FACULTY OF EDUCATION

Minister of Training, Colleges and Universities
900 Bay Street
Mowat Block
Queen's Park
Toronto, ON M7A 1L2

August 2006

Submission for Quality Assessment Review
Bachelor of Early Childhood
Charles Sturt University – Australia

Dear Minister

On behalf of the Faculty of Education at Charles Sturt University, Australia I seek your consent to offer the Bachelor of Early Childhood degree program at our campus in Burlington, Ontario.

As you are aware Charles Sturt University is a publicly funded University with a long history in Early Childhood. This program will complement the highly successful Bachelor of Primary Education Studies and extend the range of programs offered in Ontario through our Burlington campus.

Please find attached the submission for a Quality Assessment Review.

Charles Sturt University looks forward to your response.

Yours sincerely

Professor Bob Meyenn
Provost and Special Advisor
Ontario

Applicant Acknowledgement and Agreement

(To accompany every application for ministerial consent under the
Post-secondary Education Choice and Excellence Act, 2000)

This form must be completed by a representative of the applicant who is authorized to bind the applicant, and must be included with the materials accompanying an application to the Minister for a consent under the Post-secondary Education Choice and Excellence Act, 2000.

Name of applicant: _Charles Sturt University_
Insert name of applicant organization

Purpose of application: _Bachelor of Early Childhood_
Insert name of degree and title of program (e.g., Bachelor of Science in physics)

☐ Please indicate if this application relates to use of the term *university*.

1. The applicant hereby **acknowledges** that, in making this application, it understands that:

1.1 The granting of a consent by the Minister of Training, Colleges and Universities under the act is a privilege, not a right.

1.2 A consent by the Minister of Training, Colleges and Universities under the act is normally granted for a specified period of time and remains in force only during that specified period.

1.3 A Minister's consent does not include any express or implied entitlement to:
   • a renewal of such consent; or
   • a consent for additional or different activities regulated by the act.

1.4 A Minister's consent does not entitle the consent holder to any funding from the Government of Ontario, including but not limited to operating, capital, or research funding.

1.5 A private organization from outside Ontario will be treated no less favourably, in like circumstances, than a private organization from Ontario.

1.6 A private organization, whether from Ontario or from outside the province, is not entitled to treatment that is no less favourable, in like circumstances, than the treatment accorded by the Minister to a public institution.

1.7 A Minister's consent is not transferable, directly or indirectly, to a third party.

1.8 If the applicant fails to comply with any legislative requirements or with the terms and conditions of the consent, the Minister may amend or change the terms and conditions of the consent or suspend or revoke the consent.

1.9 A Minister's consent does not make the consent holder's students eligible to apply for government financial assistance, grants, or awards that are provided directly to students (e.g., assistance under the Ontario Student Assistance Program). Approval of organizations and programs for the purposes of Ontario student loans is established pursuant to the Ministry of Training, Colleges and Universities Act and regulations thereunder, as amended from time to time.

1.10 The Minister's criteria and policy statements related to the review of applications for a ministerial consent may change from time to time.

1.11 All information provided to the Minister or the Postsecondary Education Quality Assessment Board in applications and related documentation may be subject to disclosure under the Freedom of Information and Protection of Privacy Act.

(continued)

1.12 No consent shall take effect until the applicant provides confirmation, in a written form approved by the Minister, that the applicant understands and agrees to comply with all of the terms and conditions attached to the consent.

1.13 Should the Minister grant a consent, the consent holder will be required to ensure that the following statement appears on promotional and other materials, in any media, that relate to the program offered under the consent:

This program is offered under the written consent of the Minister of Training, Colleges and Universities for the period from (day/month/year) to (day/month/year). Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies, or other educational institutions).

1.14 The consent holder has a positive obligation under the Post-secondary Education Choice and Excellence Act, 2000, to notify the Minister of Training, Colleges and Universities promptly if the consent holder has reason to believe that not all of the terms and conditions of a consent may be met.

2. The applicant hereby **agrees** to provide the Minister or the Postsecondary Education Quality Assessment Board with any additional material required by the Minister or the board to assess the application.

3. The applicant hereby **confirms and warrants** that:

3.1 All information and representations provided by the applicant as part of this application, including information given in the Organization Review Submission and the Program Quality Assessment Submission, are true.

3.2 This application was duly approved by the applicant's governing body or by another representative duly authorized to bind the applicant on

_____ 8/9/06 _____
(date of approval)

at

_____ Bathurst, N.S.W, Australia _____
(place of approval).

Professor Robert John MEYENN
_____
Name of authorized representative

Provost and Special Adviser, CSU, Ontario
_____
Position in applicant organization

_____   14/8/06
Signature   Date

17-1521 E

3

QUALITY ASSESSMENT PANEL NOMINEES.

Nominees will be advised shortly as previously discussed with PEQAB

Nomination Table

Name and Full Address	Academic Credentials	Professional Designations	Nominee accepted organization's nomination	Arm's length from organization for past 7 years
Tel: Fax: E-mail:				
1. Tel: FAX: E-mail:			___ Yes ___ No	___ Yes ___ No
2. Tel: FAX: E-mail:			___ Yes ___ No	___ Yes ___ No
3. Tel: FAX: E-mail:			___ Yes ___ No	___ Yes ___ No
4. Tel: FAX: E-mail:			___ Yes ___ No	___ Yes ___ No
5. Tel: FAX: E-mail:			___ Yes ___ No	___ Yes ___ No

1.

BACHELOR

OF EARLY

CHILDHOOD

1.1 TITLE PAGE

Prepare a submission title page with the following information.

Full Legal Name of Organization: Charles Sturt University
Operating Name of Organization: Charles Sturt University
Common Acronym of Organization (if applicable): CSU
URL for Organization Homepage (if applicable): www.csu.edu.au
Proposed Degree Nomenclature: *Bachelor of Early Childhood*
Location (specific address) where program to be delivered (each location requires a location-specific consent from the Minister): Charles Sturt University, Ontario Bay Area Learning Centre 860 Harrington Court Burlington, ON L7N 3N4
Contact Information: **Person Responsible for this Submission:** Dr Bob Meyenn **Name/Title:** Provost and Special Adviser, Ontario **Full Mailing Address:** Charles Sturt University, Panorama Avenue, Bathurst NSW 2795 Australia **Telephone:** +61 2 6338 4374 **Fa**x: +61 2 6338 4833 **E-mail:** rmeyenn@csu.edu.au
Site Visit Coordinator (if different from above): **Name/Title:** **Full Mailing Address:** **Telephone:** **Fax:** **E-mail:**
Anticipated Start Date: September 2007
Anticipated Enrolment for the first 4 years of the program: 100 students per year
*   The person who is the primary contact for the submission on matters pertaining to proposal content and communications from the Postsecondary Education Quality Assessment Board. **   This person will be the organization's liaison for coordinating the site visit.

Quality Assessment Review – Web Submission Checklist

Prepare an electronic file in PDF format that includes all of the following information. Ensure that the file is saved as "organization name/acronym – program name – web".

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EXECUTIVE

SUMMARY

2.1 EXECUTIVE SUMMARY

Proposed Credential Nomenclature:
Bachelor of Early Childhood

Discipline/Field of Study:
Early Childhood

Is work experience/work placement term required for degree completion?
Yes

Anticipated Program Start Date:
August/September 2007

Program Description:

- ***an overview of the organization's history, mission, and academic goals;***

Origin and Location
Charles Sturt University (CSU) was established as Australia's 26th University on 19 July 1989 by the Charles Sturt University Act (NSW). The Act brought together the Mitchell College of Advanced Education in Bathurst and the Riverina-Murray Institute of Higher Education in Wagga Wagga and Albury-Wodonga.

The name of the University honours the noted explorer, soldier and public servant Charles Sturt. Sturt's major achievement was as an explorer. He was particularly associated with explorations of the Macquarie, Lachlan, Murrumbidgee, Darling and Murray River Systems - the principal rivers of the region that CSU was established to serve.

The University was created as a federated, network university with semi-independent member campuses and a central administration. Amendments to the Act in 1998 now encapsulate in the legislation the structure of the University that evolved during the University's first 10 years of operation.

The new structure may be described as an integrated, multi-campus structure in which the major academic units, the Faculties, are represented on at least three campuses of the University and the administrative divisions have University-wide rather than campus-specific responsibilities.

As required by the Act, the University operates main campuses in Albury-Wodonga, Bathurst, Dubbo and Wagga Wagga. CSU operates from other locations including the City of Sydney, Manly, Goulburn, Canberra, Morpeth, Broken Hill and in Ontario, Canada and has many thousands of distance education students in 16 countries across the world. The University's headquarters, the Chancellory known as The Grange which houses the Vice-Chancellor's office, is located on the Bathurst Campus.

The Mission
Charles Sturt University will be a bold and innovative leader in providing an accessible, adaptable and challenging learning environment to develop graduates and research that meet the needs of its regional, national and international communities.
The University seeks to achieve this mission by committing itself to, and being accountable for:
- providing a student-centered educational environment to develop highly employable graduates who will be able to contribute to the economic, social and cultural life of their University and wider communities and have the capacity for, and commitment to, continued personal and professional development;
- producing high-quality research of significance to its regions and the professions, and of national and international distinction;
- undertaking dynamic and sustainable regional engagement; and
- ensuring effective resource management and generation.

Statement of Values
The key values relevant to Charles Sturt University achieving its mission are:
- the discovery, preservation, refinement, and dissemination of knowledge through teaching, research and scholarly inquiry, which draw strength from each other;
- social justice - equity of opportunity, tolerance, ethical conduct and accountability;
- intellectual independence and freedom of inquiry;
- personal, regional, national and international enrichment;
- economic, social and environmental sustainability; and
- participation, cooperation and collaboration.

Student Charter
This Charter sets out the expectations that students, as members of the University community, may have of the University and their fellow students and vice versa. The University recognises that learning and teaching is a cooperative endeavour and this is reflected in the Charter that is regarded as a statement of practice not just intent.

Expectations you and other students may have of the University:
- a supportive, harmonious and positive learning community of which you are a valued member irrespective of your gender, race, sexual preference, political affiliation, marital status, disability or religious belief;
- easy access to timely and accurate information about our regulations, policies and procedures and confidence that we will apply them appropriately and fairly to you;
- access to unambiguous information about research and study requirements;
- quality teaching and/or research supervision delivered flexibly to take account of your learning needs;
- fair, objective, helpful consultation and prompt feedback on your learning and/or research, additional assistance when you are experiencing difficulties with your study and concessions when your learning is affected by misadventure or extenuating circumstances;
- recognition of your intellectual property rights regarding the work you produce with us;
- opportunities to contribute to the organisational and cultural life of the University;
- prompt and considerate resolution of your concerns, appeals and grievances using procedures that are easily accessible, fair and transparent;
- adequate, well-designed, functional, clean and safe facilities;
- a range of services to support you while you are studying with us; and
- respect for the privacy and confidentiality of your dealings with us and confidence that your affairs will only be known to those of us whose duty it is to deal with you.

Expectations that the University and other students may have of you:

- contribution to the harmonious and positive learning environment irrespective of others' gender, race, sexual preference, political affiliation, marital status, disability or religious belief;
- familiarisation and compliance with our rules, regulations, policies and procedures;
- honesty in your work including not cheating, falsifying or conducting yourself in any way that injures others or your studies;
- active and positive participation in the learning/teaching process;
- monitoring your own progress throughout your course or research program and seeking advice from us when you are experiencing difficulties;
- recognition of the intellectual property rights over the work that others produce individually or in partnership with you;
- solicited and unsolicited feedback for the improvement of the teaching and learning environment;
- contribution to the organisational and cultural life of the University;
- agreement to resolve disputes, appeals or grievances honestly and openly by participating in grievance procedures;
- utilisation of the facilities and resources we provide to you in accordance with their function and the conditions for their use; and
- respect for other students' and staff members' right to privacy and confidentiality.

- ***a summary of the proposed program that***
  - explains the relationship between:
    i)   the program and the organization's mission and academic goals;
    ii) the program learning outcomes and the curriculum design;

This program is a clear expression of CSU's commitment to high quality international education and a further indication of CSU's long-term commitment to the development of a range of programs in Ontario.

The Bachelor of Early Childhood will be staffed with Professors from Australia and Canada bringing together the rich and varied tradition of early childhood from both countries and drawing upon cutting edge research and practice from throughout the world.

The program provides opportunities for a cohort of students who currently find it difficult to access degree level education. This is consistent with CSU's Mission and Values of facilitating participation, access and equity to all sections of the community. Currently, graduates of the ECE from Community Colleges have difficulty in continuing their study of early childhood to degree level. In this way, the program is heeding the advice of the Rae Report where he calls for greater articulation and easier pathways between Community Colleges and universities.

The curriculum is specifically designed to produce high quality graduates who will make a significant contribution to the early childhood profession. It is generally acknowledged that the profession is of low status and its members are relatively poorly paid. The graduates of this program will be expert practitioners, enhancing the status of the profession, and they will be able to act as advocates for the field and for improved provision of children's services. Courses in the program are designed to achieve this end and expose students to a variety of perspectives and practices that have a international context. All courses require students to develop high level practical and professional skills, to critically reflect on their practice, to develop sophisticated theoretical and conceptual understandings of early childhood, and to nurture their ability to undertake research.

- highlights:
  i)   program strengths
  ii) program outcomes and delivery methods.

The program aims to produce critically reflective and innovative early childhood professionals who are leaders and advocates in the early childhood field. To this end, each of the courses in the program adopt multiple and critical perspectives. The program is designed to build on and further enhance the knowledge, skills and qualities that students bring as a result of their previous study and experience in early childhood education. The curriculum emphasises the role of practitioner as researcher and consequently students are involved in designing, developing and implementing research based projects in their practicum placements. Courses in the program will employ a variety of delivery methods that will emphasise dialogue and encourage questioning of and reflection on information and perspectives presented. There will be opportunities to put theory into practice through field visits and community involvement. Action research projects will underpin the delivery of the specific early childhood curriculum courses, the research course and the practicum courses.

- *a description of the purpose and role within the program of work/internship experiences required for program completion;*

The practicum is an integral component of the program. It provides students with the opportunity to put into practice the knowledge and skills gained through their studies particularly in relation to innovative approaches to curriculum, leadership and advocacy, critically reflective practice and practitioner as researcher. It is the prime vehicle for evaluating students' practical skills in working with children, families, other staff and the broader community.

- *an overview of program support and recognition from the profession, other postsecondary institutions, and relevant regulatory bodies, where applicable;*

The program has a high level of support from the profession and has been developed in collaboration with Mohawk College of Applied Arts and Technology and Sheridan College Institute of Technology and Advanced Learning. It also has the endorsement of a wide range of stakeholders including:

> Jane Van Berkel
> Executive Director of Child Development Resource Connection Peel
>
> Marni Flaherty
> CEO Today's Family.
>
> Rosemary Knechtel
> Executive Dean
> Health Sciences and Human Services
> Mohawk-McMaster Institute for Applied
> Health Sciences
>
> Linda Love
> Dean
> School of Community and Liberal Studies
> Sheridan College, Institute of Technology and Advanced Learning

(There is currently no relevant regulatory body, hence support has been garnered from relevant stake holders in early childhood education.)

Graduates of the program will be eligible to apply for entry to the CSU Bachelor of Primary Education Studies or similar degrees in other Faculties of Education in Ontario and Australia.

- ***an identification of anticipated employment possibilities for program graduates;***

Graduates of the program will be employed in leadership roles in a variety of early childhood services including resource centres, early years centres, nursery schools, childcare centres, and government agencies. Graduates who choose to enrol in elementary teacher programs will be highly sought after to staff the early years of schooling.

- ***a summary of the organization's capacity to deliver the program (include past performance where applicable and explanation of the organization's financial capacity to develop, sustain, and deliver the program in Ontario);* and**

CSU is a large multi-campus University with a commitment to serve its regions in which it's located. The University has a high level of internationalization with programs in 16 countries . It currently has an enrolment of approximately 36,000 students - many of these by distance education. (Annually, CSU delivers 78,000 distance education packages in 17,000 courses to 18,000 distance education students across Australia and internationally.)

The University is an Australian Government funded University with an annual budget of $241,000.000 and an asset base of $433,600,000.

CSU and its predecessor institutions have been providing high quality tertiary education for over 100 years. The organisation's strength and capacity is detailed in its Annual Report to the NSW Parliament. A copy of the 2005 Report has been included as part of this proposal.

CSU has made a serious long-term commitment to its campus in Burlington. The Bachelor of Primary Education Studies is now in its second year, attracting around 600 applicants annually. 112 students graduated from the first cohort in May this year and180 students have commenced the second year. The University has invested significant resources in developing the facilities at the campus which include a sophisticated wireless computer network – taking advantage of the online teaching and learning technologies for which CSU is renowned.

- ***projected enrolment and faculty growth for the first four years of operation in Ontario.***

The Faculty proposes to commence with an initial enrolment of 100 students which will require 4 academic staff and appropriate administrative support. Staff will consist 2 academics from CSU in Australia and 2 seconded staff from Mohawk and/or Sheridan Colleges. Given the annual intake, by Year 2 there will be 200 students and 8 academic staff. Years 3 and 4 will be the same.

3.

PROGRAM

ABSTRACT

3.1 PROGRAM ABSTRACT

Attach as Appendix 3.1 an abstract of no more than 100 words that includes a summary of the program learning outcomes, potential areas/sectors of employment for graduates, and/or opportunities for further study. This abstract will not be used for purposes of assessment, but may be used (i) to acquaint potential quality assessors and others with this program proposal, and (ii) in ministry communications with the public about this program.

The Bachelor of Early Childhood is a four year degree program that builds on the Diploma of Early Childhood Education offered at Ontario Colleges of Applied Arts and Technology. Applicants will be granted 40 percent credit into the degree in recognition of their existing early childhood diploma level qualifications. The program aims to bring multiple and critical perspectives to the forefront in the preparation of early childhood professionals and seeks to develop graduates who are leaders and advocates in the early childhood field. Graduates of the program will be well placed to gain employment in leadership roles in a variety of early childhood services including resource centres, early years centres, nursery schools, childcare centres, and government agencies.

4.

PROGRAM

DEGREE-

LEVEL

STANDARD

4.1 DEGREE LEVEL SUMMARY

The Quality Assessment Panel (QAP) will review your program against the Degree Level standard that you specify in your application. The panel's judgments about the degree level standard will be based on the totality of the information provided in your submission. In this appendix, you have the opportunity to summarize and synthesize those features of the program and the resources that support it to demonstrate to the QAP and the Board that the knowledge and skill expectations of the Board's Degree Level standard will be met. Attach the summary as Appendix 4.1.

The Bachelor of Early Childhood meets the Degree Level Standards articulated by PEQAB. This is detailed in 6.3.1 PROGRAM LEVEL LEARNING OUTCOMES.

However, in summary the courses in the program aim to provide students with specialised knowledge of and multiple perspectives on teaching and learning in early childhood and a critical understanding of the multidisciplinary nature of the knowledge base that informs early childhood practice. While the courses provide specialised knowledge in the field of early childhood they also consider the broader social, political, cultural and economic issues that have implications for early childhood education. In addition, the depth and breadth of student's knowledge is enhanced through the study of four breadth courses. Students will complete one breadth course that is linked to the main field of study, that is, new technologies and their uses in teaching and learning in general. The remaining three will be selected from disciplines outside the field of early childhood education, such as sociology, philosophy, health, chemistry, biology, history, geography and mathematics. Students choose from the vast range of distance education courses available at CSU. Being able to select from such a large range enhances the students ability to manage their own learning and to select courses appropriate for their needs and interests, as well as ensuring that they are aware of: a) the distinctive assumptions and modes of analysis of at least one discipline outside their main field of study, and b) of the society and culture in which they live and work.

The students undertake significant work experience in early childhood settings in the form of field visits, observations, curriculum projects, and field based research. This field work will be an integral part of the specialist early childhood curriculum courses and the research course providing students with the opportunity to apply the methods and techniques taught/learnt in the course to their professional practice. In addition the work experience (practicum) component of the program is supported by a focused theoretical component which provides students with underpinning knowledge and skills in the areas that the practicum focuses on: community centred practice and leadership and management. Professional practice in the practicum revolves around the development, implementation and critical evaluation of a research based professional project. This requires students to use a range of established techniques and bodies of knowledge in research and early childhood pedagogy and practice, and to communicate information and arguments accurately and reliably – both in oral and in written form - to academic staff, centre staff and families.

The emphasis in this program is on current research and scholarship in early childhood specifically and in related fields such as health, sociology, psychology, and philosophy more broadly and how these are relevant to early childhood pedagogy and practice. There is an acknowledgement of the constructed nature of knowledge and a focus on the effects of using particular knowledge(s) as the basis for practice in early childhood.

4.2 SAMPLES OF STUDENT WORK

If this is a submission for a new program, attach as Appendix 4.2 the following statement: "This is an application for a new program.", and proceed to Appendix 5.1.

This is an application for a new program.

5.

ADMISSIONS, PROMOTION, GRADUATION STANDARD

5.1.1 ADMISSION REQUIREMENTS DIRECT ENTRY

Attach as Appendix 5.1.1 a table that indicates the level of achievement and other admission requirements for students applying to enter directly into the first year of the degree program.

	Program Admission Requirements
Academic	N/A
Related work/volunteer experience	N/A
Other (e.g., portfolio, specialized testing, interview, G.R.E., etc..)	N/A

5.1.2 ADMISSION POLICIES AND PROCEDURES FOR MATURE STUDENTS

Attach as Appendix 5.1.2 the organization's policies and procedures pertaining to the admission of mature students. Identify the assessment instrument(s) that are/will be used, and the firm(s) responsible for the assessment.

Not Applicable

5.2.1 CREDIT TRANSFER/RECOGNITION POLICIES AND PROCEDURES

Attach as Appendix 5.2.1 the organization's polices and procedures pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering).

Appendix 5.2.1 will contribute to the assessor's judgments on the Admissions, Promotion, Graduation Standard, Benchmarks 3 and 4: Handbook – Private Organizations, S. 9.2:

Applicants who propose to award any type of advanced standing into the proposed program are required to have policies and procedures pertaining to credit/credential recognition that relate to the type of advanced standing being proposed (including any bridging requirements for certificate/diploma to enter degree programs), and such policies must:

a) *have as a principal criterion that the credits accepted for admission to a degree program are in proportion to the affinity with and/or applicability to the specialist content of the program and other curricular requirements;*

b) *be fair (award credit where credit is due), reasonable (do not award credit where none is due), and consistent;*

c) *identify the bases on which such decisions are made, including:*
   i) *the minimum acceptable grade or achievement level;*
   ii) *the requirements for comparability of program content of earlier studies with that of the proposed program;*
   iii) *the procedures for determining the credit to be awarded;*
   iv) *the procedures that students will follow when requesting credit and appealing transfer of credit decisions;*
   v) *for all programs (undergraduate and graduate), the limit on the number of credits that will be awarded for prior degree level study toward the degree program;*
   vi) *for undergraduate programs, the limit on the number of credits that will be awarded for prior diploma level study, with and without affinity1, toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded does not exceed:*
      - *67 % credit for a 3-year degree program from a completed 3-year diploma program*
      - *53 % degree level credit for a 3-year degree program from a completed 2-year diploma program*
      - *65 % degree level credit for a 4-year degree program from a completed 3-year diploma program*
      - *40 % degree level credit for a 4-year degree program from a completed 2-year diploma program.*

d) *require in all cases a gap analysis of the program content and outcomes of the studies for which transfer credit is being awarded and require that all gap analyses be retained for review;*

e) *ensure that the degree level standard and all of the program learning outcome standards of the degree program are met; and*

f) *identify any requirements for bridging studies that facilitate entry into the proposed program.*

Administrative procedures for assessing advanced standing in a degree program, must include the following elements:

a) *Credit awards and their transcript entries should be monitored to avoid giving credit twice for the same learning.*

b) *Policies and procedures applied to assessment, including provision for appeal, should be fully disclosed and prominently available.*

c) *All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development.*

d) *Advanced standing decisions should be regularly monitored, reviewed, and evaluated to ensure their ongoing validity for the degree program.*

Applicants to the Bachelor of Early Childhood must have successfully completed an early childhood education diploma that meets the approved program standard for four-semester Early Childhood Education Programs approved by the Ministry of Training, Colleges and Universities for delivery by Ontario Colleges of Applied Arts and Technology. Applicants will normally be expected to have completed their diploma qualifications within the last five years and have achieved a credit average or above.

The Bachelor of Early Childhood is the equivalent of a 4 year degree program and students are required to complete 256 credit points to be eligible for graduation. Students admitted to the program will be awarded 96 transfer credit points for their Early Childhood Education diploma and will complete a further 160 credit points. This credit arrangement complies with both the University regulations (summarized in the table below) and the requirements of the Postsecondary Education Quality Assessment Board.

Charles Sturt University has a comprehensive policy on Credit. The complete policy can be found in the University Calendar (Student Handbook) at: http://www.csu.edu.au/acad_sec/manuals/ Extracts from those regulations are included below.

SELECTED EXTRACTS FROM CSU CREDIT REGULATIONS

As approved by the Academic Senate on 24 September 1991 (AS 91/140) and amended on 20 October 1992 (AS 92/208), 19 October 1993 (AS 93/225), 28 June 1995 (AS 95/73 and AS 95/96), 24 April 1996 (AS 96/33), 11 December 1996 (AS 96/317), 29 April 1998 (AS 98/57), 23 June 1999 (AS 99/79), 31 July 2002 (AS 02/79), 10 December 2003 (AS 03/110), 2 June 2004 (AS 04/51), 29 July 2004 (AS 04/69) and 13 April 2005 (AS 05/23).

