
The Australian National University

Academic Program and Course Approval Guide

Version: 1.07
Date: 3 Oct 2006
Status: Approved for publication
Prepared By: Tim Suatan

Table of Contents:

| | |
|--|-----------|
| BUSINESS PROCESS OVERVIEW: | 3 |
| DUTIES AND ROLES: | 3 |
| NEW CHALLENGES FOR 2006 ONWARDS: | 3 |
| CURRENT AND CONTINUING ISSUES/CHALLENGES:..... | 3 |
| MAJOR CHANGES TO PROGRAMS: | 4 |
| MINOR CHANGES TO COURSES/PROGRAMS: | 5 |
| PROPER STRUCTURE OF A SUBMISSION: | 8 |
| ISSUES FOR CONSIDERATION BEFORE PROPOSAL: | 9 |
| GENERAL ISSUES: | 9 |
| PROGRAM-LEVEL ISSUES:..... | 9 |
| COURSE-LEVEL ISSUES:..... | 9 |
| GUIDELINES FOR THE ACADEMIC PROGRAM INFORMATION FORM..... | 12 |
| RESPONSIBLE STAFF: | 12 |
| ACADEMIC PROGRAM DATA: | 12 |
| ACADEMIC PROGRAM TEMPLATE/HANDBOOK ENTRY:..... | 15 |
| PROPOSAL RATIONALE: | 16 |
| CRICOS APPLICATION QUESTIONS: | 18 |
| GUIDELINES FOR THE ACADEMIC COURSE INFORMATION FORM..... | 20 |
| RESPONSIBLE STAFF: | 20 |
| PROPOSAL RATIONALE | 23 |
| APPENDIX A: GLOSSARY OF TERMS | 25 |
| APPENDIX B: COURSE REQUISITE WRITING GUIDELINE | 26 |
| OVERVIEW: | 26 |
| PRINCIPLES OF GOOD COURSE REQUISITE WRITING: | 26 |
| <i>Examples of ambiguous/invalid requisite statements:</i> | 27 |
| <i>Examples of clear and valid requisite statements:</i> | 29 |
| APPENDIX C: HOW COURSE/PROGRAM DATA IN S21 INTERACTS WITH STUDYAT AND TIMETABLING WEBSITE | 30 |

Business Process Overview:

The following assumes that the approval for most courses/programs items are recommended by each College Committee (as substitute of the DEC). But final approval for certain items will rest with the UEC/DVC.

Duties and roles:

- Proposals creation: Academic staff in the relevant academic area
- Discuss/Recommend changes to the Deans/UEC/DVC: College committee(s)
- Approval (depending on type of request): Deans/UEC/DVC
- Data entry/guardianship of the student system: SBS section within SAS
- StudyAt/Handbook entry: Academic area (either Faculty-level or College-level)
- Consultation/guidance: Relevant senior staff in each College, plus designated staff in SAS.

New challenges for 2006 onwards:

- Less turnaround time overall during the August/September period. DEST deadline will be 1 October for both courses approvals and class scheduling. Late changes to class scheduling must be communicated two months before the start of the class. DEST is stricter when it comes to approving late changes.
- The Colleges may have different structures and models. The lines of responsibility and delegations for approval and administrative procedures will need to be clarified.
- A decentralised and devolved structure requires increased level of coordination between the academics, their own administrative staff, and central administration.

Current and continuing issues/challenges:

- General communication between academic areas (both their academic and admin area) and SBS need to be improved.
- Preventing insularity between the Colleges on their outlook regarding course/program issues.
- Clarity of proposals need to be increased because the amount, type, and quality of information required by SBS to implement the course/programs in the student system are still the the same.
- Maintaining good change control to the proposals from start to finish (eg if a course was proposed for 3 units but later changed to 6, are all relevant parties informed?)
- Ensuring the proposals comply with DEST rules/legislations and ANU's own administrative and system policies.

Major Changes to Programs:

Major changes are defined as those that require the College Committee (CC) approval such as:

- New Program, Major, Specialisation
- Change of Program Code
- Change of Program Title
- Major change to the syllabus of the course
- Inactivation of a program or course for good (will never be offered again)
- Academic proposals that are likely to impact on the operations of or enrolments in other Colleges, i.e. cross-College divide issues; fields recognised by more than one College (e.g. statistics, mathematics, studies in Asia); new courses that may have significant ramifications on EFTSUs for another College*.

(see the minutes of the UEC 19th June 2006 meeting)

Changes that do not impact significantly on a program, such as the substitution of electives or compulsory courses, may be treated as course changes and approved by the College Dean.

Staff involved in organising are encouraged to consult their respective College Committee Secretary and a designated Student Business Solutions (SBS) staff early in the proposal stage.

1. Lecturer/Departments - Level: First draft of the proposal.

Course proponent proposes and designs draft for a new course in consultation with the relevant academic area according to that academic area's internal procedures. This is usually done by a lecturer at a school/departmental level.

2. Discussion at the Faculty/Research School/Centre level.

Consultation with other academic areas that may be involved in a similar field of study is also required at this stage.

Unlike past practice, it is recommended that academic area consult or at least notify SAS in the early stages of the proposal to be forwarded to the College Committee.

3. Drafting relevant forms and documentations.

All the approved proposals are to be drafted into the appropriate format for submission.

4. Notification of Intent to Submit the proposal sent to the relevant College Committee, SBS, and possibly the UEC.

5. Discussion and Recommendation by the relevant College Committee.

The proposal will then be discussed at the relevant College Committee meeting.

6. Approval by the College Dean, or UEC/DVC

Depending on the type of the item, at least the Dean's approval is required. Certain items will require UEC/DVC approval.

