Incorporating Indigenous Australian Content: Workflow Diagram - This is a landing page outlining workflow for the development and approval of Indigenous Australian Content from conceptualisation to Faculty Courses Committee approval. Subjects that have not been approved by the Indigenous Board of Studies are not eligible for approval by the FCC. Hyperlinks to relevant policy documents, templates, and related course/subject processes have been included to assist stakeholders.

PHASE 1: CONCEPTUALISATION

Indigenous Australian content can be revised or created in Course Review Processes.

Subjects can be revised or developed independently or as part of course review.

COURSES

The Indigenous Cultural Competency Framework (ICCPF) guides decisions around the incorporation of Indigenous Graduate Learning Outcomes (GLOs) across courses /subjects.

SUBJECTS

The requirements for subject approval by the Indigenous Board of Studies and the Faculty Course Committee are listed in Part C (19) of the Indigenous Australian Content in Courses Policy.

Choose subject or content category from Section 2 (9) of the *Indigenous Australian Content in Courses Policy* In consultation with the Indigenous GLO Officers in Gulaay.

WHO

Course Directors, **Course Design Leads**, and/or **Subject Co-ordinators.**

PHASE 2: PRE-APPROVAL

The mapping of *Indigenous Graduate Learning Outcomes* will be approved by the **Indigenous Board of Studies**.

COURSES

Course mapping should align with the CSU ICCPF and is submitted to the **Indigenous Board of Studies** using the IBS Submission Template. Category: *Discipline Specific Integrated and assessable Indigenous Australian Content through the program.*

IBS pre-approval typically occurs prior to subject design and development except in the case of revised subjects.

SUBJECTS

Subjects seeking a new or revised classification can submit drafts for consultation with the **Indigenous Board of Studies** using the *IBS Template*.

WHO

Course Directors, **Course Design Leads**, and/or **Subject Co-ordinators.**

This phase aligns with **Waypoint 1** in CourseSpace.

PHASE 3: SUBJECT DESIGN (CASIMS Profile)

Subject profile/s are drafted in this phase -designers are encouraged to consult with the **Indigenous Board of Studies** for suggestions, feedback, and recommendations for enhancement and/or constructive alignment.

Engagement with the Board at this stage will minimise delays to **IBS** and **FCC** approval (Phases 4 & 5).

WHO:

Course Directors, **Education Designers**, **Course Design Leads**, **Indigenous Board of Studies**, **Subject developers.**

This phase aligns with **Waypoint 2** in CourseSpace.

PHASE 4: APPROVAL OF SUBJECT DESIGN

After pre-approval of *Indigenous GLO mapping* in **Phase Two**, subjects are submitted to the **Indigenous Board of Studies** for approval prior to submission to Faculty Courses Committee.

SUBJECTS

Final subject documentation is presented to the **Indigenous Board of Studies** using the IBS Submission Template.

WHO:

Indigenous Board of Studies, Course Directors, Subject developers.

PHASE 5: FACULTY COURSES COMMITTEE SUBJECT APPROVAL

Subjects with Indigenous Australian Content are submitted to the Faculty Courses Committee via CASIMS.

WHO:

FCC, Course Directors, Subject developers.

This phase aligns with **Waypoint 3** in CourseSpace.

PHASE 6: SUBJECT DEVELOPMENT

Consultation with the Indigenous Board of Studies on quality approaches in content, assessment, and rubrics and other 'products'.

WHO:

Indigenous Board of Studies, Subject Co-ordinators

This phase aligns with **online moderation processes.**

SUBJECT MODIFICATION

The process for subjects that are being revised or modified independent of formal course review processes follow steps from **Phase 2.** In the completion of the Indigenous Board of Studies submission template, detail around course alignment and consultation processes will be provided.