1.   THE NATURE AND APPROVAL OF CREDIT

1.1   The Nature of Credit

Students who receive credit in a subject are not required to complete that subject in order to qualify for the course award. Credit reduces the number of subjects required to be completed for an award.

Credit may be specific in that the individual subjects in which credit has been granted are identified by their code. Alternatively non-specific credit may be granted in which case the number of subject points of credit will be specified (eg 16 points of elective subjects).

1.2   Authority to Determine Credit

Credit may be determined by Faculty Boards operating within policy approved by the Academic Senate. Credit may also be determined by Student Administration Office staff (except proficiency credit) or the Course Co-ordinator, Sub-Dean or Dean within policy and delegations approved by the Faculty Board.

1.3 Types of Credit

Credit may be granted in three ways:

1.3.1 Transfer Credit

Transfer credit may be granted by virtue of subjects completed in another course at the University, or another educational institution approved by the University for the purposes of this regulation.

1.3.2 Proficiency Credit

Proficiency credit may be granted where students demonstrate proficiency in a subject to the satisfaction of the Course Co-ordinator.

1.3.3 Forward Credit

Forward credit is granted where students are permitted by the University to study concurrently at another institution, with the expectation that credit will be granted towards the University award when the concurrent studies are completed.

2. LIMITS ON THE GRANTING OF CREDIT

2.1 Partial Credit

Credit will not be granted for part of a subject.

2.2 Time Limit

For studies completed ten or more years ago, the student may be required to demonstrate that the content of the studies undertaken, has remained relevant and/or that he/she has kept abreast of developments in the field(s) covered by the studies, through continuing professional development, professional practice, or by some other means.

2.3 Maximum Credit

2.3.1 Undergraduate Courses

2.3.1.1 All Undergraduate Courses Except Add-on Bachelor (Honours) Courses

2.3.1.1.1 Maximum Amount of Credit that May be Granted

The University has endorsed the principle that the proportion of an undergraduate course, except for add-on Bachelor (Honours) courses, that a student must have completed at CSU during enrolment in their course in order to be eligible to take out a CSU award, must as a minimum be the equivalent of one year's full-time study at CSU (and noting that Enrolment Regulation 6.3 defines that a normal subject load is 32 points per Autumn/Spring session, or 64 points per

year), where the remainder of the points in the course are awarded as credit. (Refer also to clause 2.3.1.3 for further regulations relating to credit in double degree programs).

The maximum amount of credit that may be granted in an undergraduate course (including a four-year bachelor degree with an integrated honours stream but not including add-on Bachelor (Honours) courses), shall be as detailed in the table below if:

a) the subjects upon which the application is based were completed at an institution other than CSU; and/or

b) the subjects upon which the application is based were completed at CSU and those subjects have been counted for a CSU award; and/or

c) proficiency credit is being sought.

 *The total point value of a four-year bachelor degree with an integrated honours stream includes the point value of the research component. See also clause 2.4 below.

Course	Total Points in course	Total number of standard subjects in course	Amount of points that must be undertaken at CSU	Amount of points for which credit may be granted	Total number of standard subjects for which credit may be granted
University Certificates	64	8	64	nil	nil
Associate Degrees/ Diplomas	128	16	64	64	8
3 year Bachelor Degrees	192	24	64	128	16
4 year Bachelor degrees (includes integrated honours)	256	32	64	192	24
Double Degree Programs	240-272 * 256 (most common)	30-34 32	64	176-208 192	22-26 24

*This is the standard range of points for double degree programs. However, a specific double degree program may contain fewer or more points depending on the requirements of each of the constituent courses.

Notwithstanding the maximum amount of credit that may be granted, the Academic Senate may approve a higher credit limit for particular courses or for particular student cohorts in a course for credit granted on the basis of a), b) and c) above.

3.   **APPLICATIONS FOR TRANSFER CREDIT**

3.1   **Application Form**

Applications for transfer credit shall be made on the appropriate form available from the Student Administration Office and must be lodged at the Student Administration Office.

3.2   **Timing of Applications**

Applications for transfer credit should be lodged at the same time as applications for admission to a course, but may be lodged at a later time.

3.3   **Documents**

3.3.1   **General Requirements**

Applications should be accompanied by:

- a certified copy of transcripts of academic qualifications, and any other supporting documents that may be appropriate, for example: an explanation of the grading system used if this is not provided on a transcript; and, when required

- a photocopy of subject outlines taken from an institution's calendar or handbook for the year in which the subjects were successfully completed;

- a certified translation if the transcript or other documents are not in English;

- other supporting documentation at the University's request.

3.3.2   **Subject Outlines**

Subject outlines provided should include:

- a detailed list of the topics covered in the subject;
- the size and duration of the subject (eg 3 hours/week for 15 weeks); and
- the prescribed textbook and recommended readings.

If the subject outlines do not include this information it should be supplied separately.

3.4   **Determining Applications**

Applications will be determined by Student Administration Office staff or the Course Co-ordinator, Sub-Dean or Dean within policy and delegations approved by the Faculty Board.

3.5 Notification and Recording of the Decision

Students will receive advice in writing from the Student Administration Office of the result of their application. Subjects for which students receive credit will be recorded as credit on the students' transcript and no grade will be shown for such subjects. (see also clause 6.2 below).

REVIEW OF CREDIT AND SUBJECT SUBSTITUTION

Right of Review

Students aggrieved by a credit or subject substitution determination may apply for a review of the determination.

Applications

Applications for review of a credit or subject substitution determination must be made in writing to the Student Administration Office. Reasons for the application and the grounds on which it is based must be given.

Timing of Applications

Applications for review of a credit or subject substitution determination must be received within 30 days of the date of notification of the determination.

Deciding Applications

Applications will be decided by the Faculty Board or under delegation by a sub-committee of the Board.

Notification

Students will be notified in writing of the result of their application by the Student Administration Office.

RESPONSIBILITIES IN THE APPLICATION OF THE CREDIT REGULATIONS

PROCESS	RESPONSIBILITY	REGULATION
Transfer credit		
. receive applications	Student Administration Office	CRD 1.2 and 3.1
. approve credit within Faculty policy	Student Administration Office, Course Co-ordinator, Sub-Dean or Dean	CRD 1.2 and 3.4
. recommend credit for applications which fall outside Faculty policy	Course Co-ordinator	
. decide applications which fall outside Faculty policy	Faculty Board	
. advise students and enter credits on students' transcripts	Student Administration Office	CRD 3.5
Review of Credit		
. receive applications	Student Administration Office	CRD 10.2
. decide applications	Faculty Board	CRD 10.5
. notify students and make any necessary transcript changes	Student Administration Office	CRD 10.6

5.2.2 ADVANCED PLACEMENT POLICIES

Attach as Appendix 5.2.2 the organization's admission policies that pertain to entrance examinations and advanced placement based on prior learning assessments.

Not Applicable

5.2.3 (.1-N) DEGREE COMPLETION ARRANGEMENTS

Where applicable, (when the applicant proposes for the purposes of a degree completion arrangement between a particular program of non-degree study and the proposed degree program,

- *to exceed the limits on credit recognition identified above, and/or*
- *bridging studies to facilitate advanced standing)*

attach as Appendix 5.2.3 (.1-n) a description of the arrangement(s). Indicate the amount of credit students will receive toward the degree program, any special requirements of students to enter the degree completion arrangement, and the point of entry into the degree program.

Not Applicable

5.2.4 (.1-N) GAP ANALYSIS

For each degree completion arrangement identified in 5.2.3, attach as 5.2.4 (.1-n) a gap analysis for each proposed degree completion arrangement. The gap analysis should at a minimum, compare the program outcomes of the prior study with the program outcomes of the proposed degree, identify the gaps in knowledge and skills, and indicate how these will be addressed.

e.g., Degree completion arrangements for graduates of diploma program X

Outcomes of prior study	Degree Program outcomes	Gap in knowledge and skills	Remediation of Gap

Not Applicable

5.2.5 (.1-N) BRIDGING COURSES

Where bridging studies are proposed, submit the course outlines for the bridging studies in conformity with the template in Appendix 6.5.2

Not Applicable

5.3 PROMOTION AND GRADUATION REQUIREMENTS

Attach as Appendix 5.3 a table that indicates the organization's policy on the level of achievement required of students in the program for promotion and graduation.

Program Requirement	Level of Achievement	
	Promotion	Graduation
Courses in disciplines outside the main field(s) of study 32 Credit Points	HD High Distinction: an outstanding level of achievement in relation to the assessment process (85%-100%); Distinction: a high level of achievement in relation to the assessment process (75-84%); Credit: a better than satisfactory level of achievement in relation to the assessment process (65-74%); Pass: a satisfactory level of achievement in relation to the assessment process (50-64%);	The Bachelor of Early Childhood is the equivalent of a 4 year degree program and students are required to complete 256 credit points (equivalent of 32 full courses) to be eligible for graduation. Students admitted to the program will be awarded 96 transfer credit points (equivalent of 12 full courses) for their Early Childhood Education diploma and will complete a further 160 credit points (equivalent of 20 full courses).
Courses in disciplines within the main field(s) of study 128 Credit Points	HD High Distinction: an outstanding level of achievement in relation to the assessment process (85%-100%); Distinction: a high level of achievement in relation to the assessment process (75-84%); Credit: a better than satisfactory level of achievement in relation to the assessment process (65-74%); Pass: a satisfactory level of achievement in relation to the assessment process (50-64%);	The Bachelor of Early Childhood is the equivalent of a 4 year degree program and students are required to complete 256 credit points (equivalent of 32 full courses) to be eligible for graduation. Students admitted to the program will be awarded 96 transfer credit points (equivalent of 12 full courses) for their Early Childhood Education diploma and will complete a further 160 credit points (equivalent of 20 full courses).

Other, please specify (e.g., work placement/internship)	NOTE: A student who is failing to meet required professional standards of competency in the compulsory fieldwork or professional experience components of their program, such that the student is deemed by the Dean of Faculty to be professionally unsuitable to continue in the course, shall be notified by the Faculty by the midpoint of the placement that they are at risk of exclusion. The Faculty shall also advise the student to consult his or her supervisor or liaison officer. Should an at risk student subsequently fail the compulsory fieldwork or professional experience component of his or her course, he or she shall be excluded from the program.	
Overall achievement	HD High Distinction: an outstanding level of achievement in relation to the assessment process (85%-100%); Distinction: a high level of achievement in relation to the assessment process (75-84%); Credit: a better than satisfactory level of achievement in relation to the assessment process (65-74%); Pass: a satisfactory level of achievement in relation to the assessment process (50-64%);	The Bachelor of Early Childhood is the equivalent of a 4 year degree program and students are required to complete 256 credit points (equivalent of 32 full courses) to be eligible for graduation. Students admitted to the program will be awarded 96 transfer credit points (equivalent of 12 full courses) for their Early Childhood Education diploma and will complete a further 160 credit points (equivalent of 20 full courses).

6.

PROGRAM

CONTENT

STANDARD

6.2.1 PROFESSIONAL/ACCREDITATION OR OTHER REQUIREMENTS

Attach as Appendix 6.2.1 the current requirements and/or standards of major and/or nationally recognized professional associations, accreditation agencies, or other organizations associated with this field of study and indicate how the program will address these.

Not Applicable

6.2.2 LETTERS OF SUPPORT: PROFESSIONAL/ACCREDITATION OR OTHER REQUIREMENTS

Attach as Appendix 6.2.2 letters of support from these bodies that indicate their recognition of the new graduate credentials in terms of employment and future promotion opportunities. If the proposal is for a religious vocation degree, this appendix should contain documentation from the governing authority of each faith community for which the graduate is being prepared to serve: the name of faith community; the title(s) of vocations within the community for which the program is preparing students; and verification that the proposed program meets or exceeds the requirements of that authority for such employment.

MOHAWK COLLEGE
OF APPLIED ARTS AND TECHNOLOGY

OFFICE OF THE PRESIDENT

March 9, 2006

Mr. Dale Patterson, Chair
Postsecondary Education Quality Assessment Board (PEQAB)
2 Carlton Street, Suite 1511
Toronto, ON   M5B 1J3

Dear Mr. Patterson:

I am pleased to write this letter in support of the Charles Sturt University application to the Postsecondary Education Quality Assessment Board for the approval of a four-year degree in Early Childhood Education. Once approved, this degree will provide pathway opportunities for graduate Early Childhood Education students of both Mohawk College of Applied Arts and Technology and Sheridan Institute of Technology and Advanced Learning through a signed partnership agreement with Mohawk, Sheridan and Charles Sturt University.

This four-year Early Childhood Education degree builds on the two-year Early Childhood Education (ECE) diploma programs and is consistent with the Rae Report on postsecondary education in Ontario. With the increased focus and commitment to Early Childhood Education through the Province of Ontario's Best Start Initiative, this degree opportunity will make a significant contribution to enhancing the status of the ECE profession and will increase opportunities for early childhood professionals in Ontario.

The Mohawk College ECE program is over-subscribed with approximately 900 applications for 140 available seats each September. The most recent graduate employment report results show that six months following graduation, 96% of all Mohawk College ECE program graduates have found employment.

A significant number of ECE program graduates decide to pursue further education and this Charles Sturt degree program will facilitate a smooth transition to university education for these graduates.

I am confident that the Charles Sturt proposal will be approved and that the degree in Early Childhood Education will be beneficial to Mohawk College ECE graduates and ECE professionals in general.

Sincerely,

MaryLynn West-Moynes
President

bcc: _Rosemary Knechtel_

Fennell Avenue and West 5th, P.O. Box 2034, Hamilton, Ontario, Canada L8N 3T2   (905) 575-2253
Fax (905) 575-2313   After hours or if no answer call 575-1212

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Dr Bob Meyenn
Provost and Special Adviser, Ontario
Charles Sturt University
Panorama Ave
Bathurst NSW 2795

Dear Dr Meyenn

Child Development Resource Connection Peel collaborates with community partners to promote the quality care of children and to support the quality of family life. We provide a full range of services to the community and work directly with people who work in the early learning and care sector.

We promote life long learning and believe that this credential will be a valuable asset in raising the bar on quality in the field of child development and early learning. Employers have indicated to us that they are looking for employees who are committed to ongoing education and professional advancement. We believe that many child care employers will find the graduates of this program with their combined ECE and degree on Early Childhood a good organizational fit.

In reviewing the program summary and course abstracts we can also see that this proposed Bachelor of Early Childhood would be a good fit for multi-service agencies such as ours that focus on work with families, early identification, best practices and strengthening communities. We would also welcome the opportunity to have students work with our programs when they are completing research projects as part of their course work.

Best wishes for getting this program off the ground.

Sincerely,

Jane van Berkel
Executive Director
www.cdrcp.com

April 18, 2005

Dr. Bob Meyenn
Charles Sturt University Ontario
Bay Area Learning Centre
860 Harrington Court
Burlington, ON L7N 3N4

Re: Letter of Support for Charles Sturt University Bachelor of Early Childhood

Today's Family – Early Learning and Child Care is a not for profit child development
organization with 24 years experience. Our agency has successfully gained expertise and
credibility in meeting the needs of families from diverse, social and economic backgrounds. We
have worked collaboratively with many different community partners in the City of Hamilton
and Halton Regions.

Today's Family is an advocate of professional development for all staff, to enable them to stay
current with new developments in their field and move into different areas of the profession.

Given the government's increased focus and commitment to early childhood education, and
Today's Family's focus of professional development and excellence for staff, we see this
program as making significant contribution to enhancing the status of the profession and to
increasing opportunities for early childhood professionals in Ontario.

Graduates from such a program would definitely have an advantage in employment and
promotional opportunities within the profession, as well as the contribution that the credential
will make to the professional advancement of graduates.

Today's Family would definitely support this program for its contribution to the advancement of
the Early Childhood profession.

Sincerely,

Marni Flaherty,
Chief Executive Officer
mflaherty@todaysfamily.ca

H:\CEO\letter of support charles sturt for signature.doc

Sheridan

Office of the President

Sheridan College Institute of
Technology and Advanced Learning

1430 Trafalgar Road
Oakville, Ontario
Canada L6H 2L1
Tel: 905-815-4020
Fax: 905-815-4023
www.sheridaninstitute.ca

August 4, 2006

Mr. Dale Patterson, Chair
Postsecondary Education Quality Assessment Board (PEQAB)
2 Carlton Street, Suite 1511
Toronto, ON M5B 1J3

Dear Mr. Patterson:

I am pleased to write this letter in support of the Charles Sturt University application to the Postsecondary Education Quality Assessment Board for approval of a Bachelor's degree in Early Childhood Education. If approved, this degree would provide an important pathway to baccalaureate studies for graduates of college ECE programs, an educational goal of an increasing number of graduates. Indeed, Sheridan and Mohawk College have already developed an articulation agreement that would enable our ECE graduates to access the Charles Sturt degree.

The Province of Ontario has increased its focus and commitment to Early Childhood Education programs through its Best Start Initiative. The availability of this degree will make a significant contribution to the education of Early Childhood Educators in Ontario and provide them with the increasingly complex skills required to design and manage high quality ECE programs.

Sheridan's ECE program is over-subscribed, with approximately 1400 applications for 330 available seats each September. Statistics show that the employment rate for Sheridan ECE graduates, averaged over a seven year period, is 93% six months after graduation.

Sheridan strongly supports the approval of this program and we are confident that this degree in Early Childhood Education will be beneficial to Sheridan's ECE graduates and the ECE profession in Ontario.

Sincerely,

Dr. Robert Turner
President and CEO

6.3.1 PROGRAM LEVEL LEARNING OUTCOMES

Attach as Appendix 6.3.1 a table that indicates the program outcomes and the corresponding courses, course segments, or workplace requirements that contribute to the outcome.

Program Level Learning Outcomes *This degree is awarded to students who have demonstrated:*	Courses, Course Segments or Workplace Requirements that contribute to this outcome
Depth and Breadth of Knowledge A specialised knowledge and critical understanding of: • historical and contemporary issues in early childhood education	 • Issues in Early Childhood Education • Leadership & Management
• multiple perspectives on learning and teaching used to inform pedagogy and practice in early childhood education	• Multiple Understandings • Research and Practice • Diversity • Wellness & Wellbeing
• current theories and practices in early childhood curriculum	• Investigation: Math, Science and Technology • Language and Communication • Creative Arts • Wellness & Wellbeing • Multiple Understandings
• issues related to diversity, social justice and equity both broadly and more specifically in relation to early childhood education	• Diversity, Social Justice and Equity • Early Intervention • Rights of the Child • Relationships
• the current social, political and economic context within which early childhood teaching and learning and service provision in Canada takes place	• Windows to the Community • Rights of the Child (specifically the segment that deals with child protection legislation, Canada's commitment to the UN Convention on the rights of the child) • Issues in Early Childhood Education
A developed ability to: • think critically about and analyze the knowledge base that informs current practices in early childhood education and identify the effects on and for particular individuals and groups;	 • Multiple Understandings • Social Justice and Equity • Diversity • Research and Practice • Issues in Early Childhood Education
• apply action research principles in their own professional practice and critically reflect on their practice in order to improve and/or change practice;	• Research and Practice • Windows to the Community (specifically the segment that involves planning and implementing the practicum project) • Leadership in Early Childhood (specifically the segment that involves planning and

• examine, analyze and critique trends in early childhood education and their implications for children, families, communities, and early childhood staff	implementing the practicum project) • Multiple Understandings: Early Childhood Teaching and Learning • Issues in Early Childhood Education • Research and Practice • Rights of the Child
• use new technologies in all areas of their work as early childhood educators and understand their impact on and implications for living and working in contemporary society	• Understanding and Using New Technologies • Leadership in Early Childhood
A well developed detailed knowledge of and experience in: • research in early childhood education and the implications for policy and practice • the role of the practitioner as researcher and the use of action research to investigate and inform practice in early childhood services	• Research & Practice • Windows to the Community (specifically the segment that involves planning and implementing the practicum project) • Leadership in Early Childhood (specifically the segment that involves planning and implementing the practicum project)
Knowledge of Methodologies An understanding of methods of enquiry that are relevant to early childhood education broadly and most useful to practitioners as researchers particularly that enables the student to: • use techniques such as action research, participant observation, situational analysis, questionnaires and literature reviews to inform, justify and evaluate their early childhood curriculum and pedagogical practice	 • Research and Practice • Investigation: Mathematics, Science and Technology • Creative Arts • Language and Communication
• formulate research questions, design and implement action research to further their own knowledge about teaching and learning in early childhood	• Research and Practice • Windows to the Community • Leadership in Early Childhood
Application of Knowledge The ability to: • use multiple theoretical perspectives on early childhood teaching and learning and leadership in their professional practice	 • Windows to the Community (specifically the practicum component), Leadership in Early Childhood (specifically leadership theories and the practicum component)

• develop an informed personal philosophy of early child education	• Rights of the Child • Multiple Understandings: Early Childhood Teaching and Learning • Research and Practice • Leadership in Early Childhood • Social Justice and Equity • Windows to the Community (specifically the segment that involves developing a professional portfolio)
• critically analyze the context in which early childhood education exists in our society	• Research and Practice • Issues in Early Childhood Education
• advocate for improvements to policies and practices that impact on the care and education of young children	• Rights of the Child, • Social Justice and Equity • Diversity • Leadership in Early Childhood • Relationships
• propose, justify and implement innovative approaches to current practices in early childhood education	• Investigation: Mathematics, Science and Technology • Creative Arts • Language & Communication • Wellness and Wellbeing • Leadership in Early Childhood
• integrate an understanding of issues related to diversity, social justice and equity, wellness and rights of the child into professional practice	• Wellness & Wellbeing • Diversity • Social Justice and Equity • Intervention: Birth to 6 years • Rights of the Child • Multiple Understandings • Relationships in Early Childhood
• develop curriculum that demonstrates a deeper understanding of teaching and learning	• Leadership in Early Childhood • Windows to the Community (specifically the practicum component) • Investigation: Mathematics, Science and Technology • Creative Arts • Language & Communication • Wellness and Wellbeing • Relationships in Early Childhood

• critically evaluate current research in early childhood education and related disciplines and apply relevant findings to practice	• Research and Practice • Leadership in Early Childhood (specifically the segment that involves planning and implementing the practicum project) • Windows to the Community (specifically the segment that involves planning and implementing the practicum project) • Investigation: Mathematics, Science and Technology • Creative Arts • Language & Communication • Wellness and Wellbeing
Professional Capacity/Autonomy a) The qualities and skills necessary for: • adopting a critically reflective approach as an early childhood educator	 • Multiple Understandings: Early Childhood Teaching and Learning • Research and Practice • Windows to the Community (specifically the segment that deals with developing a professional portfolio)
• understanding the impact of social, political and economic factors on professional practice	• Windows to the Community • Issues in Early Childhood Education • Relationships in Early Childhood • Social Justice and Equity
• demonstrating leadership and management skills as an early childhood educator	• Leadership in Early Childhood • Using and Understanding New Technologies • Research and Practice • Relationships in Early Childhood
b) The ability to assume responsibility for their ongoing learning and professional development	• Research and Practice • Windows to the Community • Leadership in Early Childhood
c) behaviour that indicates they value the role of the early childhood educator as an advocate for children, families and the early childhood field	• Social Justice and Equity • Rights of the Child • Leadership in Early Childhood • Windows to the Community • Relationships in Early Childhood

Communication Skills the ability to: • articulate informed perspectives on early childhood education accurately and reliably, orally and in writing to families, colleagues, members of the wider community and government	• Windows to the Community (specifically in the segment that involves preparing a professional portfolio) • Leadership in Early Childhood (specifically in the segment that involves preparing a leadership portfolio) • Research and Practice • Social Justice and Equity • Issues in Early Childhood Education
• use a variety of techniques appropriate for communicating effectively with children, families, colleagues, members of the wider community and government	All courses in the program and particularly in: • Understanding and Using New Technologies • Relationships in Early Childhood • Leadership in Early Childhood
Awareness of Limits of Knowledge an understanding of: • the constructed and contested nature of knowledge and the effects of different knowledge constructions in terms of how the individual analyses and interprets his or her world	• Multiple Understandings: Early Childhood Teaching and Learning • Research and Practice • Issues in Early Childhood Education • Social Justice and Equity
• the need for ongoing questioning and reflection	• All courses in the program and particularly in the practicum components of Windows to the Community and Leadership in Early Childhood

In addition to the above, students will have the breadth of their knowledge and understanding extended by the study of their chosen breadth courses. This will develop their critical thinking and analytical skills outside the discipline.

6.3.2 COURSE DESCRIPTIONS

Attach as Appendix 6.3.2 a table that indicates course descriptions as these may appear in an academic calendar by semester for each academic year.