7. College Committee notifies both the academic area, SAS, and other relevant parties about the decision to either approve, conditionally approve, or deny approval.

8. Relevant course/program information forms reviewed by the SBS

This is an area where having only one consolidated form would benefit the process: All the information will be readily available and are consistent.

9. For new programs: Academic area contacts the International Education Office to apply for a new CRICOS code and Admissions Office for UAC codes as necessary.

After these codes are obtained, the academic area should notify the DEC Secretary and SBS about these codes.

10. SBS staff reviews and enters the data in S21.

Minor changes to Courses/Programs:

Minor changes are changes other than the definition of changes defined above.

For minor changes, the delegate of the Prescribed Authority would e-mail the required changes directly to SBS. The Timetabling Officer should also be notified if a scheduling change is involved. SBS staff will then action the request according to the current policies established by the Head of Student Admin. If the SBS staff has grounds to believe the request is unusual or may not comply with established policies, the academic area requesting such change and the Manager of SBS will be consulted first.

The next pages contain examples of most typical situations regarding courses/programs and what proposed level of approval is required at each level. A more comprehensive list will be provided once the roles and delegations for approvals are finalised.

| Situation | Required forms for each submission | Dept/ School | Faculty/ Centre | Deans | UEC/ DVC | DEST |
|---|---|-------------------------|----------------------------|--------------|--|----------------------|
| Creation of a new program, but no new courses are added/ <u>changed as a result of this new program</u> . For example, new Bachelor of Arts / Bachelor of Music where no new courses are changed. | - 1 Academic Program Information form(s) for each program | Yes | Yes | Yes | Yes | No |
| A new program is added with a few new courses. For example, the new Master of Diplomacy programs and the ANU Medical School programs in 2004. | - 1 Academic Program Information form(s) for each program - 1 Academic Course Information form for each new or changed course | Yes | Yes | Yes | Yes | Depending on date |
| A change to a program/plans but does not require changes to courses (eg change of a program/degree name). For example: “Bachelor of Psychology” to “Bachelor of Science (Psychology)” | - 1 Academic Program Information form(s) for each program | Yes | Yes | Yes | Depending on nature of change | No |
| Inactivation of a program/plan/major. The College will need to check and certify that there are no students holding a place in it, no outstanding admission offers, and no new offers would be made. | - 1 Academic Program Information form(s) for each program | Yes | Yes | Yes | Yes | Depending on program |
| A restructure or change to a program that involves course changes or new courses. This includes both major and minor changes, eg: - School of Music restructuring their undergrad courses from full-year into semesterised courses. - SRES adding one or several courses into their undergrad programs. | - 1 Academic Program Information form(s) for each program - 1 Academic Course Information form for each new or changed course | Yes | Yes | Yes | If they are considered major changes to a program structure, yes | No |
| One or several courses OR Any major changes* to an existing course’s details. | - 1 Academic Course Information form for each new course, completely filled. - 1 Academic Course Information form for each existing course to be | Yes | Yes | Yes | No | Depending on date |

| | | | | | | |
|--|--|-----|-----|---|-----|-----|
| | changed; with only the relevant details of the changes. | | | | | |
| Any minor changes* to an existing course's detail. | This kind of change does not require the formal CC approval process if your College does not require it. - Fill in 1 Academic Course Information form for each changed course. Only the relevant details of the changes are needed. | Yes | Yes | Depending on College and nature of change | No | No |
| Class scheduling changes (eg which term a course is offered), <u>before the DEST deadline for the relevant half-of-year**.</u> | This can simply be communicated by the Faculty/Research School/Centre to SBS.Help@anu.edu.au . | Yes | Yes | No | No | No |
| Class scheduling changes, <u>after the DEST deadline for the relevant half-of-year**</u> | As above, but this will require getting written approval from DEST; the documentation required is extensive, and approval is not guaranteed. | Yes | Yes | Yes | Yes | Yes |

* Please refer to the above section on Business Process Overview regarding the definition of major course/program changes.

** The deadline is 1 Oct if the class starts between 1 Jan-30 Jun, and 1 Apr if the class starts between 1 Jul and 31 Dec.

If a class is scheduled after the deadline, then the academic area will need to provide documentation that addresses all the following points stated on this web site:
<http://info.anu.edu.au/cis/HESA/Publication.asp>

If this web page is unavailable please contact SBS on 6125 5467.

Proper Structure of a submission:

- An Academic Area sends their submissions for a CC Meeting via e-mail to the designated CC staff and also to SBS.
- Each individual submission and its attachments should be submitted in one e-mail (so the DEC secretary knows which attached documents belong to which submission).
- Each submission must have its own individual Academic Program / Course form. Eg no course handbook-style information should be attached inside a program information form.
- One Academic Program Information form is to be submitted per new program, and one Course Information form is to be submitted per new course. If the course has both Undergraduate and Postgraduate equivalents, two different forms need to be filled for the course.
- Hard copies of forms do not need to be submitted, because the forms are designed to be filled and submitted electronically as a Microsoft Word file.

Please follow the file-naming convention below to increase efficiency of file organisation for all parties involved. The naming format for these files are: (please note the hyphens)

- o **Program:** {The word Program plus the 4-digit Program Code }:
 - Program-7605 Master of the Universe.doc
- o **Course:** {The word Course plus the Subject/Catalogue }:
 - Course-PSYC-8008 Freud Got It Right After All.doc
 - If this is a change to a course's subject/catalogue code, the file name should refer to the OLD subject/catalogue of the course. Eg if changing a course code from ARTS 1000 into ARTS 1001, the filename should be Course-ARTS-1000 Arts in Modern Context.doc

Issues for consideration before proposal:

General Issues:

What is the relevant deadline for this proposal?

