaving wide margins all round (i.e. 2.5 to 3cm top, bottom, and sides) for both readability and lecturers’ written comments.
6. using (a) one-and-a-half or double line spacing, (b) 12 point character/letter size, and (c) Times Roman/New Roman font.
7. indenting, and single spacing, direct quotes over 4 lines (or forty words).
8. using a new page for your reference list. (Your reference list should be placed last, alphabetically by author’s surname. You can save yourself a lot of time if you record all the bibliographical details of all your sources on a set of cards, or in your computer, when you make your original notes.)

9. A FINAL WORD

All essays require effort. However, if you follow a systematic process (such as the one outlined above) at least the effort you put in will yield satisfying results. Moreover, the more you follow such a process, the easier it becomes to prepare for, and write, your essays *i.e.* the process becomes ‘second nature’. Also, don’t be afraid to rewrite your work before submission if needed. For what its worth, my record for revising an article for publication is five (substantial) revisions! Good writing doesn’t just happen, it takes work.



SECTION VIII: STYLE GUIDE



Style Guide

Policy overview

All current and prospective students and staff of MC are entitled to know the appropriate style for written work in all courses at MC.

Policy purpose

The purpose of this policy is to outline the appropriate style guide to be used for MC courses and awards in theology, education and counselling.

1 Introduction

This guide outlines how to use referencing to give credibility to your academic writing by demonstrating how your ideas and interpretations are linked to an already established body of theory and research.

Not acknowledging the ideas or information of other authors (plagiarism) discredits academic writers and their writing. Moreover, plagiarism is a serious offence which can result in you receiving no mark for an assignment, being excluded from a unit, or being excluded from an entire course.

2 Styles of referencing

There are two main styles of referencing:

- The Chicago 15th A (Footnotes-Bibliography) style, which uses footnotes, and
- The Chicago 15th B (Author-Date) style

MC provides courses and awards in three key learning areas: theology, education and counselling. Given the divergence in general academic usage, both of these styles will be used at MC.

The Chicago 15th A referencing style will be used for assignments, courses and awards in theology.

The Chicago 15th B referencing style used for assignments, courses and awards in education and counselling.

3 Using quotations

Quotations are exact words taken from any published or unpublished material. In general, you should use direct quotations judiciously in your written work. It is usually much better to restate quotations in your own words, while still referencing the original source.

Direct quotations should only be used where:

- (a) rewording the quote in any way would substantially alter its meaning, or
- (b) the quote is phrased in such an elegant manner that rephrasing it would destroy its substantive literary quality.

Quotations can be used to give a definition of technical or key words/concepts or to restate or elaborate a main idea or generalisation.

4 Paraphrases or summaries

Paraphrases and summaries contain the original meaning of exact quotes, but have been summarized or paraphrased. These techniques make your work appear more mature, and more interesting to read.

Sometimes for emphasis a special introductory clause can be used such as "it is apparent from the data that . . ." Other expressions such as "research has shown that . . ." or "there is evidence that . . ." are commonly used when a writer wants to introduce supporting material.

In all areas of your writing, including paraphrasing and summarising, you should avoid the use of 'we' *e.g.* "we believe that . . ." Also, use the designation 'I' in academic writing when you deliberately mean to express a personal opinion.

5 Using reporting structures

Reporting structures are commonly used when you are including quoted or summarised information. Reporting structures allow you to include not only the author's purpose and attitude, but also your own judgments on the material.

6 The purpose of quotations

It is important that material is not cited just for the sake of it. This means that all references included in your assignment are to be used to support your main points and interpretations.

7 Assignments and essays

All written assignments and essays for all MC courses and awards (theology, education and counselling) are to be submitted electronically in MS Word format:

Cover sheet, signed

A4 paper

Single sided

2.54 cm margins all round

1.5 spaced

12 point font (Times New Roman, Arial, or Calibri are preferred)

Please ensure that you keep your own copy of all written work and assignments you submit.

8 How to reference

For theology

See Chicago 15th A Style Sheet

For education and counselling

See Chicago 15th B Style Sheet (*available from the Southland College website*)

For quotations less than 3 lines, the exact words must be surrounded by quotation marks (“ ”)

If the quotation is more than 3 lines then:

- begin the quotation on a new line,
- indent the whole quotation one tab space,
- use single spacing,
- use 11 point font, and
- do not use quotation marks.

If you decide to quote only part of a sentence or a group of sentences and leave some words out, replace the missing words with three full stops (...). These signal that information has been deliberately omitted because it is not necessary.

9 Paraphrases and summaries

- Conventions for summaries and paraphrases are very similar to those for quotations. For paraphrases you must include:
 - the surname of the author,
 - the year of copyright or edition,
 - the relevant page/s,
 - be placed in brackets.

If you are summarising an entire text or a major theme of the work then you do not include page numbers e.g. (Jackson 2011).

10 Quoting a citation

When reading journal articles or other texts you may decide to use the same quotation or paraphrase as the author you are reading. This is ‘referring to an author in another work’.

This procedure is not always advisable as the original meaning of a sentence/phrase can be altered once it is removed from its original context. Ideally you should locate the source of the quotation/paraphrase and read it in its original context. If you are unable to locate the source of the quote, but feel confident that it is suitable for your purposes, there are a few additional conventions to follow. For quotations of citations:

- Include the author and year of both texts; first the one you read about (the ‘other’ work) and second the one you read it in
- Use the words ‘cited in’, and include the page number for the text you have read.
- In your reference list you should only include the text you read. In the example below, Olsen would be in the reference list because that was the text you read.

For example:

James (2009, cited in Jackson, 2011, p.223)

11 Bibliography/reference lists

A bibliography is a list of sources used in compiling a document. You should arrange the bibliography in alphabetical order by the author's last name or, if there is no author, by the first main word of the title. You can ignore *A*, *And*, and *The* in a title.

Theology

See Chicago 15th A Style Sheet

Education and counselling

See Chicago 15th B Style Sheet



SECTION IX: RESEARCH PROCEDURES AND POLICIES

Any student planning to undertake any kind of human subject research as part of their course should obtain the Research Procedures and Policies Handbook which includes, details of the Ethics Committee and how to go about gaining ethics clearance, guidelines for the preparation and presentation of a research thesis and various forms that need to be completed. This Research Procedures and Policies Handbook can be requested from : info@southland.edu.au



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