Year and Semester	Course Title	Calendar Course Description
YEAR 3 Semester 1	Multiple Understandings: Early Childhood Teaching and Learning	This course explores a variety of ways in which early childhood educators might think about and understand children's learning and early childhood curricula. Traditional understandings of children's development that have been used to inform early childhood pedagogy, particularly developmentally appropriate practice and developmental psychology, are currently being challenged and questioned. This course presents a range of theoretical perspectives on children's learning and the implications of these for early childhood curriculum are discussed. Students will consider how contemporary schools of thought such as social constructionists and postmodernists; feminists, especially feminist poststructuralists; critical race theorists and postcolonialists may inspire new possibilities in working with young children and their families. The aim is to render problematic what may have been taken as the 'truth' about early childhood education: how young children learn; the role of the educator in that learning; and the role of parents and the community in the early childhood curriculum.
	Investigation: Mathematics, Science and Technology	This course presents the development of mathematical, scientific and technological concepts by young children (birth to six years) within a sociocultural perspective. Science, mathematics and technology are perceived as ways of processing concrete, perceptual and linguistically available information to form concepts and solve problems. Students will participate in a number of practical but theoretically based experiences in order to understand the kinds of social, linguistic and imaginative contexts which facilitate young children's mathematical, scientific and technological understanding.
	Diversity	This course explores the concept of diversity with particular reference to early childhood settings (birth - six years). It examines the ways in which all human beings (young children and adults) develop attitude networks. Students will explore, critically reflect on and deconstruct their own attitudes

toward diversity. It also looks at issues related to creating developmentally appropriate anti-bias inclusive curriculum so that staff in early childhood settings can ensure that desirable attitudes towards human diversity are able to develop.

	Relationships in Early Childhood	This course will offer students opportunities to explore the importance and complexity of relationships that exist in early childhood services. Educator-child-family relationships are considered in an ecological context, recognising that nurturing and responsive relationships in the early years provide a strong foundation for learning. The educator's role in building secure relationships for children and in sustaining collaborative, authentic relationships among children, staff, and families is the focus.
	Understanding and Using New Technologies	This course will examine trends, issues and ideas that underpin learning and communication through new technologies. It is designed to facilitate the use of technology in an education-based learning/constructivist perspective rather than in a hardware/programming perspective. Throughout this course, students will gain hands-on experience in working through the understanding of using technology appropriately in educational settings, with a special emphasis on integrating technology into the curriculum as well as other applications related to communications and creative opportunities/expression. Students will practice critical evaluation and effectiveness in changes in technology to remain current. Throughout this course students will model an "approach" (versus avoidance) attitude towards technology, to develop a supportive role and/or instruct learners in the use of technology to enhance learning
Semester 2	Wellness and Wellbeing	This course explores the concept of wellness and wellbeing for staff and children in early childhood services. A health model of wellness and wellbeing is used to provide a framework for exploring the social, mental, physical, environmental, emotional and spiritual aspects of life for adults and children. Initially in each of the areas, a broad social view is taken, then consideration is given to adult perspectives, and then the relevance for children is explored.

Research and Practice	This course will introduce students to the growing body of research carried out in Canadian and other early childhood contexts. Students will reflect on and critique selected research in the area of early childhood practice. The importance of policy and practice being informed by research will be explored through reviewing current research in practice and discussing various ways these findings are disseminated to the early childhood field and the wider community. The notion of practitioner as researcher will be explored. Students will design, conduct, and report on the findings of a small research project.
Creative Arts	In this course the students will gain an authentic understanding of the arts as expressive languages through an exploration of art media, music, drama, construction and movement. In addition students will gain knowledge of research into the impact of an arts rich curriculum on children's development and learning. They will further develop skills in setting up an environment to stimulate children's creativity, encouraging play based problem solving and constructing opportunities with the children to make their thinking visible. Students will use a variety of methods to encourage children to communicate their ideas through various modes of expression. Students will critically reflect on the impact their personal experiences and perceptions have on their work with children.
Language and Communication	In this course students will study the variety of home and community language practices experienced by children, including bilingual children. The acquisition of oral language and the conditions supporting emergent literacy are considered within diverse social and cultural contexts. The central role of parents, caregivers and educators in guiding language and emergent literacy through a variety of interactions with children is a special focus. The potential learning and language development throughout a play based curriculum.
Breadth Course	Selected from CSU distance education courses offered through the Faculty of Arts, the Faculty of Science, the Faculty of Commerce or the Faculty of Health

YEAR 4
Semester 1

Windows to the Community	This course takes an ecological approach to exploring the interactions between young children and the environment in which they live. The relationships between child and family, family and early childhood service and family and local community are examined. Carrying out a community project will allow students to study these relationships in the context of their supervised practicum placement. The practicum aspect of this course is designed to take into account students' previous experiences. The focus is on critically reflective practice and extending and refining skills as an early childhood educator. The practicum will consist of 21 days undertaken as 2 days per week for 3 weeks followed by a 15 day block placement in an early childhood service. *Note: this is a double course*	
Intervention: Birth to 6 years	In this course students will examine current developments in the provision and funding of early educational intervention for children, birth to six years of age. Models to support inclusion in the early childhood curriculum will be explored. Child and family-centered inclusive practice will be considered with a focus on empowering families in decision making, planning for early intervention, and the impact of intervention on families. Options for intervention will include home and centre-based opportunities to enhance the holistic development of the child. There will be an emphasis on the need for collaboration and the ability to work with other professionals.	
Social Justice and Equity	This course will broaden the students' understanding of an array of child welfare issues from critical, anti-oppressive and socially just perspectives. Students will examine the trends in Canadian social policies and factors that create/influence justice and equity and which may impact on children both positively and negatively. Social justice and equity will be explored by considering such topics as socio-economic status, ethnicity, sexuality, disability and gender. Gaps between Canadian child welfare policies and supports for children and families will be identified. Students will engage in a process of reflective practice and advocacy to strengthen the child's position within the social structure of the community. The role of early childhood education and the early childhood educator in the pursuit of social justice and equity for children, families and	

		staff in early childhood settings will be explored. The classroom environment will demonstrate equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity.
	Breadth Course	Selected from CSU distance education courses offered through the Faculty of Arts, the Faculty of Science, the Faculty of Commerce or the Faculty of Health.
Semester 2	Rights of the Child	This course will provide an understanding of the United Nations Convention on the Rights of the Child and explore Canada's recognition of these rights at federal, provincial, and municipal levels. The roles that early childhood educators play in intervention and as advocates for children as independent bearers of rights are examined. The professional, legal and moral aspects of child protection, to maximize children's well-being and developmental potential in early childhood settings are reviewed and extended. Current teaching practices in the early childhood classroom and early childhood field will be explored through the lens of children's rights and in the light of recent policy developments.
	Issues in Early Childhood Education	This course provides students with opportunities to examine current issues in care and education of young children. International, national and local aspects of early childhood policy, practice and professionalism will be considered. Students will explore one issue in depth from research and/or their own practical experience. Issues such as social justice and equity, quality and related public policy are examined in an integrated approach. The role of educators as agents for change will be explored.
	Leadership in Early Childhood	This course provides students with an overview of organisational structures and the diversity of leadership and managerial roles in early childhood services. Principles of effective leadership and management, and various theories of leadership will be explored. Awareness of relevant legislation, government policies and regulations, and professional organisations will be developed. and leadership and management functions and skills will be explored through case studies. The practicum component of this course will be undertaken 2 days per week for 5 weeks followed by a 10 day block placement. The focus of the practicum is on the development and demonstration of leadership and management skills. Students will use knowledge

gained in the theoretical component of the course to make a contribution to the early childhood service/community within which their practicum takes place. *Note: This is a double course.*

Breadth Course

Selected from CSU distance education courses offered through the Faculty of Arts, the Faculty of Science, the Faculty of Commerce or the Faculty of Health

Breadth Courses

Students enrolled in the Bachelor of Early Childhood will choose 3 breadth courses from outside the discipline of Education. These will be selected from a range of CSU courses available by distance education through the Faculty of Arts, the Faculty of Science, The Faculty of Health and the Faculty of Commerce. Distance education courses at CSU are delivered in a multi-mode form. This will involve a range of delivery mechanisms such as mail packages and hardcopy study materials — course outline, study guide, modules, readings, CDROM — and online materials. Students can choose from the full range of distance education courses from the CSU undergraduate handbook, provided they meet prerequisites that may apply for courses at level 2 or above.

The course abstracts provided below are indicative of the courses available.

CONCEPTS OF BIOLOGY
This subject provides a basic introduction to the study of biology as a foundation for later subjects. It covers a range of topics fundamental to all biological disciplines, and provides a grounding in biological principles and knowledge for students drawn from several courses.

MEDIA AND SOCIETY IN THE TWENTIETH CENTURY
This subject analyses the significance of the media in the modern and contemporary world, examining developments from c.1870 to the present. Topics include the rise of the mass press and film, radio and television industries, the use of communication media for economic and political persuasion through advertising and propaganda, interrelationships of the media, the military and society during war, and the impact of globalisation on the media. The subject is designed to provide historical perspective on the media as key institutions of modern societies.

INTRODUCTION TO LEISURE & HEALTH
Improves the student's outlook on the value and benefits of leisure in relation to health and societal issues. Beginning with the Greeks, the importance of leisure concepts throughout history are analysed, including changing patterns of work and leisure, and how leisure has influenced lifestyle patterns. Progressing to contemporary times, the subject analyses the impact of technologies on current time use patterns and incorporates health related issues of today's society and how leisure can influence various states of health.

MARKETING PRINCIPLES
Examines the philosophy and role of marketing as a management discipline. Elements of the marketing process are examined so that students can apply marketing principles and practices to service and non service organisations in the public and private sector.

FOUNDATIONS OF PSYCHOLOGY 1M
This subject, along with Foundations of Psychology 2M, provides a thorough introduction to psychology. Foundations 1 subject includes historical, theoretical, and methodological backgrounds to psychology as well as a range of content areas. For each topic, fundamental principles, theories, methods, and research finding s are studied. Students are also given practical experience in writing and research in psychology.

GENDER, FAMILY AND SOCIETY
The subject addresses current social debates about women's lives through a cross-cultural comparative perspective. It introduces students to the history of feminism and to the study of gender, to theoretical approaches to masculinity/femininity, sexuality, and to the place of the family in society today.

6.3.3.1 PROGRAM HOUR/CREDIT CONVERSION JUSTIFICATION

Attach as Appendix 6.3.3.1 answers to the following questions and, where appropriate, a table with the information requested.

---

1.   Does the program include laboratory components?
       ___ Yes   ___ No
2. If "yes", will the calculation of program breadth be based on a conversion of all program hours into program credits?
       ___ Yes ___ No
3.   If "yes", complete Table 6.4.1. If "no", proceed to Appendix 6.4.2.

The Program does not include laboratory components.

6.3.3.2 UNDERGRADUATE ACADEMIC COURSE SCHEDULE

Attach as Appendix 6.3.3.2 a course schedule table stating for each academic year, and by semester, the following information:
- *the title of each course/other requirement;*
- *the type of course/other requirement (Discipline Outside the Main Field[s] of Study – DO; Discipline Within the Main Field[s] of Study – DW; Discipline Outside the Main Field[s] of Study but Linked to the Main Field of Study – DL);*
- *hours per course;*
- *course prerequisites, co-requisites, and restrictions*
- *proposed instructor and their highest, earned qualification (include CV in appendix 8.4).*

Year & Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
YEAR 3							
Semester 1	Multiple Understandings: Early Childhood Teaching and Learning	42				Dr Michelle Ortlipp	PhD Education
	Investigation: Mathematics, Science and Technology	42				Cathy Coulthard	MEd
	Diversity	42				Dr Will Letts	PhD
	Relationships in Early Childhood	42				Anna Baas-Anderson	MEd
	Understanding and Using New Technologies			42		Jenny Munday	MA
Semester 2	Wellness and Wellbeing	42				Karen Davis	BA, MEd (in progress)
	Research and Practice	42				Dr Richard Taffe	PhD
	Creative Arts	42				Karyn Callaghan	MEd
	Language and Communication	42				Dr Noella Mackenzie	EdD

	Breadth Course		42			Distance Education	
YEAR 4							
Semester 1	Windows to the Community	42				Tracey Simpson	MEd
	Windows to the Community (practicum component)	42				Dr Michelle Ortlipp	PhD
	Intervention: Birth to 6 years	42				Dr James Sutherland	PhD PhD
	Social Justice and Equity	42				Dr Jennifer Sumsion	PhD
	Breadth Course		42			Distance Education	
Semester 2	Rights of the Child	42				Carol Burgess	MEd
	Issues in Early Childhood Education	42				Dr Kennece Coombe	PhD
	Leadership in Early Childhood	42			Windows to the Community	Dr Louise Hard	EdD
	Leadership in Early Childhood (practicum component)	42			Windows to the Community	Dr Louise Hard	EdD
	Breadth Course		42			Distance Education	
Subtotal Course hours		672	126	42			
Total Program hours		840					
Calculate the percentage of the program offered in DO and DL courses	20%				Must be at least 20% of the total program		
Calculate the percentage of the breadth courses offered in DO courses	75%				Must be at least 75% of the total DO and DL courses		
Calculate the percentage of the breadth courses offered in DL courses	20%				Must not be greater than 25% of the total DO and DL courses		

6.3.3.3 GRADUATE ACADEMIC COURSE SCHEDULE

For Masters or Doctoral Degrees: attach as Appendix 6.3.3.3, a course schedule table stating for each academic year, and by semester, the following information:
- *the title of each course/ other requirement;*
- *hours per course;*
- *course pre-requisites, co-requisites and restrictions;*
- *proposed instructor;*
- *highest qualification of instructor; and*
- *page number of CV for instructor.*

Not Applicable

6.5.1 SUPPORT FOR WORK EXPERIENCE

Attach as Appendix 6.5.1 a summary of the types of placements students will be seeking for work experience/placements associated with the program, the organization's plans to develop placement opportunities for students, and the level of support the organization will extend to students seeking placements.

Placements will be in regulated and/or licensed full day and half day childcare, nursery schools, early years programs, resource centres, junior/senior kindergarten, specialised early childhood settings, research centres, private home childcare agencies, and government agencies. There will be opportunities for students to undertake placements in Australia.

In consultation with Sheridan and Mohawk early childhood programs CSU will distribute information about the program and invite the early childhood community to a meeting to outline and discuss the program and practicum placements.

Site visits will be done in conjunction with Sheridan and Mohawk to determine suitability for the program needs. CSU will provide opportunities for professional development for early childhood site staff to support them in their role in providing feedback to and/or supervision of students.

Policies to guide the placement of students will be developed (a sample Handbook from one of CSU's existing Early Childhood programs is attached as a guide). CSU will seek placement sites on behalf of students and placement at a particular site will be done in consultation with students where possible. Faculty of the university will visit students on site during the placement and seminar classes to support students during their placement will also be provided.

6.5.2 WORK EXPERIENCE OUTCOMES AND EVALUATION

Attach as Appendix 6.5.2 a table that indicates the anticipated outcomes of the work experience associated with the program, how the experience offered will provide the opportunity to put the stated learning outcomes into practice, and how students will be evaluated during their placements.

Work Experience Outcomes	How work experience puts into practice the program outcomes	Method of evaluating student during placement
Students will demonstrate the ability to: • use their understanding of the relationship between the experiences of young children in the context of their family, early childhood services, and the area in which they live to plan and implement an appropriate curriculum; • identify and map a local community or area surrounding the early childhood service and use this information to inform their practice; • carry out a small, focused community project; • extend and refine their skills as early childhood educators utilising knowledge gained through their university studies and reflection on their own teaching and learning; • practise and critically reflect on the roles and responsibilities of the early childhood educator; • use and critically evaluate the effectiveness of technological innovations as managerial tools; • apply principles of effective leadership and management to practice;	The practicum component provides students with the opportunity to engage in activities that demonstrate they are putting the program outcomes into practice in and through their practical work with children, families, colleagues and the broader community, and their written work. During the practicum students will be: • engaging in ongoing questioning and reflection through written critical reflection on their professional practice; • demonstrating the ability to adopt a critically reflective approach as an early childhood educator by reflecting on and evaluating their professional practice; • using multiple theoretical perspectives on early childhood teaching and learning and leadership when planning the curriculum and developing projects; • critically analysing the context in which early childhood education is provided in their practicum setting when they complete the required practicum projects; • using their informed personal philosophy of early childhood education to guide their practice and inform their curriculum planning; • reflecting on and continuing to develop their	• Assessment against criteria specified for each placement; • Student's self assessment - student provides evidence of achievement of the criteria, for example, video of their teaching practice, written anecdotes; • Field supervisor's and University supervisor's observations of student's practice, review of student's written work (reflections, curriculum planning and evaluation, portfolio, project), discussion between student and/or field supervisor and university supervisor based on the outcomes or criteria identified for the placement.

- demonstrate skills in working as a member of a team and begin to practise leadership and management roles within an early childhood service/community; - communicate effectively with children, families, colleagues and the broader community orally and in writing	personal philosophy of early child education when they record reflections in their professional experience journals and evaluate their curriculum; - using innovative approaches to current practices when planning and implementing their curriculum; - able to demonstrate an understanding of issues related to diversity, social justice and equity, wellness and the rights of the child into professional practice when they plan and implement an inclusive, anti-bias curriculum; - have the opportunity to demonstrate an enhanced understanding of the impact of social, political and economic factors on professional practice by completing a community project and a leadership project in their practicum setting; - able to demonstrate a deeper understanding of teaching and learning by providing a rationale for their curriculum approach that has been informed by theory, research and critical reflection; - demonstrating leadership and management skills as an early childhood educator through the development and implementation of a project that contributes to the early childhood community within which their practicum takes place; - demonstrating the ability to assume responsibility for ongoing learning and professional development by evaluating their professional practice and setting goals for future practice; - provided with the opportunity to show that they value the role of the early childhood educator as an advocate for children, families and the early childhood field by involving children, families and	

	the early childhood community in planning the curriculum and by completing the community and leadership projects; • provided with an opportunity to demonstrate their ability to articulate informed perspectives accurately and reliably when communicating with the field supervisor, university supervisor, families and the broader community; • required to demonstrate the ability to communicate effectively in a variety of forms in a respectful manner.	

7.

PROGRAM

DELIVERY

STANDARD

7.1.1 QUALITY ASSURANCE POLICIES

Attach as Appendix 7.1.1 copies of the organization's policies, guidelines, and practices pertaining to quality assurance of program delivery method(s).

UNIVERSITY QUALITY ASSURANCE

The Australian Vice Chancellors Committee Principles encourage universities to monitor and review programs, teaching performance and assessment standards through collegial review and consultation with internal and external stakeholders and to make changes to improve quality and to respond to changes in pedagogy, learner needs and knowledge and practice.

Charles Sturt University underwent a review by the Australian University Quality Agency (AUQA) in July 2004. The audit was conducted according to standard AUQA procedures, being based upon the University's self assessment in the form of a Performance Portfolio, supplementary material requested by the Panel and an Audit visit. The outcomes of the audit were reflected in the Audit Report, which was released in November 2004.

Subsequent to the release of the Audit Report, AUQA identified seven Commendations that were considered beneficially transferable to other organisational settings. Accordingly, CSU provided brief narrative for each for inclusion in the AUQA Good Practice Database

A copy of the Audit Report is available at:
http://www.auqa.edu.au/qualityaudit/sai_reports/index.shtml

Charles Sturt University's Strategic Plan also commits to adopting rigorous quality assurance processes including the strengthening of its course based quality assurance processes. It also sets the goals of developing a more competitive course profile through course monitoring and renewal and of increasing the number of courses of national prominence.

The Strategic Plan emphasises the use of employability criteria and of external professional and industry reference in quality assurance.

To realise its strategic directions with regard to quality assurance the University has adopted the following priorities for 2002-2007.

Learning & Teaching

Charles Sturt University graduates will be highly employable and recognised for their capacity for, and commitment to, service to the economic, social and cultural life of their communities, ethical conduct and continued personal and professional development.

Key indicators of context and performance

- Graduate experience as indicated by the Course Experience Questionnaire
- Graduate destinations as indicated by the Graduate Destination Survey
- Student experience as indicated by the Student Experience Survey
- Student progression, retention and completion
- Student load in relation to academic staffing
- Subject offerings in relation to academic staffing
- Staff participation in teaching evaluation and professional development
- Annual review of the course profile.

Research

The University will produce high quality research of significance to its regions and the professions and of national and international distinction.

Key indicators of context and performance

- Research income
- Research publications
- Research Higher Degree completions and attrition
- Rural and regional grants
- Ranking in Australian Universities for the Institutional Grants Scheme
- Staff participation in research activity

FACULTY QUALITY ASSURANCE

The Faculty of Education requires all staff to constantly review their teaching. Applicants for positions in the Faculty are required to provide information about their teaching (see below - *Information about teaching: guidelines*). Once employed, staff must maintain a teaching portfolio and undertake evaluations such as peer review, Harvard One Minute papers and reflective journals.

Student evaluation of courses is mandatory and staff are required to demonstrate to the Head of School what they have done as a result of student feedback.

At the program level, each program coordinator is required to furnish the Faculty of Education's Courses Committee with an annual report, covering a wide range of issues including the teaching of courses.

Each program has a program advisory committee (See Appendix 6.1.1) which includes student and staff representatives. Also, a regular item on the Faculty of Education's Courses Committee is an allowance for feedback from lecturers and students on any aspect of a program (including practice teaching).

Information about teaching: guidelines

Applicants for academic positions are advised that Senate has endorsed the *Guidelines for Effective University Teaching* (published by the AVCC in April 1993. In presenting evidence related to their scholarship, their teaching effectiveness and the commitment to teaching, applicants are advised to consult that document and to use the format outlined below. Applicants should be aware that referees will be asked to comment among other things on the applicant's scholarship, teaching effectiveness and commitment to teaching.

Applicants should provide within the compass of about four pages information about teaching undertaken over a designated period* including:

- a statement of the applicant's primary goals as a teacher;
- a description of the applicant's approach to teaching including *inter alia*
    - the rationale for this approach
    - the teaching and learning strategies adopted, particularly in taking account of the diversity of the student population and ways of fostering students' independent learning
    - the range of assessment practices used.

- an outline of the applicant's principal subject management and/or course management responsibilities, including details of new courses/subjects initiated, developed and taught, and responsibility for major revisions of a subject or course;
- details of range of teaching experience (eg number and type of research students and level of awards students enrolled in);
- an outline of the means used to evaluate the applicant's teaching and/or subject management (for example from student, peers or others), a summary of the evaluations and the use made of the evaluations;
- details of the applicant's contributions to conferences, seminars, professional society meetings etc on topics such as teaching, student learning and educational innovation or development;
- details of any other recognition given to the applicant's teaching achievements;
- details of the applicant's participation in and/or contribution to professional development activities aimed at improving teaching.

*Applicants for a position should provide material related to an extended and recent period, such as the last three years, if possible.

7.1.2 POLICY ON STUDENT FEEDBACK

Attach as Appendix 7.1.2 a copy of the organization's policy regarding the mechanisms and processes for student feedback regarding program delivery.

As approved by the Vice-Chancellor, endorsed by the Academic Senate on 19 August 1998 (AS 98/169) and amended by Academic Senate on 26 July 2000 (AS 00/131, AS 00/132, AS 00/133) and 11 December 2002 (AS 02/150).

STATEMENT OF OBJECTIVES

1. The assurance and enhancement of quality in content and delivery is the primary purpose of a system of student subject surveys. Information arising out of this process is provided to staff members to improve the quality of teaching and of subjects/courses in terms of their impact on matters related to student learning.

2. Student subject surveys are recognised as being only one means of ascertaining the quality and effectiveness of the teaching program. The results of student subject surveys must be seen in the context of the results of other methods, such as peer review, student review, group discussion and the processes of course review undertaken by the Faculty.

3. A formal opportunity should be provided for the staff member to comment on the student subject survey. This should be done by means of the attached reporting form.

4. If the results of student subject surveys are to be useful and effective, the surveys must be undertaken on a regular and mandatory basis. "Regular" in this context means that each subject offered by the University must be surveyed by this means in the first year of offering and then at least once every three years.

5. The results of student subject surveys will be available as follows: for an individual subject, the raw data will be available only to the subject coordinator, and aggregated data in the form of a summary report will be available only to the staff teaching the subject, the appropriate Head of School, and the Dean of the appropriate Faculty, with the exceptions noted in (6) below.

6. Notwithstanding points (1) and (5) above, a staff member may include results of student subject surveys in competitive applications, eg for teaching grants, promotion. Summary reports of student subject surveys are to be made available to the relevant Faculty for quality assurance purposes.

7. Aggregated information derived from student subject surveys will be provided to Academic Senate in the form of Deans' reports for noting and possible action twice per year. This information will be presented in a consolidated form and the results of the survey of individual subjects will not be identifiable.

PROCEDURES FOR RESPONDING TO THE RESULTS OF STUDENT SUBJECT SURVEYS

1. Subjects are to be surveyed by the Centre for Enhanced Learning and Teaching (CELT).

2. Summary reports are to be provided in the first instance to the subject coordinator/convenor, who is to provide each lecturer or tutor with a copy of the report on the subject and of the Action Report proforma attached.

Note: In each instance, the person who will receive the results (both the raw data and the summary report) from CELT is the person who has the primary oversight of the actual teaching of the subject being surveyed. In the case of internal subjects, this person will be the subject coordinator from the campus on which the subject is taught.

3. With regard to student subject surveys, the subject coordinator shall prepare an "Action Report" which builds on consideration of the student surveys, discussions with teachers involved in the subject and discussions with the Head of School; and that an "Action Report" detail where appropriate:

    - action that has or has not been undertaken as a result of the survey;
    - any action required to enhance the quality of the subject;
    - the resources required; and
    - completion dates for these actions.
    - *(Such enhancement is probably required when:*
    - *an item mean score is significantly lower than those of other items in that subject; and/or*
    - *an item mean score is below 4.50)*

4. With regard to student subject surveys, the subject coordinator shall ensure, where appropriate, that any enhancements to a subject, which are undertaken as an outcome of a student survey of that subject, be communicated in the next subject outline.