The proposal should be submitted by the deadline date set by the College Committee, and ensure that DEST deadlines are followed: <http://info.anu.edu.au/cis/HESA/Publication.asp>

Have other related academic/administrative areas and SBS been consulted?

If proper consultation has not been performed, then the proposal runs a risk of being delayed and even possibly rejected. To prevent this wasted effort, proper consultation at the earlier stages of the proposal should be conducted even before the approval of the Prescribed Authority.

Program-level issues:

Is the proposal for new academic program or a major change to an existing program?

Most proposals are for new programs and as such are relatively straightforward. However, only proper consultation can determine that. An example of a major change to an existing program would be the example in 2004 where APSEG decided to consolidate their PhD programs from several programs into just one PhD program. This kind of change will require discussion with other administrative areas first.

If this is a new academic program, will it be offered to international students?

Because non-compliance of this requirement may cause a violation of the Education Services for Overseas Students Act 2000, the Program proforma will assume that all programs are offered to international students, unless the academic area states otherwise on the proforma.

Course-level issues:

What is the procedure to request a new course subject code?

The Director of SAS' approval is required before a new subject code has been introduced. The general requirement is that the following are observed:

- 1) New Subject codes reflected the disciplines offered by the University, were not egregious, and would, as much as possible, be meaningful to students
- 2) New Subject codes were not used to identify courses as specific to a particular Program or contractual arrangement, or reflected organisational structures
- 3) New Subject codes were not in conflict with existing and historical Subject codes

As part of the course information form, a short proposal for its introduction is to be included. The proposal should specify the four digit alpha code to be introduced, the formal discipline description, a brief explanation for its introduction, an undertaking that the code does not conflict with Subject codes currently in use across the University and, where relevant, that other areas of the University that may have an interest have also been consulted.

Should one create a new course to replace an old one, or re-code/re-title the old course?

In the old student system ANUSIS, the paradigm was that a course re-coding or re-naming means creation of a new course and inactivation of the old one. However with S21 this is unnecessary and is in fact undesirable. The main principles are:

1. Before proposing a new course to replace an old one, first consider the possibility of only re-naming the old course. Or, re-name and re-code the old course.
2. If the essential administrative attributes of the proposed new course are the same as the old one, then the course should be re-coded and/or re-titled.

Essential administrative attributes are not necessarily related to the academic attributes and content of the course. For example, the academic content of an Information Systems course may evolve annually. However, that is not automatically grounds to change the course code or course title every few years; nor will this automatically furnish a valid reason to create a new course and inactivate an old one.

Two good tests of the “essential administrative attributes” are:

1. A Centre proposed to inactivate Course A and create new Course B. Course A is a required course for graduation from a program in 2003 but in 2004 Course B is the required course that takes Course A’s place.
2. A Faculty proposed to inactivate Course X and create new Course Y. In 2003, Course Z requires completion of Course X as prerequisite. In 2004, Course Z will require completion of Course Y, although Course X is still a valid prerequisite.

Those two examples are usually valid grounds for a course re-coding/re-naming instead of new course & inactivation. If the academic area insists on inactivating the old course and creating a new one (instead of re-coding/re-naming), it will be requested to furnish a good academic and administrative case to support this action.

The major restructure of NITA undergraduate program for 2004 demonstrated the example of the above principles where most of the courses can simply re-coded and re-titled.

Are there proposed course code (subject code/catalogue number) changes in the proposal?

Change of the course code is justified when:

- There is a new course to replace an old course, as per the above principles
- If not a replacement course, significant change in the content and title

The most common reasons for a course code change request in 2004 were prompted by a change of course ownership. However, change of course ownership in itself is not automatic grounds for a change in course code. Please consult with SAS staff before proposing such changes.

“Special Topic”-type courses: How many courses should be created?

From 2004, for these types of courses, they should only be “one course with multiple topics”. For example, to offer 3 topics in International Economics, there is no need to create 3 different courses; but rather one course code with 3 topics would suffice.

Please note that in S21, it is possible to enrol the same student in the same course in the same semester more than once, as such, there is to create extra course codes to accommodate this arrangement; please consider using topics instead.

Guidelines for the Academic Program Information Form

Responsible Staff:

Academic Proposer: The Academic staff who is sponsoring this submission. Usually it will be the course/program convenor but this is not always the case. The proposer should be the person who is responsible to answer academic questions about the course/program.

Prescribed Authority (1) and (2): Usually this would be the Dean of the College or a program authority nominated by the relevant Dean. If this is a joint program then both Deans should be specified. When the proposer first drafts this proposal to be considered at the College level, then the prescribed authority dates would not be filled. After the Dean had approved it, then the date of the Dean's approval should be filled in.

Academic Program Data:

Large parts of this section is usually filled in by the administrative staff, however, the academic proposer should try to fill in as many as possible.

Administrative staff in academic areas may already have read-only access to the Programs stored in S21 to check whether a program code is already used in S21 or to check details of a program. The navigation is: *Go, Design Student Administration, Design Acad Structure (AUS), Setup, Academic Program Table.*

Program Code: The 4-digit program code that will be published in university documents and on S21. If this is a new program then please nominate an unused 4-digit number, and check first in S21 as necessary.

Short Program Title: This is actually the “university-approved” abbreviation of the full Program name (see _____). In some cases like double-degree programs, this is NOT the name of the award because for example “BA/BSc” is the Short Title of the Program, but it consists of two separate awards.

Long Program Title: The full name of the Academic Program.