5. The objective of any meeting between the subject coordinator/convenor and Head of School is developmental, and the aim is to devise strategies to resolve problems and difficulties where these have been identified in the delivery of the subject.

6. The subject coordinator/convenor and the Head of School are to jointly decide what action, if any, is to be taken. In the event of a dispute the matter may be referred to the Dean by either party. In some cases, the Dean may refer the matter to the appropriate Sub-Dean for advice.

7. With regard to student subject survey reports:

    - each Head of School shall prepare for the Faculty Board a "School Action Report" which draws on the information provided in subject coordinators' action reports and summarises enhancements to subjects, resources required, completion dates (where appropriate) and trends;
    - the Dean then shall prepare for Academic Senate a report, based on the Action Reports from all Schools in the Faculty, which summarises the enhancement to be made to subjects which have been agreed to by all of the subject coordinators in their school and which highlights significant trends, if any, and provides, where deemed appropriate, completion dates; and
    - neither School Action Reports nor Deans' summary reports should contain any reference to individual subjects or to teaching staff.

8. A copy of all Deans' reports on student subject surveys will be held by the Academic Secretariat to be made available for audits conducted by the Australian Quality Agency.

STUDENT SUBJECT SURVEY

SUBJECT COORDINATOR'S ACTION REPORT

This Action Report is to be completed by the subject coordinator of the subject that was surveyed. The purpose of this Action Report is to build on consideration of the student surveys, discussions with teachers involved in the subject and discussions with the Head of School.

Session: _____ Year:_____

Subject Name: _____ Subject Code:_____

School: _____ Faculty:_____

Name of Subject Coordinator or Convenor: _____

Name(s) of Staff Teaching the Subject: _____

Note: Additional comments may be appended where space is insufficient.

1. What action is required to enhance the quality of this subject based on the results of the student subject survey questionnaire?
    _____
    _____
    _____
    _____

2. Please detail, where appropriate, action that has or has not been undertaken as a result of the survey.
    _____
    _____
    _____
    _____

3. What resources are required to undertake these actions?
    _____
    _____
    _____

4. When are the completion dates for these actions?
    _____

5. Additional comments/questions.
    _____
    _____
    _____
    _____

Signature of Subject Coordinator: _____

Date: _____

STUDENT SUBJECT SURVEY
INSTRUCTIONS FOR ADMINISTERING THE SURVEY

Academic Staff Development - CELT will distribute the following material to the Subject Coordinator/Convenor for each of the subjects to be surveyed:

- instructions setting out the procedures to administer the questionnaires;
- sufficient survey forms for each student in the class; and
- a pre-addressed envelope for the return of all the survey forms for that class.

At the time the survey is to be conducted, the lecturer shall:

- read to the class the procedures that are to be used to conduct the survey, including the following paragraph:
  "The University respects the confidentiality of the evaluation process and actively seeks to safeguard student anonymity. However, where survey forms contain comments of a violent or threatening nature or carry remarks that are obscene, sexist, racist or otherwise of an offensive personal nature against any staff member(s), then the University may seek to investigate, identify the source(s) and initiate appropriate disciplinary procedures."
  have the class select a student to supervise the collection of the survey forms after they have been completed; and

- supervise the distribution of the forms, one to each student. The lecturer will retain any spare forms.

The lecturer may then choose to leave the room. If the lecturer decides to stay in the room, he or she shall not attempt in any way to influence the way in which the students fill in the form.

The student selected to supervise the collection shall:

- collect all forms after they have been completed;
- sign below indicating that all the procedures have been followed;
- place all the completed forms in the envelope provided, together with the signed instruction sheet and seal the envelope; and
- return the envelope to the designated location.

*** Please note that if this declaration is not signed and included in the sealed envelope, the questionnaire will not be processed.**

I hereby declare that these procedures have been followed.

Full Name: _____

Date: _____

Signature: _____

7.1.3 STUDENT FEEDBACK INSTRUMENTS

Attach as Appendix 7.1.3 an outline of the feedback criteria to be included or a copy of any existing student feedback instruments

EVALUATION UNIT

CHARLES STURT UNIVERSITY

STUDENT INTERNAL SUBJECT SURVEY

Subject Name:
Subject Code:
Teaching Staff:

	Very Strongly	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Very Strongly	Not Applicable
1. The objectives of the subject were clearly outlined.	O	O	O	O	O	O	O	O
2. Subject content was clearly related to the stated subject objectives.	O	O	O	O	O	O	O	O
3. The various components of this subject were coordinated (e.g. lectures, tutorials, assignments, demonstrations, studio work).	O	O	O	O	O	O	O	O
4. The prescribed texts contributed to my understanding of the subject.	O	O	O	O	O	O	O	O
5. The recommended readings helped in understanding the subject.	O	O	O	O	O	O	O	O
6. The majority of references I required for this subject were available from the library.	O	O	O	O	O	O	O	O
7. Overall, my requests for library services received appropriate responses.	O	O	O	O	O	O	O	O
8. The assessment tasks in the subject were consistent with the stated objectives of the subject.	O	O	O	O	O	O	O	O
9. The assignments were scheduled to allow adequate time for preparation.	O	O	O	O	O	O	O	O
10. My understanding of the subject has improved as a result of feedback from assignments.	O	O	O	O	O	O	O	O
11. Feedback from assignments was timely.	O	O	O	O	O	O	O	O
12. The physical facilities were adequate for the requirements of the subject. (e.g. rooms, laboratories, equipment, etc).	O	O	O	O	O	O	O	O
13. The academic support for the subject	O	O	O	O	O	O	O	O

was appropriate (e.g. counselling, advice and help with problems).								
14. The teaching staff in the subject were available at the stated consultation times.	O	O	O	O	O	O	O	O
15. The demonstrations/laboratory sessions/field trips/studio classes, etc. were relevant.	O	O	O	O	O	O	O	O
16. The tutorials helped me understand this subject.	O	O	O	O	O	O	O	O
17. As a result of doing this subject I have improved my ability to communicate about its various aspects.	O	O	O	O	O	O	O	O
18. The overall quality of teaching in this subject was good.	O	O	O	O	O	O	O	O
19. I would recommend this subject to another student.	O	O	O	O	O	O	O	O

Comment on two aspects of the subject which you found helpful, useful or particularly good.

_____
_____
_____
_____
_____

Comment on two aspects of the subject which you would like to see changed.

_____
_____
_____
_____
_____

CHARLES STURT UNIVERSITY

STUDENT SURVEY OF TEACHING

	OVERALL, THIS LECTURER	VSA	SA	A	U	D	SD	VSD	N/A
1	has stimulated my interest in the subject.	O	O	O	O	O	O	O	O
2	has helped me to understand the subject matter because of her/his clear explanations.	O	O	O	O	O	O	O	O
3	is enthusiastic in his/her teaching.	O	O	O	O	O	O	O	O
4	organised class time well.	O	O	O	O	O	O	O	O
5	marked assignments thoroughly.	O	O	O	O	O	O	O	O
6	returned marked assignments in a reasonable time.	O	O	O	O	O	O	O	O
7	provided helpful feedback on assignments.	O	O	O	O	O	O	O	O
8	could be contacted by me in the specified contact hours.	O	O	O	O	O	O	O	O
9	encouraged students to express their own points of view.	O	O	O	O	O	O	O	O
10	has communication skills that make her/his teaching interesting.	O	O	O	O	O	O	O	O
11	provided challenges that helped me progress in the subject.	O	O	O	O	O	O	O	O

Please tick the appropriate box for each item below		
In my case, the subject this lecturer teaches is		
	Compulsory	[ ]
	Elective	[ ]
The mark I expect to get in this subject is	High Distinction	[ ]
	Distinction	[ ]
	Credit	[ ]
	Pass	[ ]
	Fail	[ ]
Class size for the subject is	Fewer than 15	[ ]
	15 to 30	[ ]
	31 to 45	[ ]
	Above 45	[ ]

Comment on two aspects of the teaching you found helpful or particularly good.

_____
_____
_____

Comment on two aspects of the teaching you would like to see changed.

_____
_____
_____

Centre for Enhancing Learning and Teaching celt

EVALUATION UNIT

CHARLES STURT UNIVERSITY

STUDENT SURVEY OF TUTORING

Name of Staff member conducting Tutorial:
Subject Name:
Subject Code:

	THE STAFF MEMBER WHO CONDUCTED THE TUTORIAL	VSA	SA	A	U	D	SD	VSD	N/A
1	clearly explained concepts I found difficult in lectures.	O	O	O	O	O	O	O	O
2	clearly explained things I found difficult about assignments.	O	O	O	O	O	O	O	O
3	clearly explained any difficulties I found in texts and reading.	O	O	O	O	O	O	O	O
4	marked assignments thoroughly	O	O	O	O	O	O	O	O
5	returned marked assignments in a reasonable time.	O	O	O	O	O	O	O	O
6	made helpful comments on assignments.	O	O	O	O	O	O	O	O
7	could be contacted by me in the specified contact hours.	O	O	O	O	O	O	O	O
8	stimulated me to think in his/her sessions.	O	O	O	O	O	O	O	O
9	encouraged me to express my views in her/his sessions.	O	O	O	O	O	O	O	O
10	presented material that interested me.	O	O	O	O	O	O	O	O

Please tick the appropriate box for each item below

In my case, the subject in this tutorial is   Compulsory   [ ]
                                                Elective   [ ]
The mark I expect to get in this subject is   High Distinction   [ ]
                                                  Distinction   [ ]
                                                  Credit   [ ]
                                                  Pass   [ ]
                                                  Fail   [ ]
Class size for this tutorial is: Fewer than 10   [ ]
                                                  10 to 20   [ ]
                                                  21 to 30   [ ]
                                                  Above 30   [ ]

Comment on two aspects of the tutoring you found helpful or particularly good.

_____
_____
_____

Comment on two aspects of the tutoring you would like to see changed.

_____
_____

7.2.1 ON-LINE LEARNING POLICIES AND PRACTICES

If on-line learning is a delivery method to be used in this program, attach as Appendix 7.2.1 copies of the organization's policies, guidelines and practices pertaining to technology-based, computer-based, and web-based learning modes of delivery to ensure:

- *student and faculty preparation and orientation;*
- *reliable, sufficient, and scalable course-management systems;*
- *accessible technical assistance for students and faculty;*
- *appropriate hardware, software, and other technological resources and media; and*
- *well-maintained and current technology and equipment.*

Include the following statement: "The organization has on file and available upon request copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/on-line learning."

Charles Sturt University is Australia 's largest provider in distance education, utilising our expertise in on-line learning to provide educational opportunities to around 36,000 students undertaking their choice of study on one of our campuses, from home, their workplace or around the globe.

In the proposed Bachelor of Early Childhood, on-line learning delivery methods will feature in the course *Understanding and Using New Technologies*, and, depending on student choice, in the three Breadth Courses selected from CSU's distance education offerings.

STUDENT PREPARATION AND ORIENTATION

Charles Sturt University's Division of Student Services and the Division of Information Technology provide substantial support for students in preparation for online teaching and learning.

Student support includes:

Online learning at CSU

- **What do we mean by studying online ?**
- **my.csu**
- **So why study online ?**
- **Skills you'll need to study online and how you can develop them**

What do we mean by studying online ?

Studying online means taking advantage of the resources of the Web in order to enhance your learning experience.

If you are studying by Distance Education at CSU you can access your study materials online. In addition to your subject notes and details, each subject has a web forum allowing you to discuss ideas and ask questions of your teaching staff and fellow students. A number of on campus subjects are also available online.

But studying online at CSU doesn't just mean being able to locate your subject materials on the Web. At CSU, studying online also means being able to find administrative and support information, locate resources and carry out tasks in relation to your enrolment at the university.

CSU students can connect directly to the areas such as **Student Services**, **Student Administration**, the **CSU library**, and the **Coop Bookshop**, as well as communicate with your lecturers and fellow students via the Internet. Distance Education students are also able to **submit assignments online**. It is important that you acquaint yourself with the CSU web site so that you are aware of the services and options open to you via the Internet.

my.csu

A good place to start looking around the CSU web site is at ***my.csu***

As its name suggests, ***my.csu*** is your personalised area of the CSU web site This site draws information from the CSU database meaning the information will be specific to you.

my.csu provides links to all the CSU online services and also includes your eBox where many official CSU communications will be sent. You should make visiting ***my.csu*** an important part of your study routine.

You will need your username and password to enter ***my.csu*** and you are encouraged to make this your homepage on your computer.

Be sure to read the **detailed information on *my.csu*** before proceeding any further.

So why study online ?

The WWW can:

- allow you to communicate with your lecturer and other students in individual and group situations
- provide access to the very latest information from a wealth of sources worldwide
- improve collaboration and promote active learning
- accommodate different learning styles by offering visual and audio visual environments in addition to plain text
- facilitate the sharing of ideas and reduce the isolation of studying by distance
- allow you access to electronic journals and discussion groups available only on the Internet
- provide you with software
- reduce your dependence on your lecturer

Skills you'll need to study online and how you can develop them

If you intend using the internet in your studies there are several skills you should have or aim to develop. The skill areas include: personal skills, study skills, general computer and internet skills.

Personal skills
There's no question - the nature of study at a tertiary level is changing. Increasingly the onus for learning is placed on **you** the student. If you're used to your lecturer giving you all the answers, you should try and become a more *active learne*r - one who takes responsibility for their own learning, motivation and self discipline. Now more than ever you have the opportunity to *participate* in your learning, not just be a passive receiver. Using the internet in your studies gives you access to a global community of learners and teachers - so take advantage of them. Work out what your **learning style** is, and use it to your advantage!

Study skills
Although studying online may be a new phenomenon to you, there are some things about studying that remain the same regardless of new technology. Things like **time management**, **motivation**, being clear of **expectations** and **exam preparation** still remain important aspects of study.

Studying online is very dependent on reading and writing skills. Much subject content will be delivered by readings, and a lot of your communication will be in written form. If you know these are not your areas of strength, seek some support and try and develop these skills.

For assistance, refer to the **Learning Skills web site**, or contact a **learning skills adviser**. Your teaching staff may also be able to assist you in these areas.

General computer skills
You will need at least a basic level of proficiency in computer use to successfully study online Skills such as word processing, file management, saving and printing will all be useful, if not essential skills for an online learner.

Internet skills
Of course you will need some basic internet skills in order to study online. Being able to go to specific URLS, book marking, saving and printing web pages will all be important skills. More advanced skills such as searching and web site evaluation would also benefit most students.

The **online learning site** is a good starting point if you need to develop your online skills. It includes information on training opportunities and much self help information. There is also a contacts page which you may like to refer to.

Training is also often available through organizations such as TAFE, community colleges, and libraries.

For more general information on online learning go to **What Makes A Successful Online**

csu documents online

CSU Guide to Learning - includes essential information and activities for new students including information about online services and facilities.

Referencing Guide - guide to referencing including citing online sources (word, pdf, html)

All students should be aware of the **Code of Conduct for Users of Electronic Facilities**

Students' guide to online and I.T. services at CSU Handed out during DE orientation sessions (pdf file)

new to online study?

Online Learning at CSU
What does online learning mean at CSU? What to expect, and how you can maximise your chances of online success. **more ...**

Get on with I.T. A web site explaining core online competencies for CSU students including usernames and passwords, email, forums and the eBox. **go there now**

Skills for Learning Online is a self paced course that is available to all enrolled CSU students via the internet. Approximately 13 hours in time commitment, the subject includes modules on the CSU online environment, forums, email, my.csu, listservs, chat, searching, evaluating web sites and online referencing. **More information**

Knowledge bank - great if you need help with Word, Excel, or PowerPoint this is great. A web based, self paced training in the use of Microsoft Office products.
Use Knowledge bank

technical help

CSU IT Service Desk

How to connect to the CSU network - dial up services information.

Healthy computing - animated tutorial on correct posture and computer setup

OASIS - Online Assessment Submission Information System.

Skills for Learning Online - SSS003

- Description
- Availability and details
- Coordinator

Description

This subject introduces students to the online environment.

Topics covered: using the CSU portal, username and passwords, forums, email, chat, web searching, web site evaluation and electronic referencing.

This subject is self paced and requires approximately 13 hours to complete. It is taught online, so students must have access to the internet.

Coordinator

Stewart McKinney
(02) 6885 7304
smckinney@csu.edu.au

Availability and Details

The Application for STUDY LINK Form provides information on the availability of this subject. The subject is the equivalent of approximately 13 hours study, although students may work through it at their own pace. As this subject is delivered online (ie. via the computer) students must have Internet access. Students will also receive introductory printed materials to assist in accessing the online materials.

Complete the appropriate details in Section 4 of the Application for **STUDY LINK** form

SESSION CODES:	200579 = September 5 to December 2 200603 = October 24 to January 20 200619 = January 23 to April 21 200649 = May 15 to August 11 200679 = September 4 to December 1
CAMPUS/LOCATION (CA/LOC):	Albury-Wodonga (A), Bathurst (B), Wagga Wagga (WW)

Please note: The dates listed above refer only to **STUDY LINK** enrolment

FACULTY PREPARATION AND ORIENTATION

Faculty of Charles Sturt University are provided with a comprehensive orientation to the on-line teaching and learning environment as well as ongoing staff development.

For example, the Division of Information Technology offers a range of IT and Online Services for staff to assist with providing a flexible, progressive and innovative learning and teaching environment across all CSU campuses. These include:

- **Getting Started**
  Find out about how to get started online at CSU as well as information on key IT services provided for staff and how to make the most of IT resources at CSU.
- **Key IT Services**
  CSU provides a range of Key IT Services for staff covering services such as remote access, email, file servers and various online tools for administrative, learning and teaching functions.
- **IT Training**
  DIT provides a range of IT training solutions for staff covering a wide range IT software and CSU developed Online tools.
- **Remote Access**
  Away from CSU or visiting another campus? DIT provides a range of remote access services for staff needing to access CSU IT resources from anywhere and at anytime.
- **Help Guides**
  Information on setting up access to CSU remote and mobile Services, general IT information, handy hints and user guides.

Additionally, the University's Centre for the Enhancement of Learning and Teaching (CELT) offers services in the development of learning materials including e-resources through its Learning Media Laboratories, the evaluation of learning and teaching, staff development for academics, and the application of technology in learning and teaching.

CELT has a large team of Educational Designers who work with staff in designing and developing learning resources. CELT is committed to the development of quality learning resources using all appropriate media, supported by relevant communications technology.

Extract from CELT's web site: http://www.csu.edu.au/division/celt/

Developing flexible resources

The information in this section of the CELT site will assist teaching staff in the development and production of learning resources. It aims to help teaching staff develop strategies to address the challenges of flexible learning and teaching.

This information is particularly relevant to newly appointed academic staff and staff new to teaching in distance mode as it provides an understanding of University procedures for developing resources for distance or mixed mode education. What are flexible learning resources?

Flexible learning resources at Charles Sturt University are used to teach distance education students and serve as resources for on-campus students. They are designed for independent study and may be paper-based or web-based. The information provided in this site provides a useful resource for learning and teaching across all modes of higher education.

How to use this site

This site is organised into two streams, but there is some crossover between sections. References, and examples are also provided. You may choose your path through this material depending on your needs: The Producing materials for flexible delivery stream looks at the institutional procedures involved in the production process of providing flexible learning resources to your students.

*That is, how your learning and teaching resources are produced and made available to your distance students. This is the **why, what,** and **how** of producing flexible learning resources at Charles Sturt University. The Developing your subject stream looks at the planning and development of flexible learning resources for your subject. The information in this stream is provided to help your subject materials take shape.*
The topics touched upon here are; planning, characteristics of learners, writing flexible learning resources, assessment, and evaluation. This information will provide a starting point for the development of your subject resources. On the left-hand side is a frame which displays the topics for each module. If you click on the topic you will see the sub topics that are available. You can return to this entry page at any time by clicking on the "Developing Flexible Learning Resources" header at the top of each page.

RELIABLE, SUFFICIENT, AND SCALABLE COURSE-MANAGEMENT SYSTEMS

CSU has been a leading provider of online learning and teaching materials for many years. Since delivering it's first online materials in 1994 use of the CSU online learning environment has grown exponentially. The environment has progressed from a handful of hand crafted online materials to an automated production system that delivers thousands of online subjects and resources each semester. As the environment has expanded so too has the need to provide round the clock access to our services. To meet these needs CSU has developed a comprehensive systems architecture that ensures our ability to meet the challenges of growth and reliability our community has come to expect.

ACCESSIBLE TECHNICAL ASSISTANCE FOR STUDENTS AND FACULTY

IT Service Desk
The IT Service Desk is the first point of contact for information or assistance for both staff and students of CSU with regards to CSU IT services and information. Contact is via phone or, increasingly, by the online Service Desk Request form at
http://www.csu.edu.au/division/dit/f_sdesk.html
The operating hours of the IT Service Desk are given below.
In addition, CSU Ontario has on site IT Support for students and staff. This combination of the IT Service Desk in Australia and CSU Ontario IT support, means that the students have access to virtually 24 hour of assistance.

Operating Hours (AEST)	Telephone
• 8am - 10pm Monday to Thursday • 8am - 9pm Fridays • 10am - 4pm Weekends	Local Call Australia 1300 653 088 International + 612 6338 4357 Within Australia 02 6338 4357 CSU Internal 84357
Mail Address	
IT Service Desk, Charles Sturt University, Panorama Avenue, Bathurst NSW 2795, Australia	

How You Can Help Us
- Be polite and courteous to our staff
- Be patient if our queues are long
- Have your problem detailed as best you can for us
- Have your student or staff id ready or provide it in any email to us
- Respect that the service desk will try and assist you in the first instance but may have to escalate your call within IT to solve your problem if it is not in our list, or if the current service desk load is high
- Understand the Divisions Core and non-core services
- Use our on-line services as much as possible from within the IT Services link within my.csu
- Understand that there are times of the year when there is considerable load on the Division and your call or problem may take some time to address
- Provide us with feedback.

APPROPRIATE HARDWARE, SOFTWARE, AND OTHER TECHNOLOGICAL RESOURCES AND MEDIA; AND WELL-MAINTAINED AND CURRENT TECHNOLOGY AND EQUIPMENT.

The University provides a comprehensive suite of technologies aimed at supporting staff and students in a learning environment. Given CSU's strength in the online environment many of these technologies are centered around providing learning and administrative resources via the internet.

The University operates significant computing and communications infrastructure in Australia. These range from Unix based mainframe equipment delivering core business applications (student processing, online services, finance, Human Resource Management) through to front office systems providing services including email, calendaring, shared file services, dial up services, remote access and instant communications systems. As an example, CSU is one of the few Universities where all 1600 staff use shared the same shared calendaring and file services. As well a number of innovative technologies are used to bridge the 'distance gap' including a state of the art IP based video conferencing system, Internet based telephony and communicator 'chat' services.

The service provided at the Canada campus are for the most part identical to those throughout the rest of the University as the technology used seamlessly integrates the Canada network with the Australian systems. For example; video conferencing, shared file and calendaring, printing, and integrated telephony are all provided.

Infrastructure specifically located on the Canada campus include a full 54Mbs (802.11g) wireless network for both student and staff combined with a 100BaseT wired network, network printing facilities, full telephone system with automated attendant services with fallback trunking to Australia after hours, and full audio visual services provided to each teaching space including data projectors and audio amplifiers. IT support is delivered by a series of service agreements between the University and the Bay Area Learning Centre together with hardware support contracts with Ricoh, Fibrewired (local network provider) and Instatel (local telephony provider)

The underlying technology to provide these services is continually being updated and developed.

NOTE: Charles Sturt University has on file, and available upon request, copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/on-line learning.

7.2.2 ACADEMIC COMMUNITY POLICIES

If on-line learning is a delivery method to be used in this program , attach as Appendix 7.2.2 a description of how on-line learning methods or other features of on-line courses contribute to and enhance the creation of academic community among students and between students and faculty.

As indicated elsewhere in this submission, CSU currently has an enrolment of approximately 36,000 students - many of these by distance education across Australia and around the world. The University provides a comprehensive suite of technologies aimed at supporting staff and students in a learning environment. Given CSU's strength in the online environment many of these technologies are centered around providing learning and administrative resources via the internet.

Two examples of CSU features that contribute to and enhance the creation of academic community among students and between students and faculty are:

1. my.csu (**http://my.csu.edu.au**)
2. forums.

The following information is provided to students about my.csu and forums.

my.csu

my.csu as the gateway to the wide expanse of CSU's online services. Over 85% of all students visit my.csu on a regular basis to undertake a range of activities from accessing their eBox, forums and online subjects to voting in CSU polls.

my.csu is each student's (and faculty member's) personalised area of the CSU web site and offers quick and convenient access to CSU online resources, communications and other relevant information such as timetables, exam results, finance balances and textbook lists. my.csu brings together information from a wide variety of sources into one convenient location. It can be customised to meet individual preferences.

Forums

Forums are a communication tool for the students and staff of Charles Sturt University. The forums allow for open discussion, at the convenience of the users.

A forum is like an electronic bulletin board. You can post messages to it and read messages from other people. The forums use web technology and allow you to access messages the same way you would on a web page - by clicking a hyperlink.

Each Forum is displayed in the same way. Messages are listed showing information about:
- who posted the message (Sender);
- what the message title is (Subject); and
- the date the message was posted (Date)

also:

- if it is a New message (a Flag icon is displayed);
- whether or not the message has been Read (an opened or closed envelope icon); and
- whether the message has an attachment(an icon of a paper clip).

Every DE subject at CSU and an increasing number of internal subjects have a forum attached to them. This allows students to post messages to each other and their lecturers. This is particularly useful for distance education students, who would ordinarily have little or no contact with others studying their subjects.

In addition to subject specific forums, CSU have a number of general forums that deal with administrative matters and social/interest groups.

General forum information

- The only people able to access subject specific forums are students enrolled in the subject, the lecturer and the Online Liaison Officer. All staff and enrolled CSU students are able to access general forums.
- If you feel uncomfortable about posting a forum message you may use an alias to remain anonymous.
- You should be aware of the role of each forum and use it accordingly. i.e.. don't post for sale messages on subject forums, and don't ask subject specific questions on general forums.
- Students should all read and understand the **Electronic Code of Conduct**. If necessary, messages may be traced to the author (even those sent anonymously) and online privileges may be withdrawn.

How to access forums

Forums can be accessed a number of ways. These include the:

- My Forums tool in **my.csu**
- Forum link in the Online Subject Outline
- **http://forums.csu.edu.au**

How to Use Forums
For instructions on using CSU Enhanced forums refer to the **Forum Help Guide.**
Tips for using forums

The following tips refer to the use of forums. Although primarily aims at users of subject forums, the advice also applies to general forums. The general advice on **Using CMC** and **Netiquette** also apply equally to the use of forums.

Use relevant headings
It's important to use relevant headings when posting messages to forums. This will alert readers to the subject of the message and assist you in finding messages at a later date. Don't type messages in all upper case.

Easy to read

Try to make your messages as easy to read as possible. Limit the length of messages and use short paragraphs with blank lines between paragraphs. When replying to a message, type your message above the original message.

Threading

Threading allows you to follow the flow of a conversation and see how messages relate to each other. If someone has posted a message with the heading 'I need a lift to res school' if you can help them you should post a *reply* to that message. If you have another question or statement that has nothing to do with the earlier question, you should post a *new* message. Don't pick up on someone else's heading when you want to introduce a new topic. See the **Forum Help Guide** for threading and other sorting options.

Quoting

The Reply function allows you to quite sections or all of the message you are responding to - but be careful not to quite the original author out of context. Excessive quoting is not encouraged. Especially resist someone else quoting someone else. Such messages are frustrating to read and may lead to your comments being ignored all together!

Treat your computer like your mail box

Life can be pretty frustrating (not to mention expensive) if you're constantly logging on to your computer checking for new mail. If you post a message to the group or to your lecturer - be patient in waiting for their responses. Don't immediately phone people asking if they got your message - or you may as well have phoned them in the first place! Remember one of the advantages of CMC is that people can use it at a time that suits them - as well as you. Why not have a regular time each day that you check for and answer mail.

If you prefer using email to forums - you can have forum messages sent to you via email. You can also answer these messages via email and they will also appear on the forum. Refer to the **Forum Help Guide** for instructions on how to do this.

When the forum's dead ?

If there doesn't seem to be much happening in a forum that you're involved in - don't sit back and wait for something to happen, be proactive and try and encourage some activity yourself - s*omeone* has to make the first move ! Try some of the following ideas to encourage fellow students to contribute to the forum:

- ask about or discuss assignment topics - why not instigate an online brainstorming session ?
- discuss possible exam questions and answers. Get hold of some past papers and begin a group discussion on possible answers
- post statements that relate your studies to recent events . eg. if you're topic is about Women in Modern Society, you could talk about how the upcoming election's childcare policy will impact on working mothers
- if you've had a problem that you have resolved perhaps others have experienced the same dilemma. Why not post your experience - and your solution (study related of course!)

Phrase your postings carefully

When posting a question, phrase them so they are complete and unambiguous. Assume that your posting is the only one people have read, so include everything you need to say in your message in the most concise way you can. For example, imagine someone (let's call them Sue) posted a message regarding changing the national flag.

Sue writes *" I believe that the Australian flag should be changed and should not include the union jack."*

If you post a message saying *"I disagree*" you are leaving yourself open to misinterpretation. Do you disagree with changing the flag, or just with the exclusion of the union jack ? A better option would be to post a message along the lines of

"In Sue's message on 2/4/98 she says that she believes the Australian flag should be changed and its replacement should not include the Union Jack. While I agree that the flag should be changed, I believe that the Union Jack should remain as a part of the flag etc (go on to give your reasons)

Be persistent

If you were sitting in a classroom, and didn't understand something, hopefully, you would ask a question and would continue to ask questions until you were clear on that particular point. In face to face situations, your lecturer has the advantage of seeing your puzzled looks, or whispered asides to classmates. Web forums don't have this ability so you must be persistent. If you don't understand something - ask for clarification. Write back and forth, and keep asking until you are satisfied that your understanding is clear.

Remember your audience

Don't send private or confidential messages to a forum. Remember they are public notice boards. You should use direct email for private messages.

Code of Conduct

You are reminded that when using CSU forums or any other online service that you should abide by the rules and regulations outlined in the **Code of Conduct.**

Forum Support

If you require further assistance in the use of the Enhanced Forums contact:

Liaison Officer (Online Support),
Learning Materials Centre
Email: **lmchelp@csu.edu.au**
Telephone Message Service: 1800 670 679

8.

CAPACITY

TO

DELIVER

STANDARD

8.1.1 LIBRARY RESOURCES

Attach as Appendix 8.1.1 a table that indicates the library resources that will be available to faculty and students.

The following description will more adequately represent the extent of the Library resources supporting the Program and is not easily represented in a table.

1. The Resource Centre at CSU Ontario

The Centre was established for the introduction of the Bachelor of Primary Education Studies and currently houses around 2,000 volumes of curriculum support materials and texts. The collection will be supplemented to support the Bachelor of Early Childhood by the addition of all mandatory and recommended texts and readings, as reflected in the course outlines (refer to Appendix 6.4 Course Outlines).

2. Online Access to CSU Library, Resources and Databases

Student in the Bachelor of Early Childhood will have access to the full range of CSU online resources. CSU's Library provides extensive services to 40,000 students and, as Australia largest provider of distance education, CSU is at the forefront of online access and student support.

The online Education databases available at Charles Sturt University include:

- **ERIC** (Ovid) - The largest education database in the world. ERIC is sponsored by the U.S. Department of Education and covers research documents, journal articles, technical reports, program descriptions and evaluations and curricular materials in the field of education. Time span: 1966 - present.
- **AEI (Australian Education Index)** (Informit) - Australian journal articles, monographs, research reports, theses, conference papers, legislation, parliamentary debates, newspaper articles, tests and web. Gives a comprehensive coverage of educational topics. Full text of some records available. Time span: 1978 - present.
- **Career and Technical Education** (ProQuest) - Vocational and technical periodicals covering all aspects of the Vo/Tech curriculum. Full text available for most publications. Select 'Collections' from the ProQuest menu bar, then choose Career and Technical Education and click 'Continue'.
- **Education Complete** (ProQuest) - Education at all levels, including AIDS education, human development, child abuse, and developmental psychology. Many articles in full text. Select 'Collections' from the ProQuest menu bar, then choose Career and Technical Education and click 'Continue'.
- **DELTAA** (Informit) - The Database on English Language Teaching for Adults in Australasia. Indexes and abstracts articles on English Second Language learning and teaching in Australia.

And the following multidisciplinary databases for additional information and full text articles.

- **APAFT (Australian Public Affairs Full Text)** (Informit) - 327+ full text Australian journals covering subjects such as business, health, current affairs, economics, humanities, law, literature, politics and social sciences.
- **Academic Research Library** (ProQuest) - Journals, magazines and newspapers covering a broad range of general reference subjects, some with full text.
- **Current Contents** (Ovid) - The Current Contents Search database provides access to the tables of contents and bibliographic data from the current issues of more than 7500 of

the world's leading scholarly research journals and books in the sciences, social sciences, and arts and humanities.

- **PsycINFO** (Ovid) - Covers professional and academic literature in psychology and related disciplines including education and linguistics. Coverage is worldwide from 1984. Includes references and abstracts to over 1,400 journals. **ABI/INFORM Global** (ProQuest) - Worldwide business periodicals, many with full text availability.
- **Factiva** - most subject areas with nearly 8000 full text journals and newspapers.
- **ISI Web of Science** - includes Arts & Humanities Citation Index, Science Citation Index Expanded and Social Sciences Citation Index. Coverage from 1992 to present.
- **Wiley InterScience** - Full text of over 300 leading scientific, technical, medical and professional journals.

Finally, all students in the Bachelor of Early Childhood will be required to have their own laptop computers. This will facilitate their 24 hour access to these online resources.

3. Sheridan and Mohawk Library Resources

All students in the Program will be able to access the broad collections available in early childhood at Sheridan and Mohawk Colleges.

8.1.2 COMPUTER ACCESS

Attach as Appendix 8.1.2 a table that indicates the computer resources that will be available if the program is approved.

The Information Technology to support the Program is best represented by the following information rather than in table form.

All students admitted to the Bachelor of Early Childhood will be required to have a laptop computer with internet access and a wireless card. (See specifications below.)

CSU Ontario has a state-of-the-art wireless network which has proven enormously effective in the existing Bachelor of Primary Education Studies. The Resource Centre also houses a suite of desktop computers, all with internet access, which students can access freely. Students have access to wireless printing facilities and there is a Information Technology support officer available onsite for both students and staff.

EXTRACT FROM CSU ONTARIO FAQS

Will I be required to have a laptop computer?
A laptop computer with the capacity for wireless connectivity and internet access is a requirement for acceptance into this program. You will need to bring your laptop on the days you have classes

Student Laptop Specifications
Windows or Apple based Laptop
Wireless built in (802.11g - 54Mbs or better) or wireless usb/pcmcia card (802.11g -54Mbs or better)
CD Rom (highly recommended but not essential)
USB Ports (highly recommended but not essential)
Ethernet port (recommended but not essential)
Modem (recommended but not essential)
Windows XP Home or XP Pro (**Windows 98, Windows ME and Windows 2000 are not acceptable**)
Apple OSX system 10
Microsoft office 97 or better (will need to purchase)
Internet Explorer 6.0 Service Pack 2 or better (free on web)
Anti Virus software (any reputable product or AVG (free on web))
Adobe acrobat reader (free on web)
Printer Driver for CSU printer (Provided during orientation program)

8.1.3 CLASSROOM SPACE

Attach as Appendix 8.1.3 a table that indicates classroom utilization if the program is approved.

Year	Number of Students (cumulative)	Number of Classrooms (include seating capacity)	Location of Classrooms	
			On site (√)	Other (specify)
Year 1	100	1 (150) 2 (50) 1 (30) 1 (25)	√	
Year 2	190	1 (150) 2 (50) 5 (30) 1 (25)	√	
Year 3	190	1 (150) 2 (50) 5 (30) 1 (25)	√	
Year 4	190	1 (150) 2 (50) 5 (30) 1 (25)	√	

8.1.4 LABORATORIES/EQUIPMENT (WHERE APPLICABLE)

Attach as Appendix 8.1.4 a table that indicates use of laboratories/equipment if the program is approved.

Not Applicable

8.2 RESOURCE RENEWAL AND UPGRADING

Attach as Appendix 8.6 the organization's detailed plans and schedule for the renewal and upgrading of the following:
- *library resources*
- *computers and computer access*
- *classrooms*
- *laboratories/equipment*

CSU Library has a policy of continual review and renewal of its holdings. It has an annual budget of $9,000,000 AUD to support this process. Similarly, the Resource Centre at CSU Ontario will be incorporated into this process as course outlines are renewed and updated – with the collection being expanded automatically.

Computer access will be supported by the scalability of the existing wireless network installed at CSU Ontario. It has the capacity to sustain 300 students simultaneously accessing the network via their laptops on site. A sophisticated print monitoring system, an extensive virus protection system (updated weekly), a voice over the internet protocol (VOIP) telephony system, and an advanced audio visual network (including videoconferencing to CSU in Australia) are all parts of the information technology present at CSU Ontario.

Arrangements are in place with the Bay Area Learning Centre for CSU to lease and renovate additional classroom and office space as required to meet the enrolment projections listed in Appendix 8.1.3 Classroom Space.

Laboratories/Equipment – Not Applicable.

8.3 SUPPORT SERVICES

Attach as Appendix 8.3 a table that indicates the type of support services that will be available on campus to degree students.

Students entering the Bachelor of Early Childhood are already Community College graduates. As such, the support they will need is more likely to be focused on their professional development. This will be provided in a number of ways:

Support Service	Brief Description of Service (Attach additional information as necessary.)
Academic Advising	Academic advising – this will be provided by all lecturers involved in the program. Students will have access to staff on a face-to-face basis in their offices and by electronic means via email. The Program Coordinator will have responsibility for ensuring appropriate academic advice is readily available to all students.
Career Counseling	Career counseling – provided by both the academic staff teaching in the program as well as staff in the Centres when the students are undertaking their field placements.
Personal Counseling	Personal Counseling – access to personal counseling will be coordinated by the Head of School, CSU Ontario. CSU Ontario has access to a range of counseling services, both online and face-to-face, and the Head of School will direct students to the most appropriate support service.
Placement	Placement – placement advice will be provided by the academic staff of CSU Ontario, and staff of Sheridan and Mohawk Colleges.
Services for Students with Disabilities	Charles Sturt University is committed to providing an inclusive educational environment which promotes awareness and understanding of issues for students with a disability. Students who have a physical or sensory impairment, a medical condition, learning disability, or mental health disorder which affects access to or participation in study or University life are strongly advised to contact one of the University's Disability Liaison Officers. The Disability Liaison Officer can assist students with: • general advice and assistance • issues around disclosure of your disability to other staff and students • support strategies in consultation with you and other relevant staff, according to your specific needs. • assistance liaising with academic and

	administrative staff • referral and liaison with other relevant services or agencies • access to specialised resources and services • information on campus access • In addition, resources and services can be provided on an individual basis according to assessed need. Some examples that may be provided by the University are: • specialised equipment or furniture for use on campus • assistive software • alternative format study materials such as Braille, electronic, large print or audio • peer note takers or lecture notes • special provisions for exams • library assistance • accessible student accommodation.
Tutoring	For students who feel they would like to boost their skills and knowledge, CSU offer several STUDY LINK subjects in the areas of online learning, academic skills development, maths, statistics, chemistry, physics, career management, personal development, and making the transition to tertiary study.
Accommodation Assistance	It is anticipated that a number of students may have to relocate to undertake the program. Assistance with accommodation will be provided by the administrative staff in conjunction with local real estate agents in Burlington.

8.4 POLICIES ON FACULTY

Attach as Appendix 8.4 copies of the organization's policies pertaining to the following:
- *academic/professional credentials required of present and future faculty teaching courses in the program;*
- *academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors;*
- *the requirement to have on file evidence supplied direct to the organization from the granting agency of the highest academic credential and any required professional credential claimed by faculty members;*
- *the regular review of faculty performance, including student evaluation of teaching and supervision;*
- *the means for ensuring the currency of faculty knowledge in the field;*
- *faculty teaching and supervision loads;*
- *faculty availability to students; and*
- *the professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills, where appropriate.*

Indicate clearly the organization body/bodies that instituted the policies as well as the date the policies were instituted and/or last updated.

Academic Professional Credentials – academic staff are appointed on the basis of their academic qualification and/or professional expertise. They are appointed at levels A-E depending on qualifications and experience (per industrially agreed position classification standards). A copy of the *Policy on the standards, expectations and qualifications of academic staff* is attached. Positions must be advertised in national media and appointment adheres to a process based on Equal Employment Opportunity (EEO) principles. The Dean of the Faculty chairs all selection committees for new Faculty staff and the Faculty has to maintain a balance between staff with a high academic, research and publication record, and those with high levels of professional expertise and status within the teaching profession.

Research/Clinical/Exhibition Supervisors – N/A for this program.

File Evidence of Academic Credentials – The Human Resources Division of Charles Sturt University maintains a record/file on each employee/Faculty member of the University. This includes an academic and professional qualifications register. A copy of the *Guidelines on the administration and updating of the official listing of staff awards, titles and distinctions held for inclusion in the University Handbook is attached.*

Review of Faculty Performance – staff of the Faculty participate in a regular performance review process. This includes *Academic Staff Probation Policy* (attached), *Academic Staff Incremental Progression Policy* (attached), *Performance Management Scheme: Procedure for Academic Staff* (attached) and the *Policy on Student Feedback* (refer to 7.1.2)

Maintaining Faculty Currency in their Field – through the performance appraisal processes outlined above, staff must demonstrate that they have maintained currency in their field. Indeed they are required to contribute to knowledge in their field by way of publication and presentation at conferences and seminars. Staff are also required to maintain knowledge and awareness of the School system by being involved in practice teaching supervision and conducting staff development programs for teachers.

Faculty Teaching and Supervision Loads – the Faculty has a Staffing Formula which distributes fairly teaching, course/program coordination and other duties. A copy of this document is attached. *Faculty Staffing and Workload Allocation Policy.*

Faculty Availability to Students – staff are required to be readily available to students. The policy on *Minimum Standards For Communicating With Students* is attached.

Professional Development of the Faculty – regular staff development activities are conducted on a range of issues. These are coordinated by a Unit in the University called the *Centre for the Enhancement of Learning and Teaching (CELT)*. Information on CELT's *Staff Development for Academics* is attached.

Staff are also eligible to apply for a semester of study leave every three years and this is a very important source of professional development.

Title:
Policy on Standards, Expectations and Qualifications of Academic Staff

Version	1.0
TRIM file number	05/XXXX
Short description	A policy on the standards, expectations and qualifications of academic staff that provides a foundation for and informs their probation, performance and promotion at Charles Sturt University (CSU).
Relevant to	All academic staff who hold a fixed term appointment or continuing appointment at CSU.
Approved by	Deputy Vice-Chancellor (Academic)
Responsible officer	Executive Director, Human Resources
Responsible office	Division of Human Resources
Date introduced	18 November, 2005 (resolution EXE/106)
Date(s) modified	
Next scheduled review date	November, 2008
Related University documents	Academic Staff Probation Policy, Procedure and Guidelines Academic Staff Promotion Policy, Procedure and Guidelines Performance Management Scheme: Policy for Executive, Academic and General Staff Performance Management Scheme: Procedure and Guidelines for Academic Staff Staff Recruitment and Selection Policy Code of Conduct for Staff
Related legislation	
Key words	policy, academic staff, promotion, probation, performance management, standards, expectations and qualifications

1.   PURPOSE

1.1   This policy outlines the standards, expectations and qualifications that apply to academic staff members of Charles Sturt University (CSU). It is in addition to the duties and responsibilities prescribed in the "Minimum Standards for Academic Levels" (located in the "CSU Enterprise Agreement").

1.2   This policy should be used to provide a foundation for and inform the following CSU policies:

(a)   Staff Recruitment and Selection;
(b)   Academic Staff Probation;
(c)   Performance Management; and
(d)   Academic Staff Promotion.

2. SCOPE

This policy applies to all academic staff who hold a fixed term appointment or continuing appointment at CSU.

3. PRINCIPLES

This policy is based on principles of:

(a) academic freedom of association, enquiry and expression in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth as embedded in the CSU Code of Conduct;

(b) recruitment, retention and development of high performing academic staff members who contribute to CSU's mission;

(c) fairness and flexibility in workplace arrangements; and

(d) organisational and staff productivity and performance.

4. QUALIFICATIONS

4.1 Level A

(a) An honours degree or higher qualification; an extended professional degree; a postgraduate diploma appropriate to the relevant discipline area; or equivalent accreditation and standing;

(b) The **capacity** to undertake, under supervision, teaching and research or professional or creative activity; and

(c) The capacity to work as part of a team of academic staff.

4.2 Level B

(a) A doctoral or masters qualification appropriate to the relevant discipline area or equivalent accreditation and standing; and

(b) A **record** of research or professional or creative achievements relevant to the discipline area, which demonstrate a capacity to make an autonomous contribution.

4.3 Level C

(a) A doctoral qualification relevant to the discipline area; or equivalent accreditation and standing; and

(b) A record of **significant** achievement relevant to the discipline area, and at a national level, in the scholarship of teaching and/or research or professional or creative work.

4.4 Level D

(a) A doctoral qualification relevant to the discipline area; or equivalent accreditation and standing; and

(b) A record of academic achievement of national and/or international standing through **outstanding** contributions, including academic leadership, to the scholarship of teaching and/or research or professional or creative work.

4.5 Level E

(a) A doctoral qualification relevant to the discipline area; or equivalent accreditation and standing;

(b) A record of academic achievement of national and/or international standing through **distinguished** contributions, including academic leadership, to the scholarship of teaching and/or research or professional or creative work; and

(c) Recognition as a leading authority in the relevant discipline area.

5. STANDARDS AND EXPECTATIONS

5.1 A **Level A** academic is expected to

(a) contribute, under supervision and often as part of a team, to academic activities, which may include teaching, research or professional or creative activity;

(b) contribute to the academic administration of teaching. This may include subject coordination from Academic Level A, Step 6;

(c) supervise honours theses and masters projects but would not normally be expected to undertake research higher degree supervision; and

(d) undertake professional development, including, where appropriate, higher degree study, to enhance his/her skills in teaching and/or research or professional or creative activity.

5.2 A **Level B** academic is expected to:

(a) undertake independently academic activities in his/her discipline, which may include teaching and/or research or professional or creative activity;

(b) contribute to the development of his/her discipline through research or professional activity or creative work; and

(c) have the capacity to:

- contribute to the scholarship of teaching in his/her discipline;
- teach effectively at undergraduate, honours and postgraduate levels; and
- undertake academic management and leadership to promote high quality in subject delivery and development.

5.3 A **Level C** academic is expected to:

(a) make a significant contribution to his/her discipline at a national level;

(b) expand knowledge or practice in his/her discipline through original contributions in the scholarship of teaching and/or research or professional or creative work;

(c) provide leadership in his/her discipline in the scholarship of teaching and/or research or professional or creative activity;

(d) promote high quality in course delivery and development; and

(e) have the capacity to:

- coordinate award programs of CSU, or to lead and manage small research teams; and

- teach effectively at all levels, including higher degree supervision.

5.4   A **Level D** academic is expected to:

(a)   make an outstanding contribution to his/her discipline, which is recognised at national and international levels, in the scholarship of teaching and/or research or professional or creative activity;

(b)   make substantial contributions to the advancement of his/her discipline, profession and organisational unit through leadership in the scholarship of teaching and/or research or professional or creative activity; and

(c)   have the capacity to lead and manage significant academic organisational units, and to contribute to the leadership and collegial life of the University and his/her profession or discipline.

5.5   A **Level E** academic is expected to:

(a)   provide leadership in his/her discipline or field, within and outside the University, to foster excellence in the scholarship of teaching and research or professional or creative activity;

(b)   make original and distinguished contributions, which are recognised at national and international levels, to the scholarship of teaching and/or research or professional or creative activity; and

(c)   make significant contributions to the leadership of CSU in the promotion of excellence in academic activities, and to have the capacity to lead and manage major academic units or activities.

Title:
CSU Staff List Guidelines

Version	1.0
TRIM file number	05/XXXX
Short description	Guidelines on the administration and updating of the official listing of staff awards, titles and distinctions held for inclusion in the University Handbook.
Relevant to	Human Resources staff
Approved by	Executive Director, Human Resources
Responsible officer	Director, Human Resource Services
Responsible office	Division of Human Resources
Date introduced	16 December, 2005
Date(s) modified	
Next scheduled review date	December, 2008
Related University documents	CSU Staff List Policy CSU Staff List Procedure Charles Sturt University Handbook Academic Manual
Related legislation	
Key words	guidelines, Handbook, Staff List, Association of Commonwealth Universities, qualifications, academic awards, titles, distinctions

1.   PURPOSE

These guidelines describe the process for the inclusion of staff qualifications and titles, and the correct placement of the Faculties and Divisions and their staff within them.

2.   SCOPE

These guidelines apply to Human Resources staff responsible for the checking and documentation of staff lists.

3.   REFERENCES

These guidelines should be read in conjunction with the Explanatory Notes published annually by the Association of Commonwealth Universities (ACU);

4.   GUIDELINES FOR UPDATING THE STAFF LIST

4.1   Staff grouping

4.1.1   All entries are arranged in alphabetical order, commencing with the Faculty headings and followed by the Schools belonging to each Faculty.

4.1.2   Research Centres and their staff are listed separately after the Faculty lists.

4.1.3   Academic staff are listed alphabetically within Schools. Academic staff permanently attached to Schools will not be listed within a Research Centre; only the director of a Research Centre will be listed twice (once under the appropriate School and once under the Research Centre).   (Note: ACU policy refers to Department which is synonymous with School in CSU. While some Schools are unofficially grouped into Departments, until such time as such a structure is officially recognised at CSU, no sub-groupings within Schools are indicated.)

4.1.4   Staff (whether academic or general) attached permanently to Faculty Offices are listed under the appropriate Faculty heading immediately prior to the School listings.

4.1.5   Staff appointed full-time to Divisions appear under the appropriate Division, and Divisions are listed alphabetically after the Faculty and Research Centre lists.