Please note for both short and long program titles that:

- They may be different from the name of the Named Degree(s) associated with this Academic Program.

- Specialisations and/or majors should not be specified anywhere in the Program title. These are to be specified elsewhere in another question.

Contact/Enquiry Details: The contact person for this program, usually the program convenor. Please provide at least the details of the academic area, name, and e-mail address.

Does this program replace an existing Program? Usually most programs do not replace an old one. However if a program is renamed then it is considered replacement of an existing program. Eg Bachelor of Arts (Visual) supplanted by the Bachelor of Visual Arts.

Primary Academic Group Code: This is not the name of your College. This is the S21 Academic Group code of the primary owner of the program (eg: LAW, ARTS, ENGIT). If you don't know, please simply put in the name of your academic area (within the College)

Academic Organisation owner(s): This is the 2 digit S21 Academic Organisation code, not the name of your College. Please only use the 2-digit code; and contact your faculty administrator if you are unsure.

Academic Career: NAWD (Non-Award), UGRD (Undergraduate), PGRD (Postgraduate coursework), or RSCH (Research). Note: In case of gray areas, for a program to be considered a "Research" program, 66.66 percent of the program weighting must be research-oriented in nature.

Academic Level Rule: How many units are completed per year / how many years it takes to finish on 100% load. Eg a 1-year Master's degree on 48 units is "48/1". Note: Programs that only require 24 or 36 units and finish in one year is still counted as "48/1."

Program offered jointly with another higher education institution? Eg the ANU-NUS joint PhD in Physics program or the ANU/ACU B. Social Work. This means each institution actually awards the degree to the student

Program offered to international students? By default we assume all new programs will be offered to international students. If that is not the case then please also complete the section in this form: "Additional questions required for a CRICOS application"

Program has multiple academic plans? Most programs do not have multiple academic plans. Cases where they will have multiple academic plans are 1) single-degree Bachelor degree program that has a separate Honours year component, or 2) double-degree Bachelor programs, or 3) postgrad coursework programs with Specialisations. "Majors" do not count as an academic plan and should not be specified here.

Can Honours be undertaken as part of this Program? For most standard undergraduate Bachelor program or double-degree programs, the answer is yes. If so you will need to answer the next 3 questions. Note starting in 2006 there are postgrad programs that are classified as Honours.

The question to ask is whether the word Honours is incorporated in the Degree Title itself, or is it a suffix after the Degree Title (eg “with Honours”). Eg the M.Eng(H) is an Honours Master, the M.Biotech with Honours is a Master “with Honours”.

Is this Honours year a separate year? This is the traditional “3+1” model of a Bachelor degree with Honours, where a student can get a pass degree after 3 and do an optional Honours year.

Is this a direct-entry Honours program? This is the new “4-1” model of a Bachelor degree with Honours, where a student is admitted directly into the Honours program from the beginning and must complete it in the usual 4 years. As of 2006, this is most commonly found in the College of Science, eg B. Global and Ocean Sciences (Honours).

Can students drop down to an equivalent Pass-level program? If so, then please ensure that you complete another Academic Program Information form for this Pass-level program.

Integrated rollover Program: If this program is integrated from a lower degree to another, higher degree (eg APSEG’s Grad Cert/Grad Diploma programs), then please specify Yes and then specify the other 4-digit Program code that is integrated with this program.

Career Pointer Exception Rule: Defines what courses students in this program can enrol into, in summary format only..

For example, a Career pointer exception rule for the Master of Arts (Asian Studies) could be “Only postgraduate Asian Studies courses allowed”.

Please do not actually attempt to list all courses that students in this program can enrol in. That would be better put later in the program structure field.

Plan Description, Codes, and Types: The default plan description is usually the same as the program name. There are different plan types which will determine their plan code. Please enter the data using the appropriate acronyms in the forms.

- **COS** (Course of Study) is the most common. Each program must have at least 1 COS plan. Plans of this type start with 8888X____ where 8888 is the 4-digit program code.

- **SP** (Specialisations). PGRD coursework programs may have this specialisation plan. No other programs will have SP-type plans. Plans of this type start with 8888S____ where 8888 is the 4-digit program code.

- **HON** (Honours). Only applies to UGRD coursework programs that have a separate Honours Year. If this is a combined UGRD coursework program and each degree has a separate Honours Year then two Honours plan will have to be specified. Plans of this type start with 4444H____ where 4444 is the 4-digit program code.

Majors now exist at the sub-plan level and should never be specified as a plan.

GSP (Graduate School Plan) no longer exists now and should not be stated.

Please note that the plan description is not automatically tied to the award name. For example, not all specialisations will lead to a separate award name unless explicitly specified in the Award Name fields below.

Award Name, Codes, and Types: This is one of the most important fields in this form. Please ensure what is entered in here is checked carefully as it will appear on the testamur.

DEST Field of Study/Field of Education codes: When choosing an appropriate code, please ensure that they both match each other. If this is a combined program then two sets of codes must be stated. A list of these codes is available at the DEC web site, or may be obtained by contacting Stats & Planning (part of QESS). Currently, the web page of the DEST codes is located at:

http://unistats.anu.edu.au/Codes/appendixi/section_appendixI.htm

Academic Program Template/Handbook Entry:

This section will be a section familiar to the academics; since this is the information that is usually displayed in the handbook or StudyAt website.

Program Duration, Unit Required, EFTSU required: The minimum length it takes to complete the program on a full-time and/or part-time basis (please specify clearly). Please note that 1 year is 48 units, and that 48 units is 1.0 EFTSU.

Program Description: One or two paragraph description of the program explaining whom the program is designed for and other relevant general information about the program.

Admission Criteria: One or two paragraphs stating the admission requirements.

Program Structure: one or two paragraphs stating the total number of units required, and how the program is structured, and number of compulsory and elective courses.

Please do not attempt to put the data in a table format, and do not specify any extraneous details:

| | First semester | Second Semester |
|-------------|------------------------|------------------------|
| First year | Course A1 Course A3 | Course A2 Course A4 |
| Second year | Course B1 Course B3 | Course B2 Course B4 |

But rather in a list format like this:

First year first semester (in the 4-letter, 4-digit Subject/Catalog Nbr format):

Course AAAA 1111

Course AAAA 3333

First year second semester:

Course AAAA 2222

Course AAAA 4444

Compulsory Courses:

This is a list of compulsory courses for the program. Please order courses by Course Code in ascending order. Please do not specify the Academic Terms when the courses will be offered because this should only be done on the Course Information Form. This prevents duplication of information and prevents a possible discrepancy.

Elective Courses:

This is a list of elective courses. The courses are ordered as for compulsory courses. Please order courses by Course Code, in ascending order. Also, please do not specify the Academic Terms as per the above reasons.

Notes

If there are any special instructions/changes or notes that cannot be conveyed elsewhere in this form, this is the place to put it.

Proposal Rationale:

Purpose of Introduction/Changes: Indicate the purpose of the introduction/change. This section should summarise the nature of any change in program structure, eg do the changes require a change to the working rules for the program? Why?

Is this program classifiable as “of national significance”: This only has to be answered if this action is to discontinue an existing program. Programs in areas with skill shortage (teaching, nursing) and in languages of strategic importance (Indonesian, Arabic, Chinese) will require consultation with DEST before action is taken.

Transition Arrangements: If this program replaces another program, please Give details of transition arrangements for superseded and deleted programs.

The major options are:

- Transfer all continuing students to the new awards

- Let them finish the current award under the existing rules or under some transitional version of existing rules.

Transitional arrangements must not disadvantage existing students, eg by requiring them to undertake extra courses.

Areas should give existing students a reasonable period of time to complete and graduate and require that if they have not completed by that date they will have to transfer to different program. However, no new students can be admitted to the old program. Admissions staff need to be made aware of these changes. The area should monitor the students in the old program and, when the last one has graduated, advise SAS that the program can be closed.

Outside Area Consultation: Detail consultation process with other faculties/schools/centres likely to have overlapping courses/programs, or other academic interests in the proposal. The proposing Faculty should anticipate issues that may affect other faculties by asking questions such as the following:

- Does the proposal involve a discipline which is a part of another College's teaching program?
- Does the proposal duplicate an existing course or program in another College?
- Would the proposed change have financial implications for another College?

Quality Assurance: Has the course or program been benchmarked against University and national standards? Please indicate in this section the formal mechanisms (and a proposed timetable) for review and evaluation of the course or program. Include in your description a statement of how these processes will be administered and monitored. What indicators and processes will be used to monitor and evaluate the course or program? What mechanisms will be used to respond to identified deficiencies in the course or program and improve its design, teaching, and management?

Program aims

Give evidence for the significance of the particular area of study, identify the group targeted as potential students, and show that the needs of this group are not being met elsewhere. This section should include consideration of how the proposal serves the strategic and operational goals of the University.

Student Skills Objectives

Please specify attributes expected of graduates of this program

Mode of Delivery

Outline any innovative teaching modes, including:

- taught on another campus
- taught overseas and the language of teaching/examination
- taught intensively and if so, include the dates
- indicate if all or part is available on-line

Assessment Rationale

Undergraduate courses that also have postgraduate course equivalents must include assessment criteria suitable to postgraduate-level students.

Intended Market & Enrolment Estimates

Will this program be competing with similar programs at other institutions? What is the estimate of enrolment level?

Resource Implications

Outline the resource implications for the *changes being considered by the UEC*, not the total resource used by the courses and programs listed.

Each of these areas should be consulted if there is any uncertainty about resource implications.

CRICOS application questions:

Primary Language of Instructions: By default, this is English. However, if it is conducted in another language (eg an off-shore program in another language) then this needs to be specified.

Duration, on a week basis: Please note that at the ANU, one Full-Time academic year is approximately 42 weeks. If the program operates on a short, non-standard-semester basis, then you will need to calculate the usual number of weeks.

Estimated full-time annual program tuition cost: This is the figure that will be published at our International Student Indicative fee guide.

Estimated full-time total program cost: This is the figure that will include both tuition and other required fees (eg field trips, specialised equipment, etc.)

Program accredited from/to date: Most of our programs are accredited by the university itself, so usually this is usually the first day of the Academic Year in which this program is offered by the university. The “to” date is usually left blank unless there is a sunset clause on this program known at this stage.

Work component hours: If this program has a work component, please specify here.

Guidelines for the Academic Course Information Form

Most administrative staff in academic areas should already have read-only access to the Courses stored in S21. The navigation is: *Go, Manage Student Records, Establish Courses, Use, Course Catalogue.*

Responsible Staff:

Academic Proposer: The Academic staff who is sponsoring this submission. Usually it will be the course/program convenor but this is not always the case. The proposer should be the person who is responsible to answer academic questions about the course/program.

Prescribed Authority: Usually this would be the the Dean of the Colleges, or a program authority nominated by the relevant Dean. When the proposer first drafts this proposal to be considered at the College level, then the prescribed authority dates would not be filled. After the Dean had approved it, then the date of the Dean's approval should be filled in.

Basic Handbook Entry:

Course code: There are two rows of course code info.