4.2   Inclusion of names

4.2.1   Surnames, followed by initials, are included under the relevant School/Division in alphabetical order with groupings according to status (i.e. Professors, Associate Professors, Principal Lecturers, Senior Lecturers, Lecturers, Associate Lecturers, or Senior Administrative Officers, Administrative Officers, Administrative Assistants or Senior Technical Officers, Technical Officers etc). The Head of School is listed first, regardless of substantive status (a deliberate departure from ACU policy).

4.2.2   Members of the **academic staff** to be included in the Staff List are as follows:

(a)   Full-time and fractional time members of the academic staff are included.

(b)   Staff appointed for one year, or on an annual basis are not named.

(c)   Junior staff such as temporary assistants and demonstrators are not listed.

4.2.3   Members of the **general staff** to be included in the Staff List are as follows:

(a)   Normally, full-time and fractional time members of the general staff are included at level 5 or higher only.

(b)   Staff appointed for one year, or on an annual basis, are not named.

(c)   General staff may be listed at lower than level 5, provided they work in the general area of Student Services (e.g. Counselling, Health Service, Accommodation).

(d)   Graduate Assistants attached to a Faculty or a School are listed under the appropriate Faculty or School.

(e)   School Liaison Officers are listed in the Student Administration section.

4.2.4   Fractional time (part-time) members of staff, conjoint appointments and secondments are included, identified by the 'dagger' symbol, providing the appointment is for more than one year; fractional time staff are only included if holding the equivalent of at least a 0.5 FTE position.

4.2.5   Visiting staff are only listed if they hold a temporary appointment as a member of CSU's teaching/research staff.

4.2.6   Emeritus Professors and honorary staff (University Fellows, etc) are only listed if they are actively participating in the teaching or research work of CSU.

4.2.7   A vacant post is indicated by dots, thus: ....., not as 'to be appointed' or 'vacant'.

4.2.8   Where a Chair or other post has a distinct title, the title of the 'named position' is incorporated within the listing (e.g. Smith Professor of .....).

4.2.9   Staff absent on study leave, secondment, government duty, etc will be indicated by adding '(on leave)' to a staff member's listing, but only where the person will be on leave for the greater part of the 12 months following the publication of the Handbook.

4.2.10 Staff who will no longer be in a post following the publication of the Handbook will not be listed.

4.2.11 Persons seconded to CSU from elsewhere will be listed as '(on secondment from [name of institution])'.

4.3   Inclusion of academic awards, titles and disciplines

4.3.1   Academic awards after names are only included if granted by:

(a)   a university (or a constituent part of a university);

(b)   any legally-established non-university body in a Commonwealth country (e.g. Australian College of Advanced Education, Australian TAFE, UK Council for National Academic Awards); or

(c)   the state, in a non-Commonwealth country.

4.3.2   For awards granted in Australia, the Register of Australian Tertiary Education (RATE) published by the Australian Education Council lists awards that are recognised and thus eligible for inclusion in the Staff List.   (The RATE document is included in the CSU Academic Manual, Section L2.)

4.3.2.1 In this policy, 'Certificate' is used as a generic term to include various levels of such an award. The RATE document lists three levels in Australia, *viz*. Certificate, Advanced Certificate and Graduate Certificate.

4.3.2.2 Since the lowest level of Certificate is listed as normally requiring Year 10 entry plus three (3) semesters of study, it does not equate to Year 12; accordingly, such awards are not listed in the Staff List.

4.3.2.3 Certificates, both pre-service and post-basic, in nursing that were undertaken through hospital-based programs of study are not included in RATE, and are thus not listed in the CSU Staff List.   However, since Nursing is a registrable profession covered by the *Nurses Act*, nursing academics will be identified by the inclusion of RN immediately after the person's name, and before any other qualifications are listed.

4.3.2.4 Non-university awards and qualifications such as 'barrister-at-law', 'solicitor of the Supreme Court of NSW', CPA, C.Chem., C.Phys., C.Eng., etc are not listed in RATE and accordingly are not listed in the Staff List.   However, a person holding a Fellowship of the CPA (FCPA) for example will have such a distinction listed.

4.3.3   The names of the awarding institutions for qualifications to be cited under sub-clauses 4.3.1 and 4.3.2 of these Guidelines shall be included, in italics, as follows.

4.3.3.1 The awarding institution (or, for state degrees, Universities where studies leading to them were undertaken) should be given for all qualifications except those awarded by CSU; these qualifications should be listed after all others and without the name of CSU appearing, e.g. degrees of someone with an MA of Sydney and a PhD of CSU will appear in the Staff List of CSU as MA *Syd.*, PhD, whilst if the person was employed at Sydney University, it would appear as PhD *C.Sturt*, MA. However, if someone has the same degree from two different universities, both places will be named, e.g. MA *Camb & C.Sturt* for someone employed at CSU.

4.3.3.2 Only the highest qualification in the same discipline area from the same institution, other than a doctorate, shall be listed. (e.g. a Bachelor of Arts, a Master of Arts and Doctor of Philosophy from The University of Sydney would be listed as MA PhD *Syd*).

4.3.3.3 The abbreviations of awarding institutions will be as listed in Appendix A to the Explanatory Notes of the ACU.

4.3.3.4 Bachelor and postgraduate degrees may indicate honours if the word 'honours' is included in the full name of the degree (e.g.MEdAdminHons).

4.3.3.5 Degrees awarded 'honoris causa' will be listed with 'Hon' before the degree.

4.3.4 Titles may be inserted where appropriate (e.g.Canon, Rev, Hon etc); military or service rank/title is only listed for active members of the defence forces/services, etc if on secondment to CSU. Courtesy titles such as Mr, Mrs, Ms, Miss are not listed.

4.4 Order of placement

Confirmed qualifications and distinctions will appear in the following order of placement:

4.4.1 Non-academic Honours

Honours conferred by the Australian Government or the Crown (e.g. AM, MBE, etc). Normally, Australian honours take precedence over all others.

4.4.2 Degrees

Degrees awarded are listed in ascending order of importance (i.e. Bachelor, Master, Doctorate, Higher Doctorate), but see sub-clause 4.3.3 (a) of these Guidelines for exceptions.

4.4.3 Diplomas

4.4.3.1 Diplomas awarded by accredited tertiary institutions are listed in ascending order of importance (e.g. Associate Diploma, Diploma, Graduate Diploma).

4.4.3.2 Where two (2) or more diplomas are awarded by the same institution, the name of the institution is only included once.

4.4.3.3 Diplomas awarded by CSU will not indicate the awarding institution.

4.4.3.4 When an Associate Diploma is given full credit in a higher qualification (e.g. bachelor degree), or a Graduate Diploma in a Master degree, then only the higher qualification will be listed.

4.4.4 Certificates

4.4.4.1 Certificates awarded by accredited tertiary institutions will be listed in ascending order of importance, *viz.* Advanced Certificate and Graduate Certificate.

4.4.4.2 A Graduate Certificate that is given full credit in a higher level award (e.g. Graduate Diploma or Master degree) will not be listed.

4.4.4.3 Certificates awarded by CSU will not indicate the awarding institution.

4.4.5 Non-University Distinctions

4.4.5.1 Only Fellowships (i.e. Fellow of [Institute/Society]) of learned bodies of high standing and distinctions as cited in Appendix B of the Explanatory Notes of the ACU are listed.

4.4.5.2 Where a staff member holds more than one Fellowship, they are listed with Australian ones taking precedence.

4.4.6 Discipline Area

Within Schools, the academic Staff List will indicate the academic discipline to which the staff member has been appointed (e.g. History, Biochemistry, Wine Science, Early Childhood Education, Primary Education, Psychiatric Nursing, etc).

4.5 Acceptable punctuation

4.5.1 All full stops and most commas are omitted from abbreviations for degrees, diplomas, certificates, honours, fellowships and memberships, e.g. PhD, not Ph.D.

4.5.2 A comma is used after:

(a) each honour (if any), but not after the last unless it is followed by a qualification (e.g. Smith, L., CBE, BA);

(b) the name of the awarding institution (e.g. Hunt, J.J., MA PhD Tor., FRSCan);

(c) a degree if followed by a fellowship or membership (e.g. Jones, K., MA PhD, FRS); and

(d) each fellowship (if any) - except the last (e.g. Knight, R., MB ChB, FRACP, FRCP).

4.5.3 Full stops are used after the name of the awarding institution if the name is abbreviated (e.g.MA *Syd.* or BSc *Lond.).*

5. ADMINISTRATION PROCEDURE

5.1 The Division of Human Resources advises CSU employees that the staff list will be updated and to ensure that their qualification records, etc are u- to-date.

5.2 Upon production of original documentation confirming new qualifications, memberships and titles, the Human Resource Services staff update the individual records of each employee requiring changes. A verified copy of the documentation is kept on the employee's personal file for future reference.

5.3   The Manager, Human Resource Systems, via the Alesco system, extracts current data showing qualification details, Division/Faculty structure and details of the positions within each structure, etc. The extracted data is then manipulated into a final document to be made available to the Editor of the Handbook for inclusion in the next edition of the Charles Sturt University Handbook.

6.   VERIFICATION OF QUALIFICATIONS

6.1   Qualifications will only be listed in the official staff list if the original document or an original transcript confirming that completion/awarding of the degree has occurred or will occur, has been provided to the Human Resources office for verification.

6.2   Qualifications can be verified in the following ways:

(a)   an original transcript confirming qualifications are presented in person by the employee at their campus Human Resources Office for verifying and copying;

(b)   an original degree confirming qualifications are presented in person by the employee at their campus Human Resources Office for verifying and copying; or

(c)   a letter from an awarding institution confirms that the individual has completed and has been or will be awarded the degree(s).

1.
2. Title:
3. Academic Staff Probation Policy

4. Version	**5.** 1.0
6. TRIM file number	**7.** 05/XXXX
8. Short description	**9.** A policy on the probationary process for continuing and fixed-term academic staff appointments.
10. Relevant to	**11.** Academic staff of CSU
12. Approved by	**13.** Executive Committee of Council
14. Responsible officer	**15.** Executive Director, Division of Human Resources
16. Responsible office	**17.** Human Resources
18. Date introduced	**19.** 18 November, 2005 (resolution EXE 05/106)
20. Date(s) modified	**21.**
22. Next scheduled review date	**23.** November, 2006
24. Related University documents	**25.** Applicable industrial instrument (i.e. Enterprise Agreement, Australian Workplace Agreement or contract of employment) **26.** Academic Staff Probation Procedure **27.** Academic Staff Probation Guidelines **28.** Policy on Standards, Expectations and Qualifications of Academic Staff **29.** Code of Conduct for Staff **30.** Induction and Development Program
31. Related legislation	**32.**
33. Key words	**34.** policy, academic staff, probation, probationary review, Probation Review Committees

1 PURPOSE

This document sets out Charles Sturt University's (CSU's) policy on academic staff probation, which includes setting appropriate objectives consistent with CSU's expectations, reviewing the performance of academic staff during the probationary period, ensuring performance is aligned with CSU's values, assisting academic staff with professional development, and making decisions on the continuation and confirmation of their employment.

2. SCOPE

This policy applies to all academic staff on probation.

3. PRINCIPLES

3.1 This policy is based on principles of:

(a) recruitment, retention and development of high performing academic staff who contribute to CSU's mission and operate in accordance with its Code of Conduct;

(b) recognition of diversity in the ways in which academic staff contribute to CSU's mission and the wide variety of academic work that is appropriate to that mission; and

(c) commitment to a fair, equitable, transparent and confidential process with respect to all decisions made concerning probation and confirmation or termination of appointment.

3.2 At any time during a probationary period, CSU may confirm or terminate the employment of a probationary employee.

3.3 Performance management shall commence after confirmation of appointment.

4. DEFINITIONS

4.1 **Probation** is an extension of the appointment process and offers a period of mutual testing, during which time decisions on continuation of employment beyond the period of probation can be made. During a period of probation, an employee shall be required to demonstrate that he/she has satisfactorily performed the duties and responsibilities determined by CSU for his/her position.

4.2 **Academic staff** refers to employees of Charles Sturt University who are employed at Academic Levels A to E.

4.3 The **supervisor** is normally the Head of School for level A, B and C employees and normally the Dean of Faculty for level D and E employees.

5. RESPONSIBILITIES

5.1 The **Executive Director, Human Resources** is responsible for:

(a) developing, reviewing and overseeing the implementation of the policy, procedure, guidelines and *proforma* for probationary reviews; and

(b) appointing an Executive Officer from the Division of Human Resources to observe at each Probation Review Committee and provide advice as needed.

5.2 The **Head of School** is responsible for:

(a) managing the employee during the probationary period, including overseeing induction, clarifying duties and expectations, setting objectives, assisting with professional development, and providing feedback and/or formal counselling on performance; and

(b) establishing a Probation Review Committee for each academic staff member on probation in his/her School. This Committee will review and make recommendations concerning level A, B and C employees on probation.

5.3 The **Dean of Faculty** is responsible for:

(a) ensuring that each Head of School in the Faculty establishes a Probation Review Committee for each academic probationary employee in his/her School;

(b) approving Probation Review Committee recommendations for level A, B and C employees to continue their probationary appointment until the next review;

(c) submitting Probation Review Committee reports recommending confirmation of appointment of level A, B and C employees to the Deputy Vice-Chancellor (Academic) for approval; and

(d) endorsing Probation Review Committee recommendations for termination of appointment of level A, B and C employees and forwarding them to the Deputy Vice-Chancellor (Academic) for his/her endorsement.

5.4 The **Deputy Vice-Chancellor (Academic)** is responsible for:

(a) approving the procedure, guidelines and *proforma* for probationary reviews;

(b)   approving confirmation of appointment of level A, B and C employees for both continuing and fixed term appointments, including employees whose continuous service arising from two (2) or more appointments at CSU totals at least three (3) years, or who have previously held a continuing position for at least three (3) years in an institution of higher education acceptable to CSU; and

(c)   endorsing Deans' recommendations for termination of appointment of level A, B and C employees and forwarding them to the Vice-Chancellor for decision.

5.5   The **Vice-Chancellor** is responsible for:

(a)   establishing and presiding over a Probation Review Committee for level D and E employees on probation;

(b)   approving confirmation of appointment of level D and E employees, including employees whose continuous service arising from two (2) or more appointments at CSU totals at least three (3) years, or who have previously held a continuing position for at least three (3) years in an institution of higher education acceptable to CSU; and

(c)   making a decision about recommended termination of appointment of level A to E employees.

5.6   The **University Council** is responsible for approving the policy for Academic Staff Probation.

6.   PROBATION REVIEW PERIOD

6.1   Fixed-term appointments

Unless waived by the University in part or full, the following periods of probation shall normally apply to academic staff on a fixed-term appointment:

35. Contract Period	36. Period of Probation
37. Less than 2 years	38. 3 months
39. 2 years but less than 3 years	40. 6 months
41. 3 years but less than 4 years	42. 12 months
43. 4 years or more	44. 12 to 18 months

6.2   Continuing appointments

6.2.1 Unless waived by CSU in part or in full, academic staff on a continuing appointment shall normally serve a period of three (3) years' probation.

6.2.2 Confirmation of appointment would not normally be approved before completion of at least 18 months' probation for employees at levels B, C, D and E, or completion of three (3) years' probation for employees at level A.

6.2.3 Probation shall not extend beyond three (3) years, with the exception of leave periods without pay, which will have the effect of suspending the probationary period for the period of absence.

6.2.4 Where a continuing appointment follows a fixed-term appointment, then the probationary period shall be adjusted to take account of the previous probation served. The total period of probation to be served will be equivalent to the period of probation for a continuing appointment.

7. PROBATIONARY REVIEW AND DEVELOPMENT

7.1 While on probation, academic staff will participate in a process of review and development to assist them to meet the requirements of his/her appointment.

7.2 The probation review process involves formal reviews during the period of probation, which will be used to:

(a) inform CSU's determination about whether or not an employee performs at the appropriate standard for continuation of probation until the next review or confirmation of his/her appointment;

(b) assist in the achievement of CSU's goals and objectives;

(c) align demonstrated capacities of employees with CSU's mission and strategic priorities;

(d) clarify CSU's expectations of the employee;

(e) assist an employee to develop and perform to his/her full potential;

(f) provide constructive feedback about performance and progress, and recognise high performing employees for their positive achievements or contributions to CSU;

(g) enable individual employees' performance problems to be identified and addressed at an early stage; and

(h) provide access to appropriate professional development activities.

7.3 Probation reviews will be conducted in accordance with CSU's commitment to equal employment opportunity, and take into account the level of appointment, the opportunities available to the employee during the probationary period, the employee's experience before appointment, and his/her approach to academic work.

8. PROBATION CRITERIA

8.1 The criteria for confirmation of a continuing or fixed-term appointment shall be made known to the successful applicant at the time of making an offer of employment.

8.2 Confirmation of a probationary appointment is dependent upon the employee:

(a) satisfactorily performing the duties and responsibilities of the position to which he/she is appointed;

(b) complying with any special requirements or conditions attached to the offer of appointment and/or probation review reports;

(c) meeting the standards, expectations and qualifications determined by CSU for his/her level of appointment (refer to the "Standards, Expectations and Qualifications of Academic Staff Policy");

(d) meeting the agreed expectations, objectives and professional development activities; and

(d) maintaining conduct consistent with the "Code of Conduct for Staff".

8.3 For a fixed-term appointment of less than three (3) years, successful completion of the Foundations of University Learning and Teaching (FULT) program is a minimum requirement of probation.

8.4 For continuing appointments and fixed-term appointments of three (3) years or more, the employee will be required, as a minimum, to:

(a) successfully complete the Tertiary Teaching Colloquium (TTC) or its equivalent; and

(b) use systematic feedback from students and CSU's teaching evaluation instruments to reflect on and enhance teaching; and/or

(c) provide evidence that he/she has the capacity to meet either the Research Productive or Professional Activity criteria of the CSU Performance-Based Funding model: http://www.csu.edu.au/research/policy/index.htm

8.5 If an academic staff member has successfully completed a fixed-term appointment and is then employed in a continuing appointment, the employee will be required to successfully complete the TTC if he/she has not previously done so.

9. PROBATION REVIEW COMMITTEES

9.1 The number of formal reviews to be conducted by a Probation Review Committee will normally be as follows:

(a) three (3) reviews for employees serving three (3) years' probation;

(b) two (2) reviews for employees serving 18 months' probation, and

(c) one (1) review for employees serving 3, 6 or 12 months' probation.

9.2 Additional reviews may be held.

9.3 A Probation Review Committee may recommend at any review that:

(a) a probationary appointment continue to the next review and/or provide conditions that the employee is required to meet;

(b) confirmation of appointment be approved; or

(c) a probationary appointment be terminated.

9.4 To ensure due process with respect to all decisions made on the continuation, confirmation or termination of an appointment, CSU will advise an employee of any adverse statement, finding or recommendation contained in a probationary report, and provide him/her with an opportunity to submit a written response to it before a decision is reached.

9.5 A Dean shall not be bound by the recommendation of a Probation Review Committee. The Deputy Vice-Chancellor shall not be bound by the recommendation of a Dean or a Probation Review Committee. The Vice-Chancellor not be bound by the recommendation of the Deputy Vice-Chancellor (Academic), a Dean or a Probation Review Committee.

9.6 The decision of the Vice-Chancellor to terminate the employment of a probationary employee shall be final and not subject to internal appeal or review.

ACADEMIC STAFF INCREMENTAL PROGRESSION POLICY

As approved by the Board of Governors on 19 October 1995, resolution BG95/168

1. INTRODUCTION

1.1.   Incremental progression is designed to acknowledge that staff gain additional skills, experience and knowledge over time and therefore make an increased contribution to the University.

1.2.   All salary points above the bottom salary point are annual incremental points in each of the Levels A, B, C and D. It is envisaged that most academic staff will proceed through the incremental range to which they are appointed without interruption.

1.3.   Academic staff shall be entitled to progress annually within the salary range for their level until the maximum salary point is reached, on the basis of satisfactory performance in the criterion areas defined in Section 2.0 - Progression Criteria. Satisfactory performance for the purpose of incremental progression is defined as:

> "continuing development in the skills, experience and knowledge which
> staff should acquire over time and the increased contribution to the
> University which this should allow them to make".

1.4.   Incremental progression is meant to reflect satisfactory performance at the appropriate level for the staff member's appointment. That is, it is to be consistent with the staff member's duties and responsibilities and the Position Classification Standards, in the major areas of academic activity as defined by the Progression Criteria. It is recognised that career paths for academic staff are diverse and that multiple pathways of progression should be catered for, rather than requiring equal performance in all possible areas.

1.5.   The procedures for incremental progression assume that role clarity and feedback are part of the normal operations of every Head of School and Faculty Dean, and that decisions will be made to recognise achievements which may advance the careers of staff and provide guidance which may lead to further development and improvement.

2.0 PROGRESSION CRITERIA

2.1   In order to achieve progression to the next salary point on an incremental scale, a staff member is expected in the preceding year to have shown satisfactory performance within most, but not necessarily all, of the following criterion areas:

2.1.1 undertaken such teaching duties as may have been allocated by the Head of School or Faculty Dean in consultation with the staff member.

2.1.2 contributed, through research, scholarly writing, publication, creative work in the arts, professional practice or in other ways to the advancement of and application of knowledge.

2.1.3 participated in the administration of the University and/or provided leadership and undertaken such administrative duties as might have been assigned by the Head of School or Faculty Dean.

2.1.4 participated in a scheme for staff appraisal for development purposes, if such a scheme is available, and undertaken such professional or personal development activities as might have been agreed during that process.

2.1.5 contributed service to the relevant discipline through professional activity, continuing education, consultancy, conference organisation or other similar activity relevant to the work of the University.

3.0 RECOMMENDATION AND DECISION

3.1 GENERAL

3.1.1 The review of a staff member's performance is principally the responsibility of the Head of School (or Supervisor), who will consult with the staff member and, if necessary, any other relevant senior academic staff.

3.1.2 If a staff member is absent from the University and not contactable at the time the procedure would normally apply, then a positive decision may be processed in their absence, but a negative recommendation shall be dealt with when they are available next.

3.1.3 A decision shall be made prior to the end of the incremental period as to whether the increment is to be awarded or denied. To this end, the staff member and their Head of School will convene a meeting normally not less than six weeks before the staff member's increment date. At this meeting the Head of School and the staff member will review the staff member's performance against the progression criteria over the period since the last increment was awarded or the staff member was appointed/promoted to their present level, whichever is applicable. The meeting will also be used to agree on or confirm the duties and responsibilities of the staff member for the coming twelve months.

3.1.4 In assessing the staff member's performance for the award or denial of an increment, due consideration shall be given to equal opportunity principles.

3.2 POSITIVE RECOMMENDATION AND DECISION

3.2.1 Where the Head of School is satisfied that the staff member has met the progression criteria and has provided during the incremental year appropriate evidence that this is so, such as student evaluation of subjects, peer reviews, testamurs of awards granted and copies of research publications, invitations and similar awards, a recommendation shall be made to the Faculty Dean that an increment be awarded. In doing so, the Head of School shall ensure that their recommendation is recorded on the proforma issued by the Division of Personnel Services and that the signature (and comments) of the staff member is also recorded.

3.2.2 After approving the Head of School's recommendation, the Faculty Dean shall forward the proforma (and any related statements and correspondence) to the Personnel Office on the campus at which the staff member is located for appropriate administrative action, including advice to the staff member and the relevant Head of School.

3.3 NEGATIVE RECOMMENDATION AND DECISION

3.3.1 Where the Head of School is not satisfied that the staff member's performance has justified the award of an increment the following procedures shall apply:

- The staff member shall be informed in writing by the Head of School of their concerns, which should be expressed in terms of the progression criteria, and be given an opportunity to raise mitigating circumstances or ongoing academic or professional development of which the Head of School might be unaware. The Head of School shall make a recommendation after receiving and considering any such representations.

- The Head of School shall record on the proforma issued by the Division of Personnel Services that the increment for the staff member is to be denied and, in addition, shall provide a separate, detailed statement on their reasons for making the recommendation. The proforma and the statement made by the Head of School shall be referred to the staff member for comment and signature. The staff member shall have two calendar weeks in which to provide a written response on the Head of School's statement and recommendation.

- After receiving the staff member's response, the Head of School shall forward the proforma and any other related statements and correspondence to the Faculty Dean for decision.

3.3.2 Before coming to a decision on the Head of School's recommendation, the Faculty Dean shall consult with the staff member and the relevant Head of School and, if necessary, any other relevant senior academic staff.

3.3.3 The Faculty Dean shall advise the staff member and the relevant Head of School in writing of their decision and include in that advice the reasons for denying the increment and an outline of a plan of action (including staff development and training) to enable the staff member to attain the level of performance required to achieve an increment at the next scheduled review date.

3.3.4 In denying a staff member's increment, the Faculty Dean shall implement one of the following options:

a) deny increment until the next due date; or
b) conduct a further review after a shorter period, with a view to granting the increment from a new date.

3.3.5 The proforma and all statements and correspondence pertaining to the staff member shall be forwarded to the Personnel Manager on the campus at which the staff member is located for appropriate administrative action, including advice to the staff member on *Section 4 - Review Process,* and for placement on the staff member's personnel file.

4.0   REVIEW PROCESS

4.1   Where an increment is denied, the staff member may make a request to the Vice-Chancellor to review the Faculty Dean's decision.

4.2   The Vice-Chancellor shall conduct the review expeditiously and ensure that natural justice is given to the staff member.

4.3   The review and decision of the Vice-Chancellor shall be based on the documentation submitted to the Faculty Dean under Section 3.3 of this policy.

4.4   The staff member may request an interview with the Vice-Chancellor, and will be entitled to have a member of the full-time academic staff of the University accompany them at the interview.

4.5   The Vice-Chancellor may make any enquiries and/or seek such clarification as deemed necessary before making a decision.

4.6   The decision of the Vice-Chancellor shall be final and, if the decision is that the increment be awarded, then it shall take effect from the staff member's review date.

4.7   The Vice-Chancellor shall advise the staff member and the relevant Faculty Dean and Head of School in writing of his/her decision.

4.8   All correspondence in respect to the review process of the staff member shall be forwarded to the Personnel Manager on the campus at which the staff member is located for placement on the staff member's personnel file and, if necessary, appropriate administrative action.

5.0   CONSISTENCY OF ADVICE AND RECOMMENDATIONS

A Head of School is to ensure that, where applicable, their recommendation with respect to incremental progression is not inconsistent with that expressed in a Probationary Review Report of a staff member employed on a tenurable appointment. The possibility of a seemingly divergent recommendation under the policy on *Academic Staff Incremental Progression - Policy and Procedures* is not precluded. However, the reasons for any apparent divergence must be clearly explained to the staff member and documented in the relevant recommendation.

6.0   THE RELATIONSHIP OF THIS POLICY TO AN ACADEMIC STAFF APPRAISAL SCHEME FOR DEVELOPMENT PURPOSES

The policy on *Academic Staff Incremental Progression - Policy and Procedures* is separate from any academic staff appraisal scheme for development purposes. However, participation in any such scheme and the staff development activities arising therefrom is a progression criterion area to be taken into account in incremental progression decisions.

Title:
Performance Management Scheme: Procedure for Academic Staff

Version	1.0
TRIM file number	05/XXXX
Short description	Procedure on planning, reviewing and developing academic staff performance at Charles Sturt University.
Relevant to	All academic staff holding a continuing appointment and those employed on fixed-term appointments who have successfully completed probation.
Approved by	Vice-Chancellor
Responsible officer	Executive Director, Human Resources
Responsible office	Division of Human Resources
Date introduced	18 November, 2005
Date(s) modified	
Next scheduled review date	November, 2008
Related University documents	Applicable industrial instrument (i.e. CSU Enterprise Agreement, Australian Workplace Agreement or common law contract of employment)
	[Performance Management Scheme: Policy for Academic, Executive and General Staff](#)
	Performance Management Scheme: Guidelines for Performance Management Supervisors of Academic Staff
	Performance Management Scheme: Performance Report Form for Academic Staff
	CSU's Guidelines on the Management of Unsatisfactory Performance
	Induction and Development Program
Related legislation	
Key words	policy, performance management, performance planning, performance review, professional development, academic staff

1. PURPOSE

This procedure describes how to implement the Performance Management Scheme for academic staff.

2. SCOPE

2.1 This procedure applies to all academic staff, including academic research-only employees, who hold a continuing appointment or a fixed-term appointment at CSU and have successfully completed probation.

2.2 This procedure does not apply to casual staff.

3. **PARTICIPANTS**

3.1 There are two major participants in the performance management process – the **employee** and the nominated **performance management supervisor**, who is normally the Head of School. Both are responsible for completing the performance management documents and actively participating in performance management discussions.

3.2 In most cases, the performance management supervisor will be the employee's immediate supervisor.

3.3 Where a employee has worked to a significant extent over the year for two (2) or more supervisors, these supervisors will liaise so that all aspects of the employee's work can be considered at the one meeting with one (or more, if the employee agrees) of the supervisors.

3.4 To manage workloads, the Dean of Faculty or Head of School may allocate performance management responsibilities over a two (2) year period, where employees have stable teaching, research and/or administrative workloads. Such a change must be by mutual consent between the performance management supervisor and employee, and may revert to an annual cycle for a specified or indefinite period of time, at the request of either person.

3.5 At the request of the employee or supervisor, a **senior academic** may be nominated by the Dean to assist the performance management process. The senior academic will have a facilitation or mediation role. He/she will be concerned with the performance management process rather than its content, and will ensure that the meeting is conducted constructively and assist in the resolution of any difficulties that may occur.

3.6 Where a **mentor** has been assigned to an individual employee, the mentor may, at the invitation of the employee and with the agreement of the supervisor, participate in the performance management process. The mentor's role is to provide guidance and assistance, not to be an adviser, advocate, representative or delegate.

3.7 By mutual agreement, the employee or supervisor may also invite another employee of the University to participate in a **support** role in the performance management process. The support person may include the supervisor's immediate supervisor.

4. **PERFORMANCE MANAGEMENT PROCESS**

4.1 The performance management process consists of events that occur before, during and after the annual performance management meeting, in accordance with the cyclical stages of Plan, Implement, Review and Improve. (For details of the performance management cycle, see Appendix 1 of the Performance Management Scheme: Policy.)

4.2 Preparation for the meeting

4.2.1 The performance management supervisor organises a mutually convenient time and a non-threatening venue, free from interruptions and distractions, for a performance management meeting.

4.2.2 The employee prepares a draft performance report (using the prescribed Performance Report Form for Academic Staff) to review his/her performance and professional development over the past year, and to plan performance objectives and professional development for the coming year.

4.2.3   In addition to the employee's draft performance report, documents required at performance management meetings may include:

(a)   the Policy on Standards, Expectations and Qualifications for Academic Staff;

(b)   the operational/business plan for the School or Faculty;

(c)   the Performance Rating Scale;

(d)   the annual workload agreement; and

(e)   evidence to support the employee's performance in some or all of the following academic activities over the past twelve (12) months to two (2) years, whichever is relevant:

- a portfolio of teaching, research and/or professional or creative activities; and

- where relevant, evidence of meeting the teaching active criteria (http://www.csu.edu.au/division/celt/) and/or the research productive criteria (http://www.csu.edu.au/research/policy/index.htm) or professional activity criteria (http://www.csu.edu.au/division/deputyvc/acad/professional_activity_criteria.doc) of CSU's performance-based funding model.

4.3   Performance management meetings

4.3.1   All scheduled annual/biennial performance management meetings are to be completed by **31 March** of each year.

4.3.2   The draft performance report is used in annual/biennial meetings as the basis for discussion and reaching agreement about performance achieved over the past year and plans for the coming year.

4.3.3   Based on the agreement reached, the performance management supervisor concludes the meeting by discussing and recording his/her rating of the employee's overall performance (in accordance with the Performance Rating Scale and the Policy on Standards, Expectations and Qualifications of Academic Staff) and recommendations for appropriate action. (See Appendix 1 of this Procedure for the Performance Rating Scale.)

4.4   Following the meeting

4.4.1   The agreed performance report (which includes the work plan, professional development plan and performance rating) is finalised, signed by the appropriate people, and forwarded to the employee, supervisor and Dean (where requested) for reference and implementation.

4.4.2   Actions approved by the Head of School or Dean in relation to resources, support and/or rewards are implemented.

4.5   Annual Faculty participation report

The Report Form for Academic Staff Participation in Performance Management is completed by all Deans and Heads of School, and submitted to the Director, Organisational Development, Division of Human Resources by **31 May** of each year to satisfy reporting requirements to the Vice Chancellor and University Council against CSU's key indicators of context and performance and to assist with the planning of professional development activities.

4.6 Annual report to the Vice-Chancellor

The Division of Human Resources submits an Annual Report about participation in the Performance Management Scheme for the previous year to the Vice-Chancellor by **31 July** of each year.

5. CONFLICT RESOLUTION

5.1 The Performance Management Scheme attempts to resolve problems, in the first instance, in the workplace. The nominated senior academic, who has knowledge of the participants and the workplace, should therefore be the first resource. The Division of Human Resources is also available, upon request, to help resolve any difficulties with the process, participants or nominated senior academic.

5.2 If problems arise during the performance management meeting, the supervisor and employee each have the right to adjourn the meeting and arrange a third person to be part of the interview process. The third person should be agreed to by the supervisor and employee.

5.3 The third person, who should be selected for his/her skills and abilities in resolving difficulties, may include the nominated senior academic, a representative from the Division of Human Resources, or an employee representative who is a member of CSU's staff.

5.4 The performance management meeting is to be re-convened with the additional person in attendance within two (2) weeks of the adjournment.

6. ACCESS TO PERFORMANCE MANAGEMENT DOCUMENTS

6.1 Access to an employee's performance management documents is limited to the employee, the employee's supervisor/Head of School, the Dean, and officers whose duties require them to have access to these documents for the purposes of administration, rewarding performance or managing unsatisfactory performance.

6.2 Copies of the agreed performance management documents are to be retained only by the employee, the employee's supervisor and the Dean.

7. UNSATISFACTORY PERFORMANCE

7.1 The purpose of the Performance Management Scheme is to develop employees to their full potential and help them overcome any performance problems at an early stage. Performance problems should therefore be addressed immediately and not saved until the next performance management meeting.

7.2 The Performance Management Scheme is not to be used for dealing with unsatisfactory performance.

7.3 If an employee's performance is deemed to be unsatisfactory in relation to the performance requirements in the Performance Rating Scale, then the supervisor should contact the campus Director, Human Resource Services for advice about the unsatisfactory performance procedure.

7.4 Unsatisfactory performance is managed through a separate disciplinary procedure, in accordance with the provisions in "CSU's Guidelines on the Management of Unsatisfactory Performance" and in consultation with the campus Director, Human Resource Services or nominee.

7.5 When the specified performance problems have been satisfactorily resolved, the employee is eligible to participate in the Performance Management Scheme again.

FACULTY STAFFING AND WORKLOAD ALLOCATION POLICY
SCHOOL OF TEACHER EDUCATION
IMPLEMENTATION 2001

PREAMBLE

The School of Teacher Education aims to provide a high quality service to students and the wider community through:

1. the use of effective teaching, learning and supervision practices;
2. the efficient coordination of subjects, practicum and courses;
3. the advancement of educational knowledge and understanding through research and scholarship;
4. input at appropriate levels into the administration of the School, Faculty and University; and
5. engaging in consulting activities with educational organisations and the wider community.

To achieve these purposes, the School adopts an approach to staffing which is intended to be equitable, transparent, inclusive and consultative. In terms of procedure, the Head of School takes advice on staffing matters, including the allocation of aspects of workloads, from the School Staffing Committee, a panel of academic members of staff, each representing separate Staffing Groups. The Staffing Committee is convened regularly to ensure consistency in policy implementation, continuity of advice to the Head of School and efficiency in the functioning of the School. Details of Staffing Committee meetings, as well as the School Session Staffing Spreadsheets are distributed to all members of staff. At any time, a staff member may make representations about an individual workload matter to the Staffing Committee through the Staffing Group Coordinator or directly to the Head of School. A procedure exists to deal with formal workload complaints and grievances.

IDENTIFICATION OF WORKLOADS

Academic workloads are negotiated within the framework of the current Industrial Agreement between the University and the National Tertiary Education Union (NTEU). The current NTEU-CSU Academic Workload Policy states

"As a general principle work shall be allocated in a manner that provides the opportunity for academic staff to engage in teaching, research and associated professional work and which enables the Faculties to organise academic work to accommodate changing demands and priorities."

The School's policy and practice are consistent with this general principle. Academic workloads within the School of Teacher Education include components from the categories 1-5 above and are spread across the forty-eight (48) weeks which constitute the working year.

Because of time-bound commitments of particular components, the working year is conceptualised as two categories, the teaching semesters and the non-teaching time.

Teaching Semesters

The teaching semesters are the periods of the year when teaching and associated administrative tasks pre-dominate; that is, those periods designated by the University as autumn and spring sessions, plus unspecified periods prior to the teaching sessions, during the mid-session breaks and immediately following each teaching session. In theory, the teaching semesters equate to approximately thirty-two (32) weeks, although in practice individual responsibilities vary markedly because of the wide diversity between the combinations which constitute the different workloads. In reality, it is rare for any two workloads to be identical in responsibility and the duration they occupy.

Individual workloads comprise a designated workload and a personal workload.

Designated Workloads: The Standard Teaching Workload

It is policy that each academic will be allocated a designated load which is to be comprised of specified elements to which workload allocation points are attached. Currently, the elements of designated load to which points are allocated are
- internal teaching,
- distance education teaching, including preparation, updating and development of subject material,
- postgraduate teaching/supervision,
- course coordination,
- subject administration,
- specified coordination roles, eg Practicum Coordination, Practicum Development Officer, Quality Assurance Officer, Mitchell Conservatorium Inc. Co-ordination, Koori Teaching Fellow, Online Coordination, Dubbo Co-ordination , Research Committee Coordination, Teaching Development Committee Coordination, Staffing Coordination.

An individual's designated workload derives from appointment-related criteria, personal goals and elements negotiated with the Head of School through the Staffing Committee. These workloads are a matter of public record with all academic staff having access to the official staffing figures which are published within two (2) weeks of the availability of the census date enrolment numbers each session.

The Head of School, with advice from the STE Staffing Committee, determines a maximum teaching semester designated workload allocation. Point allocations for each element of designated workload appear under Workload Allocation Principles.

Personal workload

Developed in tandem with the Standard Teaching Workload, the personal workload comprises a combination of academic, research, scholarship, consultancy, committee and service activities and endeavours which reflect expertise, professional predispositions, School needs, and individual preferences. This workload is determined through the setting of personal goals.

Non-teaching time
The non-teaching time constitutes the balance of the work year outside of the teaching semesters. It approximates one third of the year, but the actual duration depends upon individual responsibilities as outlined above.

In the non-teaching time, the personal workload expands to constitute the large proportion of the load during that period, and accommodates further administration, research, publication, consultation/other work as well as additional activities such as conference participation. These activities are determined according to the individual's own priorities within the parameters of the position criteria, the purposes of the School as identified in the preamble, the Faculty Triennial Plan and the University guidelines. The self-determination of a range of professional priorities beyond any specified responsibilities allows individual academics a measure of flexibility to adjust particular commitments and so ensure a balanced, manageable total workload across the year.

WORKLOAD ALLOCATION PRINCIPLES

1.   GENERAL PRINCIPLES
With regard to workload allocations, the School has established the following principles:

1.1   The approach to staffing is annual, with the session loads averaged across both sessions of the academic year.

1.2   An annual load is a minimum of 28 workload allocation points (WAPs).

1.3   A session workload is normally a minimum of 14 WAPs.

1.4   Where it is not possible to prevent the annual load from exceeding 30 WAPs, lecturers may negotiate with the Head of School through the Staffing Committee for the excess points to be claimed as a credit against the following session.

1.5   Where individual loads are not likely to reach required minima, legitimate School activities and/or transferred teaching negotiated with other Staffing Groups will make up the load.

1.6   Where unnegotiated deficits are noted late in the staffing exercise, loads will be adjusted in the following session to redress the deficit, or dealt with as negotiated with the Head of School through the Staffing Committee.

1.7   In the first instance, negotiations for non-teaching workload allocation points are through individual Staffing Groups.

1.8   Recipients of all non-teaching workload allocations are accountable to the Head of School and Staffing Committee for those allocations.

1.9   No workload allocations are made for committee work of any kind other than as specified in the Staffing Policy.

1.10   Individuals and Staffing Groups are able to make submissions to the Head of School on new appointments and replacement of staff.

2. INTERNAL TEACHING

2.1 The School allocates WAPs at the rate of 1 point per subject, plus 1 point per ten students calculated on a per capita basis.

2.2 Internal subjects with fewer than seven (7) students are to be staffed on the tutorial mode basis; that is these subjects attract workload allocations of one third the WAPs for internal mode teaching.

3. DISTANCE EDUCATION TEACHING

The School allocates WAPs to distance education teaching according to the following:

3.1 Writing of new subjects is allocated up to 3 WAPs maximum, negotiated with the Head of School through the Staffing Committee.

3.2 Workload allocations for major re-writes and development of distance education subjects are negotiated with the Head of School and the Course Coordinator through the Staffing Committee within the range of 1 to 3 WAPs.

3.3 Updating, minor re-writes and general subject administration do not attract an allocation of WAPs.

3.4 Distance education teaching (including administration) is allocated 0.0833 WAPs per student, that is 1 WAP per 12 students.

3.5 For Residential Schools, WAPs are allocated at a face to face hourly rate of 0.05 WAPs, that is 1 WAP per 20 hours, negotiable with the Head of School through the Staffing Committee.

4. MIXED MODE TEACHING

4.1 With mixed mode teaching (distance materials and tutorials), the WAPs are allocated as for distance education, plus one third of the presentation points for internal teaching for each hour of contact.

4.2 Allocations for alternative instructional methods (eg mixture of tutorial and online support) are determined by the Staffing Committee on the basis of individual case assessment. The allocations are to fall somewhere between the comparable allocations for internal and distance education teaching of the same number of students.

5. COURSE COORDINATION

5.1 Consistent with an annual approach to staffing, Course Coordinators should attempt to distribute their allocations annually rather than by semester, should this assist with the accommodation of group teaching commitments not balanced evenly across the sessions.

5.2 The Course Coordination allocations are:

5.2.1　1 WAP per 100 students per session;

5.2.2　the basic allocation for an articulated set of courses is 0.5 WAPs rather than 0.5 for each course;

5.2.3　allocations for Assistant Course Coordinators, where requested by the Co-ordinator and/or appointed by the Dean, are made from the points available under the Course Co-ordination provisions;

5.2.5　an allocation of 1 WAP is available for distribution to the principal members involved in a course review (during the main session of review) or the principal members involved in the development of a new course (during the session prior to the initial offering of the course).

5.3　The basic administration allowance for Course Coordination is 0.5 WAPs per session.

5.4　There is no provision of a minimum Course Coordination allocation of 1 WAP, unless otherwise negotiated with the Head of School.

6. OTHER COORDINATION ALLOWANCES

6.1　An allocation of 2 WAPs per session will be available for the coordinators of the School's Teaching Development Committee and the School's Research Committee to distribute at their discretion. These coordinators will be appointed by the Head of School following expressions of interest from staff. The term will normally be 2 years with previous coordinators free to re-nominate.

6.2　An allocation of 0.1 WAPs per staff member per session per staffing group will be available to staff who act as Staffing Coordinators. Staffing Coordinators will normally serve a 3 year term and will be appointed by the Head of School following expressions of interests from within each staffing group. The previous coordinators are free to re-nominate.

7. **PRACTICUM CO-ORDINATION AND SUPERVISION**

7.1　The workload allocation for the Academic Practicum Co-ordinator is 0.5 of a total workload provided from the School's staffing establishment.

7.2　The WAPs for practicum subjects without academic components are allocated to the practicum functions of PDO and mentoring.

7.3　As a general rule, and subject to decisions of the relevant course committee, the WAPs for practicum subjects with academic components are distributed so that two-thirds are allocated to teaching and one-third to practicum functions.

7.4　As a general rule, and subject to decisions of the relevant course committee, the practicum WAPs are divided equally between the PDO and mentoring functions.

7.5　The maximum allocation for a PDO role is half a total workload allocation.

8. SUPERVISION/TEACHING RESEARCH STUDENTS

8.1 With regard to the acceptance of students for research supervision/teaching, the decision is made by the Head of School in consultation with the individual lecturer.

8.2 A data bank of research student supervisors/teachers is to be devised to facilitate the accurate monitoring of staffing and student progression.

8.3 With regard to the allocation of staffing points for supervision/teaching of research students, the School makes provision according to the following:

Project	0.4 WAPs if in one session 0.2 WAPs per session if over two sessions
Lit Review	0.2 WAPs
M Ed Honours	1.25 WAPs per session if full time, up to 4 sessions* 0.63 WAPs per session if part time, up to 8 sessions
Ed D	1.25 WAPs per session if full time, up to 5 sessions* 0.63 WAPs per sessions if part time, up to 10 sessions
Ph D	1.25 WAPs per session if full time, up to 6 sessions* 0.63 WAPs per session if part time, up to 12 sessions;

*The workload allocation points are to be allocated to the principal supervisor unless the principal supervisor is on leave, or that it can be demonstrated that the associate supervisor has regular contact with the student.

8.4 Principal supervisors/teachers of research students are required to complete annually a Research Student Progress Report for each student under their guidance, in accordance with the requirements of the Office of Graduate Studies.

9. OTHER ALLOWANCES

9.1 There is no provision for student advice or other allowances as available under the current Faculty staffing approach. Any variations from this are to be negotiated with the Head of School and the Staffing Committee.

9.2 Where individuals undertake coordination only of external subjects while the teaching and marking are done by others, such coordination attracts 20% (minimum of 0.5) of the normal WAPs allocation for the subject.

9.3 Members of academic staff whose appointments include special conditions are allocated work allocation points in accordance with those appointments, unless otherwise negotiated with the Head of School.

9.4 Where lecturers wish to seek work allocation points for activities not currently attracting allowances, the case is to be made in writing to the Head of School and negotiated with the Head of School through the Staffing Committee.

STE WORKLOAD COMPLAINT & GRIEVANCE PROCEDURES

Procedures to cover the management of complaints and grievances with regard to workloads are governed by the same principles as those within the University's general Grievance and Resolution Policy as section F 4 of the Administrative Manual, and within the NTEU-CSU Workload Agreement. Complaints are to be resolved as speedily as possible, and preferably through hearing procedure. Where hearing procedures are unsuccessful, grievances may be lodged for resolution through mediation or, finally, arbitration.

Where the workload of a second academic staff member is cited or implicated within a complaint or grievance, the Head of School (with regard to Complaint Hearing below) or the Panel (with regard to Grievance Mediation) is to widen the review to take account of the interests of the second member.

Complaint Hearing: Appeal to Head of School

Where academic staff members have concerns about their designated workloads, the initial appeal for re-consideration is in writing to the Head of School, who, after taking advice from relevant colleagues of the complainant, is to make a determination on the appeal and notify the complainant of the decision as soon as possible but no later than five (5) working days from the complaint being lodged.

Grievance Mediation: School Workload Review Panel*

Where an academic staff member is dissatisfied with the outcome of the complaint hearing, the member has the right to further consideration through a School of Teacher Education Workload Review Panel by lodging a grievance in writing with the Head of School. The Panel shall comprise a chair as agreed between the Head of School and the grievant, and two members, one nominated the Head of School and one nominated by the grievant. The Panel is to interview the grievant, who may be accompanied by a member of the University as an adviser, and other personnel as it deems necessary and report in writing to the Head of School. The recommendation of the Panel, by majority if not unanimity, shall be binding. The Head of School will convey the decision to the staff member as soon as possible but no later than ten (10) working days from the lodging of the grievance.

*School Workload Review Panels cannot include any member who has an unresolved workload complaint or grievance currently being heard, mediated or arbitrated.

Grievance Arbitration: CSU Workloads Board of Review

Where grievants or the Head of School remain dissatisfied as a result of mediation procedures, they may seek arbitration through the Workloads Board of Review according to the NTEU-CSU Agreement.

Workload addendum 2002

[i.]   That the reconceptualised approach to assigning workload allocation points for subject design and contextualisation [*viz.* waps be allocated for Dubbo, online or other subject design/teaching initiatives, online marking and new lecturers as elaborated in section 2 of the draft paper] was adopted.

[ii.]   That the suggested Practicum Co-ordination and PDO arrangements [as per section 1.4 of the draft paper] was approved.

[iii.] That, where payment is not received, marking of CSU projects and theses by staff other than the supervisor be allocated waps, retrospectively, according to the following:

Honours projects   0.175 waps [*viz.* one day]
Masters projects   0.350 waps [*viz.* two days]
Masters theses   0.525 waps [*viz.* three days]
EdD/PhD theses   0.875 waps [*viz.* five days]

[iv.]   That the School requirement for specified consultation times be altered to match the University requirement.

[v.]   That the sign-off point is to be a maximum of 28 waps annually.

[vi.]   That the School, through the HOS and the Staffing Committee, develop a policy on SSP which would, ostensibly, provide for at least four [4] staff members per year to be on SSP leave.

[vii.] That, to support research, the School enact the Faculty agreed position on research and make up to four [4] research allocations of 3.5 waps per year, the allocations to be competitively based and linked to specified, agreed outcomes between the HOS and staff member as negotiated through the Staffing Committee.

[viii.] That the allocation for course co-ordination be varied to allow for:
Level 'C' appointment   *Level 'B' appointment*
0.5 waps basic allowance, and   1 waps basic allowance, and
1 waps per 75 for the first 150 students, and   1 waps per 75 students
1 waps per 100 students in excess of 150.

[ix.]   That a Staffing & Workload Allocation Policy drafting committee be formed to rewrite the general section on academic workload to remove the current dichotomy between standard and personal workload, acknowledge the more general expectation of staff availability for student consultation and account for any general expectations that job specification holds at different levels of appointment.

[x.]   That the STE Teaching Development Committee, including the STE Educational Designer, devise and monitor a schedule of systematic review of all subjects.

[xi.]   That decisions about identifying administrative tasks which might be undertaken by an administrative assistant be deferred until the current round of administrative appointments is resolved.