The first line: If the action is to 1) create a new course or 2) change details of an existing course, please specify the course code in this field

The second line: If this course is an existing course and it is to be re-coded (eg change SREN 8001 to SREN 8002), then fill in the second line as well.

To create a course that has both Undergraduate and Postgraduate equivalents, two different forms are to be filled because often they do not match in terms of fees information. Please take extra care in ensuring that information in both forms are as consistent as possible and that the Postgraduate catalog number is in the 6000-range.

Short & Long Course Title: The long course title is what will appear on the transcript. However, in a course title, please do not include:

- The topic name (if this course has one or multiple topics)
- The language in which this course is to be taught

Topic names are to be put in the next line, "Course topics"

Minimum/maximum units: Number of units awarded for completion of the course. In most cases both should be the same number but if this is a variable amount then please note both numbers.

Course topics: As stated above, this is where topics/instructional language is inserted. Instances when the use of course topics are appropriate are:

- BUSN 8010: Special Topics in Commerce. 2 topics: “Contemporary Issues in Management” and “Corporate Financial Reporting.”
- Several NGSM BUSI courses taught in Mandarin and English. For the Mandarin classes, the topic to be added is “Undertaken in the Mandarin Language.”
- LEGW 8105 (Legal Workshop Commercial Practice) is done in different states, so there are 3 topics: “ACT”, “QLD”, and “NSW.”

If the topic-related instructions are complicated, please specify clearly in plain English and assume the recipient of this form does not understand your course’s topic structure at all.

Convenor’s UniID: If the convenor is known at this stage and is a current/past ANU employee, then please specify the 7-digit UniID here. The reason we asked for a UniID and not a name is because if there is a convenor who taught several courses and she changed her name, then there is no need to actually go through all of the courses she taught to correct her name.

Delivery method: This is the form of contact and course delivery, eg “20 lectures, weekly tutorials.”

Course description/syllabus/preliminary reading: This is where the general course information and short syllabus should be specified.

Assumed knowledge statements should be put here, eg “Assumed knowledge STAT 2007.” There is a distinction between a requisite statement and an “assumed knowledge” statement. Assumed knowledge clause says, “You don’t have to have taken the following courses but it would be good if you had done so.” A requisite statement says, “You must have taken the following courses before you can enrol.”

Please do not specify the course co-requisite, pre-requisite, and incompatibility statement here.

Departmental Consent required: This is used if this class is unusually restricted, eg if all students must consult the lecturer/department before they are eligible to be enrolled in it. Exchange courses, internship courses, or individual-research-type courses will definitely require Departmental Consent.

Specifying that Departmental Consent is required will make any prerequisite statement moot. SAS will automatically ignore any prerequisite statement for a course that has a Departmental Consent flag specified.

Corequisite/Prerequisite/Incompatibility:

In S21, statements of corequisite/prerequisite/incompatibility are configured separately from the course description, which is why this information has to be in its own field.

Appendix B of this document is the official “Course requisite writing guideline” which should be followed. Please disseminate this information to the relevant staff who write course requisites.

Please note that if the guideline is not followed it may result in an unclear prerequisite that may have more than one possible logical interpretations, even though it may be perfectly clear from the academic areas’ point of view which interpretation should be taken. In that case SAS will choose the least-restrictive interpretation.

Assessment method: Include a short description of the assessment method appropriate for the level of the course (eg if a course has both undergraduate and postgraduate equivalent, write the undergraduate assessment on the undergraduate-equivalent and the postgraduate assessment on the postgraduate-equivalent).

Course Delivery: Mark the possible delivery methods as applicable. Please check that this is consistent with the specified Course Component above.

Academic Group: This is not the name of your College. This is the S21 Academic Group code of the primary owner of the program (eg: LAW, ARTS, ENGIT). If you don’t know, please simply put in the name of your academic area (within the College). Usually this needs to be filled in by the area administrator, not the academic proposer.

Academic Organisation: The department/school in which this course is taught. Most courses are not taught by a Faculty but by a department underneath it, eg an ECON course is taught by the School of Economics within the Faculty of Eco/Comm. In that case, the code is 04130 for the school (not 04 for Faculty of EcoComm). Usually this needs to be filled in by the area administrator, not the academic proposer.

Academic Career: The level of which this course is offered in (choose UGRD, PGRD, or RSCH). NAWD should never be chosen.

May this course be repeated after successful completion? This also usually applies only to Undergraduate Honours and Research courses. However, there may be a few other courses in which this applies. For example, this would apply where there are undergraduate PhB courses where a student can complete the same course more than once, even within the same semester.

Course grading basis: This is the grading basis of the course. Acceptable values are:

- GRD (Graded): For regular coursework courses, in which a mark value is to be entered
- HON (Honours). For Undergraduate Honours courses only.
- PNP (Pass/Not Pass). Usually for Research courses only but a few Masters-level subthesis courses may have these too.

Course component: The “type” of the component of this course. Acceptable values are:

- CRS (Coursework enrolment): Applies to most coursework courses.
- CWV (Coursework Variable units): A variation of CRS, must be used if this course may have a range of units credited upon completion.
- HON (Honours). For Undergraduate Honours courses only.
- PRJ (Project): Rare, for purely project-based courses
- THE (Thesis): For thesis-based courses, usually Research courses only but may apply to some Postgraduate sub-thesis courses
- TRC (Transfer Credit): Rare, this is only used to set up a new transfer-type course.
- WRK (Work Experience): Rare, this is for work-experience courses

DEST Field of Study/Field of Education codes/HECS Band: When choosing an appropriate code for courses, please ensure that they both match each other and do not end in ‘00’ and that these codes must match the correct HECS Band. A list of these codes may be obtained by contacting Stats & Planning (part of QESS). Currently, the list is at:

http://unistats.anu.edu.au/Codes/appendixi/section_appendixI.htm

EFTSL Allocation: This is optional; only to be filled if the teaching load is spread between two or more Academic Organisation. Please note that this has no implication whatsoever on course fees distribution; course fees will only be distributed to the primary chartfield owner specified below.

Course Fees Information:

This is where course fee changes or a new course’s fees can be specified.

Most course fees are quoted on a per-unit basis so that is the number that should be quoted. If this is a flat amount for some reason, then please specify in this format “Flat 3500.” However this should be very rare. Please omit the dollar signs in any fee fields.

ISF stands for the International Student Fee; and DTF for Domestic Tuition Fee. In general the figure for DTF and ISF are different but in some rare cases they may be similar.

Chartfield is the 5-digit account code where the course fees should be directed. This is usually the F-type account so there’s no need to specify the F. Usually there is no need to specify something like this “45235 9390”, “45235” is enough. If you need to know what chartfield code to use or have any question regarding this matter please contact the Finance or Business Officer of your academic area first; and they will contact us at SBS if the question cannot be resolved at this first level.

Proposal Rationale

As courses are approved by the Colleges now, this section is only used for the College's internal approval process. Please refer to the instructions of the "Proposal Rationale" section of the Academic Program Information form above as the instructions there will apply mostly here also.

Appendix A: Glossary of Terms

Course code: eg EGYP 1000. Subject code is EGYP, Catalogue Number is 1000.

Course title: eg EGYP 1000: “Literacy Throughout Ancient Egypt”

Inactivation (for program or courses): The course is never to be offered again in the future and shall not appear in the next applicable University publications.

New course: Create a course that has never been offered before. Eg sometimes used in context: “Inactivate ARTS 1000, and create new course ARTS 1111.” Compare this to “Re-coding.”

Postgraduate/Undergraduate equivalent: Many courses in the Faculties are offered on both Undergraduate and Postgraduate Basis, eg CHIN 1020/6120 Modern Chinese I. Those are actually two different courses in the system. In this case the “Undergrad equivalent” is CHIN 1020 and the Postgrad equivalent” is CHIN 6120

Program code: 4-digit number, eg 3600 (in this case, this is the ANU standard BSc)

Program title: The name of the program, eg program code 3600 title is “Bachelor of Science”. Please note that there is not always a one-to-one correspondence between Program Titles and Named Degrees.

Re-coding: Change ARTS 1000 to ARTS 1111, keep the course title

Re-naming: Keep the course code, only change title from “Literacy Throughout Ancient Egypt” to “Literacy Throughout pre-Hellenic Egypt.”

For clarity purposes, we will no longer recognise the term “re-badging” or “deleting” a course.

Appendix B: Course requisite writing guideline

Overview:

The term “course requisite” covers prerequisite, co-requisite, and incompatibility statement. An example that has all three is as follow:

“12 units of 1000-level ENGL or HIST courses. Corequisite ARTS 1111, ARTS 1222. Incompatible with ARTS 1333.”

Corequisites and Prerequisites are used to limit enrolment in a course by imposing a general requirement on a course level. If entry to a course is by individual permission only (eg permission by lecturer or Head of School/Department), then the course should not have a prerequisite statement but rather have a Departmental Consent flag required.

This guideline will clarify what types of course requisites are allowed and the prescribed way to write course requisite statements. This is necessary because of ambiguity of interpretations and mis-implementations when the course requisites are complex. This will be illustrated below by some examples.

This guideline is not an attempt to impinge upon academic freedom, but rather, it is a measure to ensure there is no ambiguity. Natural language is often ambiguous and what seems perfectly clear to a lecturer often turns out to have two possible interpretations. This cannot be translated into the logical language of a computerised system like S21, and as such, SBS staff will choose the simpler interpretation.

Although in theory it is an academic area’s prerogative to set a course requisite, not all forms of course requisites are implementable in Student 21, and those that cannot be implemented are considered “invalid”.

Principles of Good Course Requisite Writing:

1. Can only be interpreted in one way.
2. A new ANU student with competent English but not fully familiar with the program structure can understand it without further explanations.
3. Absolutely essential.
4. Does not specify the course title (only course code, eg MUSM 1234)

The importance of the first point should be self-evident.

The second point is necessary so a student reading the prerequisite statement can understand it clearly without unnecessary inquiries to SAS or the relevant academic area. If a requisite statement is complex, it may be possible that the same aims to filter out certain students can be practically achieved using a simpler requisite statement.

The third point relates to the fact that sometimes a prerequisite statement is used although another method that does not use a course requisite is equally or even more effective. For example, the use

of first-year or transferee advisement during Advisement period is effective enough so that many prerequisites on most first-year classes are really unnecessary.

The last point relates to the fact that the course code is the common language of the S21 system. It is simpler to only quote the course code because for example if there are requisite statements that refer to course “MUSM 1215 Performance 2” and MUSM 1215 is renamed to “Performing Arts 2”, then these other requisite statements that refer to MUSM 1215 as “Performance 2” do not have to be changed.

For good example of a clear requisite statement, refer to how University of Queensland’s LAWS course requisites are written, eg:

http://www.uq.edu.au/study/course.html?course_code=LAWS5136

Examples of ambiguous/invalid requisite statements:

1. **“Any 12 units first year.”**

This is ambiguous and will be interpreted as “Students must have taken at least 12 units within the student’s program.”

2. **“Two first-year courses in courses owned by the Faculty of Asian Studies or in an Asian Studies-related Academic Programs.”**

S21 cannot limit requisites by a course’s Acad Org ownership and S21 does not recognise nor record the course structure of an academic program. This requisite statement will be re-interpreted as “12 units within the student’s program.”

3. **“Two first-year courses in History.”**

This is 1) Ambiguous and 2) Assumes that SAS staff knows what a History course is. In this example we were informed that certain courses without the subject code of “HIST” can be counted as a history course for the purpose of this prerequisite.

Alternatives:

- “12 units of 1000-level HIST courses” (if History means only HIST courses)
- “12 units of 1000-level HIST courses. POLS 1004 or EURO 1003 also count as History course.”

(Note: Although this statement said that POLS 1004 also counts as a History course, this equivalency only applies to this particular requisite statement and will not be automatically applied to other requisite statements.)

4. **“PPPM 8017 or Credit grade in POGO 8016 or POGO 8019 or equivalent.”**

Ambiguity of “equivalent”. There are several problems with this statement but in this example we focus on the “or equivalent clause.” The requisite writer should not assume that a new student or a SAS staff are familiar with the program structure to know the equivalents of POGO 8019, all equivalents of POGO 8019 should be stated.

5. “Corequisite of LAWS 8256 Fundamentals of International Law, and Corequisite of LAWS 8259 Introduction to Legal Studies or Enrolment in one of the following Programs: 6300, 6306, 7300.”

Complex requisite statement and ambiguous with the AND/OR logic. There are more than one valid logical interpretations of this statement. This should be re-written as follow which makes it completely unambiguous by using brackets and judicious uses of AND’s and OR’s:

(Corequisite: LAWS 8256 and LAWS 8259) or (Corequisite LAWS8256 and enrolment in one of the following Programs: (6300 or 7300 or 7312))

6. Majoring in voice.

S21 cannot distinguish based on major, especially because of the fact that the process of majors determination is greatly different between different academic areas.

7. Inclusion of an equivalent requisite course in the requisite statement.

If course A is equivalent to course B in the system, then the requisite of Course A may not mention something like “Completion of course B.”

8. Two courses that are co-requisites of each other.

If course A has course B as a co-requisite, and course B requires course A as a co-requisite, then all students who wants to enrol in either course will fail the enrolment attempt. This is an invalid requisite statement even though the academic area may argue that there is a sound academic basis for it. In this case, this requisite should be implemented via good advisement and/or the use of the Departmental Consent attribute.

9. Two Biology Science Groups B courses.

S21 cannot distinguish based on Science Group attributes. It may be better to specify “Two BIOL 2000-level courses” because 2000-level Biology courses are Group B courses.

10. “... or requires permission of lecturer/convenor/head of school/etc.”

This statement does not need to be written as it is automatically assumed throughout the university that a lecturer may decide to admit an otherwise ineligible student into the class.

11. “72 units within the student’s program while maintaining a Distinction average.”

This is simply not possible to implement in S21. Even if it could, there will be a problem in determining GPA in cases where a student transfers between programs. If this class is designed only for the brightest students, then this class should be “Departmental Consent only” where the students must apply to enter.

12. Assumed knowledge clauses.

Assumed Knowledge classes will be ignored as they are not actually requisite statements. They may be specified as part of the Course description though.

Examples of clear and valid requisite statements:

1. **“ENGL 1007.”**

Please note that it did not specify the course title.

2. **“ENGL 1007. Incompatible with ENGL 1003 & ENGL 1004.”**

Same as above, but with incompatibility statement. Please note that the Incompatibility statement starts with the word “Incompatible” and it also did not specify the course titles.

3. **“(BIOL 1003 OR BIOL 1004) AND (BIOL 2151 OR BIOL 2161)”.**

This is a clear way of saying stating a slightly more complex prerequisite statement.

4. **“{(BIOL 1003 OR BIOL 1004) AND (BIOL 2151 OR BIOL 2161)} OR 72 units in program 3607”.**

Although this one is more complex than the last example, this is clear and leaves no room for misunderstanding. Please note the double brackets before BIOL 1003 and BIOL 2161.

Appendix C: How Course/Program data in S21 interacts with StudyAt and Timetabling website

Major principles:

- Data only flows from S21 to StudyAt, never the other way around.
- Data updated today in S21 will be uploaded into StudyAt tomorrow
- Not all program/course information in S21 is the data being displayed in StudyAt. The general principle is that if you can update a certain field for a program/course in StudyAt, chances are that field did not get its data from S21.

Two of the most common discrepancies between S21 and StudyAt:

Course prerequisite: Often the course prereq statement in StudyAt does not match the course prereq statement in S21. Please note that SBS staff does not check for a course's prerequisite in StudyAt, and that changing a prerequisite in StudyAt is also not a prima facie evidence that the prereq change has been through the proper approval process.

Contact Hours: Although technically it's not supposed to be there, some administrators have specified which semester it is supposed to be offered within the year. Please note that SBS staff does not check for a course's semester scheduling in StudyAt, and that changing it in StudyAt without informing SBS will mean the changes are not actionable.

Unless stated explicitly, SBS does not take instruction for changes via StudyAt.

- (Still true as of July 2005): New courses for 2006 or course changes effective for 2006 are effective-dated 1 Jan 2006 in S21. Depending on whether they redesigned StudyAt to accommodate this, you may not be able to see the changes or find these new courses in it. Please contact DOI Business Solutions about this because the issue is at the StudyAt end. Meanwhile, you can verify the course details in S21 as follow: Go, Manage Student Records, Establish Courses, Use, Course Catalogue