Research Allocation Policy

Rationale
This is an attempt by the School of Teacher Education to recognise the role that research plays in the academic workload. Its aim is to provide up to four allocations per year of 3.5 workload points, the equivalent of ¼ of a normal semester load. This is seen as a substantial freeing up of time in which research may be undertaken. Housing this provision within the staffing formula acknowledges the School's responsibility to provide and fund research opportunities for its staff. The spirit of this policy is that these allocations be widely distributed within the School and may be used flexibly within the designated semester. It is expected that this policy will evolve over time.

Eligibility
Available to all full-time permanent academic staff within the School or staff with a minimum 3 year contract.
At least one position each year is to be designated for neophyte researchers. These people are defined as being new (within 2 years) to academic life or staff without recent publications. Individuals and research groupings may apply.
The following categories of eligibility are indicative, not exhaustive:
• research outcomes leading to DETYA points
• conference presentations
• personal research
• grant applications
• exhibitions
• performances

Operative
for 2002 and to be considered as part of the wider review of the new staffing formula later in that year.

Support and Accountability
This program will be supported by the activities of a 'Research Shepherd', a member of staff (eg Professor Bill Green) charged with the responsibility for mentoring recipients of research allocations. More generally, the Head of School and the Staffing Committee will also form part of a support network. In terms of accountability, recipients of research allocations will be required to make a minimum of one Brown Bag presentation on their research as well as meet specified outcomes.

Applications
using the pro-forma should be lodged with the Head of School by 31 January 2002. These will be considered by a special meeting of the Staffing Committee on 1 February 2002. Applicants should be available for interview by the committee on this day.

Pro-forma
Name
Details of Project
Semester nominated
Outcomes unique to this application
Time Frame (include mid-session and final report; brown bag seminar)
Additional Information:
Details of any other research grants (Faculty, CSU, ARC etc) for 2002
Details of any buy-outs using School or other funds (eg A105 accounts) for 2002
SSP both recent and planned
Signature
Date

As approved by the Vice-Chancellor on 14 August 1998, and amended by Academic Senate on 26 July 2000 (AS 00/123, AS 00/126 and AS 00/128), 28 March 2001 (AS 00/35), 3 April 2002 (AS 02/18), 11 December 2002 (AS 02/115) and 7 December 2005 (AS 05/166).

1.   MINIMUM STANDARDS FOR COMMUNICATING WITH STUDENTS

1.1   Objectives

The objective of this policy is to facilitate effective and timely communication by students with academic staff by:

- taking account of the various means of communication that are available (synchronous, eg face to face and telephone, and asynchronous, eg email, fax, online, web forum);

- acknowledging the diversity of student cohorts in both their support needs and communication patterns;

- ensuring that students receive prompt response to communications with staff and are adequately informed of approved staff absences and procedures for obtaining advice during such periods; and

- identifying the means by which students enrolled in specific subjects are informed of the details of teaching staff (their names and full contact details).

1.2   Minimum Requirements

1.2.1   Academic staff must set aside time, using the guidelines below, to communicate with students during the session. Where a staff member, appointed on a casual basis, acts as Subject Coordinator, the Head of School must ensure that the staff member is accessible to students through CSU online, email and telephone.

Staff must respond to communications from students (except those on forums) at least within three working days. Where an answer takes longer to obtain students should be informed of steps being taken to respond to their inquiry.

1.2.2   Mode of Contact:Students and staff should be encouraged to use email and web forums rather than the telephone as their regular mode of contact. Consultation hours may be provided if a significant cohort in a subject lack electronic communication access.

1.2.3   Information to be Included in Subject Outlines:Subject outlines must include school office numbers as well as the name of the lecturer(s) who will teach the subject and the lecturer(s)' email address(es), phone number(s) and consultation hours (if provided). Where this information is not available when the subject outline is prepared, advice on how and when the information will be provided to students shall be included in the subject outline (refer L6.3, clause 1.3.2 Subject Outlines).

1.2.4   Staff Available for Consultation: Students are to be advised of the full range of teaching staff available for consultation. Students from Partner Institutes are not normally permitted to contact CSU staff members directly.

1.2.5   Communicating with Offshore Students: Communication with offshore students should be by email or fax. Offshore students should normally expect to receive a reply within three working days.

1.2.6   Use of Subject Forums: Academic staff teaching a subject must use the forums that are linked to their online supported subjects as a major form of communication with students, and respond to forum messages at least within a week of posting.

1.2.7   Students have a reasonable expectation that they can contact academic staff throughout their enrolment in a subject. When academic staff are unable to respond to electronic or phone messages within specified time (eg, because of absence on approved University business, illness etc) appropriate information shall be provided to students through out-of-office message, postings to forum or answer phone messages. The message must advise how soon messages will be responded to and for any absence of more than a few days indicate other contacts. The School Office should also hold this information.

1.2.8   Staff should make themselves available for face to face consultation to on-campus and residential school students. Subject to the agreement of the Head of School staff may choose to provide set consultation hours or respond to specific requests. Internal students must be able to gain a face to face appointment with their lecturer or tutor within a week of requesting it in person or by email.

1.2.9   Where a student needs to make telephone contact with a staff member but is unable to do so, they should contact the School Office. The School Office will advise the student of a time and number at which the staff member will be available. In making such a request students must clearly specify their own availability and contact details.

1.2.10 If, after following the steps set out in this policy for contacting lecturers, students believe that the minimum standards have not been observed, they may bring the matter to the attention of the Head of School responsible for the teaching of the subject.

1.2.11 If a staff member is experiencing unreasonable demands on their time under this policy, they may seek the approval of the Head of School to vary the requirements within the broad framework provided by this policy.

1.2.12 DE Forums: a subject co-ordinator or nominee is expected to respond to students postings to the subject forum at least once per week during teaching weeks.

1.3   Use of Subject forums When Communicating With Students

Academic staff shall not censor the comments posted by students on online subject forums except where such comments are in breach of CSU Web policy of Australian law.

CENTRE FOR ENHANCING LEARNING AND TEACHING

Staff development for Academics

CELT is one of the providers of staff development in learning and teaching to Faculties. Offerings which can be included as part of the Continuing Professional Development in Teaching Criteria will be clearly flagged as such. CELT has a large team of school-based underlined educational designers who are available for consultation with academic staff about any staff development needs and the development of teaching portfolios.
2005 Academic Staff Development Program (pdf - 211Kb)

Performance Based Funding: Professional Activity
CELT administers data gathering for the Professional Activity Criteria 2006.
Academic Senate at its April 2005 meeting has endorsed the Professional Activity Criteria fro use with the University's PBF Model.
The intention of the criteria is to recognise academic activities which are important for the engagement of academic staff with their fields of study and which are not reflected in current Research Productive and Creative Activity Criteria. These activities make a valuable contribution to the work of the University, particularly in promoting advanced knowledge; the development of policy and practice; and the currency of staff in their fields.
The Professional Activity Criteria will come into effect in 2006 and be considered as part of performance based funding in 2007.
Awards for teaching excellence
- Charles Sturt University awards for teaching excellence
  - Previous award winners
- Australian awards for university teaching
- Other teaching awards

Learning & Teaching TOOLKIT for Academic staff
Developed in conjunction with Organisational Development the TOOLKIT provides links to a number of useful resources.

Guidelines for Developing a Teaching Portfolio
- Guidelines developed in collaboration CELT | OD | Sub-Deans Learning and Teaching and approved DVC (Academic) 2003

Teaching portfolios
Teaching Portfolio workshops will be available to schools. These introduce staff to the practice of creating, maintaining, and using a Portfolio. Workshop materials from previous Teaching Portfolio workshops are available for downloading by following these links. It is not expected that a Teaching Portfolio be a prescriptive document - rather that the portfolio reflects the needs of the academic and the particular discipline in which s/he is located. In this sense staff can already begin to build their teaching portfolios.
- How to begin creating a teaching portfolio (pdf - 39.3 Kb)
- Two learning modules and one self evaluation checklist for teachers (pdf - 52.1 Kb)
- Self evaluation and reflection on teaching (pdf - 959 Kb)
- Professional portfolios for academic staff (pdf - 82.4 Kb)
- Academic Promotions and the Scholarship of Learning and Teaching (pdf - 149 Kb)
- Teaching portfolios (pdf - 14Kb)
- Enhancing Classroom Teaching Dynamics Service

8.6 ENROLMENT PROJECTIONS AND STAFFING IMPLICATIONS

Attach as Appendix 8.6 a table that provides a four-year projection of cumulative enrolment (that accounts for projected attrition), and a four-year plan indicating the number of staff (faculty, technical, teaching assistants, etc..) assigned to the program. For staff other than faculty, please identify each category, insert a separate column, and calculate the full-time equivalencies for each group.

			Staffing Requirements – Projected			
	Cumulative Enrolment*		Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Technical/Administrative Officers.	Ratio of Full-time Students / Full-time Faculty
	Full-time	Part-time			Full-time	
Year 1	100	n/a	4	0.5#	1	22.22:1
Year 2	190	n/a	8	0.5#	2	22.35:1
Year 3	190	n/a	8	0.5#	2	22.35:1
Year 4	190	n/a	8	0.5#	2	22.35:1

* Based on 5% attrition for each cohort over the 2 years of their program

\# Head of School/Program Coordinator

9.

CREDENTIAL

RECOGNITION

STANDARD

9.1 PROGRAM DESIGN AND CREDENTIAL RECOGNITION

Attach as Appendix 9.1 an explanation of how the design of the program facilitates credential recognition by other postsecondary institutions. Include an analysis of any research undertaken to ensure credential recognition.

This four year degree program has been designed jointly with two Community Colleges – Sheridan and Mohawk. It builds on the two year ECE Diploma and this articulation is consistent with the recommendations of the Rae Report which argues strongly for greater links between Community Colleges and universities.

The program meets CSU's requirements for a four year degree and is subject to the approval process of the University's Academic Senate. This approval also gives it international recognition beyond Australian and Canada. As an official award of CSU it is subject to a range of quality assurance measures at Faculty and University level, as well as by State and Federal Governments.

The program meets the rigorous standards of the NSW Government Qualifications Committee and hence graduates are eligible for employment as early childhood professionals in NSW.

As documented elsewhere in this submission, the program has been designed to conform with the Degree Level Standards as articulated by PEQAB. Therefore, it will be recognised in Ontario as a four year degree.

Graduates are also eligible to apply for enrolment in elementary teacher education programs at CSU Ontario, at CSU in Australia, as well as other Ontario and Australian universities.

Letters of support for the Bachelor of Early Childhood from employers, the profession and the Community Colleges are included elsewhere in this submission.

10.

REGULATION

AND

ACCREDITATION

STANDARD

10.1.1 CURRENT REGULATORY OR LICENSING REQUIREMENTS

Attach as Appendix 10.1.1 the current requirements and/or standards of all relevant licensing and regulatory bodies associated with the proposed program and indicate how the program will address these.

Not Applicable

10.1.2 LETTERS OF SUPPORT FROM REGULATORY/LICENSING BODIES

Attach as Appendix 10.1.2 letters of support (or any other relevant evidence of consultation) from these licensing and regulatory bodies that indicate their recognition of graduates' credentials.

Not Applicable

11.

PROGRAM

EVALUATION

STANDARD

11.1 PERIODIC REVIEW POLICIES AND SCHEDULE

Attach as Appendix 11.1 the formal, approved policy and procedures for periodic review of programs pertaining to those program review elements identified in section 7.3.8 of the Board's Handbook for Public Organizations.

In line with University policy the Faculty of Education to review all courses on a 5-year cycle.
In addition to University policy, the Faculty has agreed:

- that, in consultation with the Dean and the Faculty Executive Officer, the Quality Assurance Officer prepare each year a Course Review Schedule and a New Courses Schedule to be presented to the August meeting of the Courses Committee for noting;

- that the Course Review Schedule include the listing of the courses to be reviewed in the following academic year together with a recommended time-line for submissions to the Courses Committee, Faculty Board and the Academic Programs Committee;

- that the New Courses Schedule include the listing of any new courses planned for introduction in the year beyond the next together with a recommended time-line for submissions to the Courses Committee, Faculty Board and the Academic Programs Committee;

- that Co-ordinators of courses listed for review prepare a brief (1-2 pages) preliminary document for inclusion in the minutes of the October meeting of Courses Committee;

- that Co-ordinators of the courses listed for review in the following year attend the October meeting of Courses Committee to participate in preliminary discussions about the impending reviews. The notes of these discussions are to constitute the official briefing of the Co-ordinators by the Courses Committee;

- that the time-line for each course on the Course Review Schedule include at least one interim submission to the Courses Committee, this to be a 1-2 page summary of discussions held, advice proffered by an external advisory panel and issues requiring resolution

When a course*, or a specialisation within a course, is due for a major review, a Course (or Specialisation) Review document will be commissioned. Such a document will normally be prepared by the appropriate Sub Dean who may be assisted by a working party.

program in the Canadian context

The procedures for a major review of a course or specialisation will be similar to the Course Accreditation procedures involving the Faculty Board and, as appropriate, the Academic Programs Committee or the Academic Senate A complete copy of those procedures are attached.

POLICY ON COURSE ACCREDITATION AND REVIEW

As approved by the Academic Senate on 18 February 1992 (AS 92/20) and as amended on 15 December 1992 (AS 92/257), 15 June 1993 (AS 93/108), 19 October 1993 (AS 93/202), 27 April 1994 (AS 94/34), 24 August 1994 (AS 94/109), 13 December 1995 (AS 95/276), 24 April 1996 (AS 96/7, 96/9-10, 96/13), 25 June 1997 (AS 97/126), 28 October 1998 (AS 98/266), 28 April 1999 (AS 99/56), 27 October 1999 (AS 99/163), 13 September 2000 (AS 00/161), 6 December 2000 (AS 00/187), 28 March 2001 (AS 01/30), 13 June 2001 (AS 01/80, AS 01/85, AS 01/86), 1 August 2001 (AS 01/102), 12 December 2001 (AS 01/170 & 182), 3 April 2002 (AS 02/22), 5 June 2002 (AS 02/32-35), 31 July 2002 (AS 02/59), 4 September 2002 (AS 02/102), 11 December 2002, 2 April 2003 (AS 03/28), 7 April 2004 (AS 04/16), 2 June 2004 (AS 04/57), 1 June 2005 (AS 05/51), 10 August 2005 (AS 05/81), and 7 December (AS 05/160).

1. INTRODUCTION

This document explains the processes for the approval and review of awards, courses and fields of research within the University. The policy objectives which underlie these processes are as follows:

- to ensure the development of courses which

    (i) are of high academic standard and which meet the needs of relevant professions or industry groups; and
    (ii) fit the University's planning profile;

- to ensure that existing courses continue to meet these objectives;

- to ensure that consistency with regulations is maintained across courses concerning nomenclature and structure;

- to ensure the effective documentation of proposals for both new and modified courses; and

- to ensure that course accreditation processes enable timely introduction of new or modified courses within the University's framework of student induction and course delivery.

2. GLOSSARY

Articulated course

A component course within an articulated set of courses.

Articulated set of courses

A set of courses in which all subjects (core or elective) comprising each lower level course are included in each higher level course within the set such that each lower level course comprises the first component of the next higher level course.

An articulated set of courses includes:

- a diploma course which incorporates a university certificate course; or

- a bachelor degree course which incorporates a university certificate and/or an associate degree, or a diploma, or an associate diploma course; or

- a graduate diploma course which incorporates a graduate certificate course; or

- a master degree course which incorporates a graduate diploma and/or graduate certificate course; or

- a professional doctorate course which incorporates a master degree course.

Articulated set of courses with multiple entry points

An articulated set of courses in which the student may be admitted to a higher or lower level course in the set depending on the student's academic qualifications at the time of application for admission to the University.

Articulated set of courses with a single entry point

An articulated set of courses with a single entry point in which the student is admitted to the higher level course on the understanding that the student may exit with a lower level award. The lower level course is then termed an exit point only course in the set.

Award

An award is a degree, associate degree, graduate diploma, graduate certificate, advanced diploma, diploma, associate diploma or university certificate conferred by the University upon completion of a course.

Award course

An award course is:

(a)   an approved sequence of subjects (usually structured as components, such as core subjects, elective sequences (i.e., specialisations, majors, minors and/or (for the Bachelor of Business) joint studies), restricted electives and/or free electives); or
(b)   an approved sequence of subjects, usually structured as in a) above but also including industrial, practical or clinical experience, and/or co-operative study arrangements, and/or an investigation of an approved topic the results of which are presented in a dissertation or project; or
(c)   an approved program of research, the results of which are presented in a thesis or other examinable work;

leading to an award.

Award program

A program of study comprising an award course (or, as in the case of integrated programs or double degree programs, two award courses) and leading to an award (or two awards). The award course may be a CSU course, a course jointly offered by CSU with another university or equivalent award-conferring educational institution (and accredited by both) or, where there are two award courses, a CSU course and a course offered by another award-conferring educational institution (e.g. TAFE), or two CSU courses (for double degree programs). Types of award programs are: CSU program (with CSU award) (this includes a CSU double degree program, with two CSU awards), joint program (with single award conferred jointly by CSU and other degree-conferring institution), franchise program (with CSU award), cooperative program (with CSU award) and integrated program (with CSU award and award of the other institution).

CASIMS

CASIMS is an acronym for "Course and Subject Information Management System". All course and subject approvals are carried out via CASIMS and the relevant approving bodies authorised by the Academic Senate, and CASIMS also provides point-in-time profile information for all subjects and courses offered by the University.   `

Cooperative program

An award program comprising a CSU course, in which another body contributes significant intellectual content to that course and may also deliver all or part of the course. The role of that body may be indicated on the testamur, in accordance with Senate policy.

Compulsory subject

See "Core subject".

Core subject

A core subject is one which is compulsory for all students enrolled in a course. This term does not apply to a requirement for students to choose one of two subjects (this is classified as a type of restricted elective) or to subjects which are compulsory subjects in a specific grouping within an elective sequence (i.e., specialisations, majors, minors or Bachelor of Business joint studies). These subjects should be described as compulsory subjects within the relevant specialisation (or major, minors or Bachelor of Business joint studies).

Course

See "Award course".

CSU award

An award conferred solely by the University for a course which is accredited by the University. Where another body has an involvement in the course, the role of that other body may be indicated on the testamur, in accordance with Senate policy.

CSU course

A course which is accredited by the University and the award for which is conferred solely by the University. Another body may have an involvement in the course concerning content and/or delivery.

CSU program

An award program comprising a CSU course for which the University is the sole body which provides the course content and teaches the course.

Educational profile

The Educational Profile is a rolling triennial plan negotiated annually with DEST by the Vice-Chancellor.

Elective sequence

This is a collective term for the following types of course component: specialisation, major or minor. A key characteristic of such sequences is that more than one set of subjects is identified and students select one of those sets to undertake as a component of the course. A joint study is also a type of elective sequence, and is offered only in the Bachelor of Business course.

Exit point only course

A course within an articulated set of courses, representing a point at which a student may exit with a lower level award than that of the course to which admission was made. No admissions can be made into an exit point only course.

Field of research

A field of research is an area of research identified within the Australian Research Council's "Field of Research" classification.

Franchise program

An award program comprising a CSU course, in which the delivery of the course is through another body. The role of that body may be indicated on the testamur, in accordance with Senate policy.

Free elective

A free elective is a subject that may be chosen from virtually any subject on offer across the University provided prerequisites, enrolment restrictions and any other Faculty requirements have been met.

Host Faculty

The Faculty which is designated as the Faculty responsible for administering either a program leading to a double degree, or a shared course (where more than one Faculty is involved).

Integrated program

An award program in which CSU and another award-conferring educational institution each contribute part of the content of the program from their own award course. Successful completion of the integrated program enables both of those awards to be conferred, each by the owning institution with its own testamur, on the basis that the course requirements of both award courses are met in the integrated program. Students enrol concurrently in both award courses to undertake the integrated program.

Joint award

An award which is conferred by the University jointly with another university or equivalent award-conferring educational institution.

Joint badging

This term is not officially used in CSU terminology. See **Joint award** and **Joint program**, for a program which is accredited by Charles Sturt University and another university or equivalent degree-conferring educational institution and jointly awarded, **Franchise program** and **Collaborative program** for a program in which there is involvement by another body but which leads to a CSU award, and **Integrated program** for a program in which both CSU and another award-conferring educational institution contribute from their own award program and which leads to both of those awards.

Joint program

An award program leading to a joint award in which the University and another university or equivalent award-conferring educational institution each contribute part of the content of a single course which is accredited by both bodies.

Joint Study

A joint study is an approved sequence of subjects in a discipline, comprising 40 points. Joint studies are offered only in the Bachelor of Business course and are included in the nomenclature of the award.

Major

A major is a component of an undergraduate course comprising an approved sequence of subjects of 64 points or more. A major is not included in the nomenclature of the award.

Minor

A minor is an approved sequence of subjects of 32-63 points. A minor is not included in the nomenclature of the award.

Official current course profile

That record of a course which is published annually in the University Handbook and is updated when required via CASIMS, and which effectively contains a description of all those elements of the course necessary to provide an accurate picture of the course in its current format.

Points

Points is the numerical value assigned to a subject which, when related to the total points for the course, is a measure of the size of the subject's contribution to the content of the course.

Postgraduate award

An award at graduate certificate, graduate diploma, master or doctoral level.

Postgraduate specialisation

A postgraduate specialisation is that component of a postgraduate course which prepares students for employment in a particular profession or vocational area or builds on knowledge in a specific professional or vocational area. It consists of an approved sequence of subjects of 32 points or more. A specialisation is included in the nomenclature of the award.

Primary Language of Study

The language of study in a course. (Note: not all aspects of delivery are required to be in that language.) Where an offering of a CSU course has a language other than English as its primary language of study, it is required that the assessment (both student completion/ submission of tasks and assessment of those tasks) shall be in the primary language of study.

Restricted elective

A restricted elective is a subject that must be chosen from a specified group of subjects, from a specified discipline area or from a specified range of discipline areas. NOTE: where a set of subjects (of 32 points or more) is required to be chosen from one discipline area that is selected from a range of specified discipline areas, this would be termed a minor, major or specialisation, as appropriate.

Shared course

A shared course is a course leading to a single award, which is developed collaboratively between and owned by two or more Faculties. Each of the Faculties contributes to the development, delivery and ongoing review of the course.

Shell course

A shell course is a course in which a number of parameters have been set for the course structure but in which the course content is not specified to the extent of prescribing individual subjects. A shell course may contain specialisations and/or be a constituent course in a double degree program.

Subject

A subject is a segment of instruction approved by the University as being a discrete part of the requirements for a course and identified by a unique subject code.

Sub-major

Sub-major is a superseded term equivalent to a minor.

Undergraduate award

An award at university certificate, associate diploma, diploma, associate degree, bachelor or bachelor (honours) level.

Undergraduate specialisation

An undergraduate specialisation is that component of an undergraduate course which prepares students for employment in a particular profession or vocational area. It consists of an approved sequence of subjects of 64 points or more in a bachelor degree, 48 points or more in an articulated associate degree or diploma, and 24 points or more in an articulated university certificate. A specialisation is included in the nomenclature of the award.

University certificate

A university certificate is an undergraduate award of 64 points that is a local award of Charles Sturt University.

University Register of Awards and Courses

The Register is a list of all awards and courses approved by the Academic Senate. The Register is kept by the Academic Secretary, and is in L15.2 of this Manual.

3.   AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) established a taskforce to develop an Australian Qualifications Framework (AQF).

The AQF provides descriptors for each qualification level. The descriptors define the qualifications in terms of:

- the characteristics of learning outcomes;
- the authority for those learning outcomes; and
- pathways to the qualification.

Detailed descriptions of each qualification level may be found on the AQF website. Courses at CSU are expected to comply with AQF guidelines, and the attestation from the Dean of a Faculty proposing a course certifies that this is the case, for that course.

4. ACADEMIC GOVERNANCE

4.1 Board of Governors

Under the Charles Sturt University Act, 1989, the Board of Governors is responsible for:

The development of broad policies with respect to academic planning and the nature and standard of academic awards and generally defining the education profile of the University; (18(1)(c)).

4.2 University Course Planning Committee

The University Course Planning Committee was established by the Vice-Chancellor to "assist him in the planning and management of the University". With respect to the approval of awards and courses, the Committee:

- determines their compatibility with the University's mission statement and educational profile;
- reviews evidence of their need and demand;
- evaluates their resource implications;
- determines their priority and date of introduction; and
- allocates load.

4.3 Academic Senate

The Academic Senate is the principal academic body of the University. As such, the Academic Senate ensures on behalf of the Board of Governors (now University Council) that:

- the structure and requirements of each course are consistent with the award to which it leads;

- the depth of content and standard of assessment of each course is appropriate to the award to which it leads;

- the Faculty providing the course has the academic staff and other resources to offer the course;

- the methods of course delivery are appropriate in achieving the purpose of the course;

- the course and the award to which it leads are consistent with the Australian Qualifications Framework.

In the case of undergraduate courses, postgraduate coursework courses and coursework professional doctorates, this role has been delegated to the Academic Programs Committee.

4.4 Board of Graduate Studies

The Board of Graduate Studies is responsible for overseeing, and advising the Academic Senate on, the accreditation of research higher degree courses and research professional doctorates. In particular, the Board of Graduate Studies makes recommendations to the Academic Senate on all higher degree research program proposals and research professional doctorate proposals emanating from the Faculties and recommends changes to the Academic Senate's policy on course accreditation.

4.5 Academic Programs Committee

The Academic Programs Committee has delegated authority from Academic Senate with respect to the accreditation of all courses except master by research programs and research doctoral programs. In particular, the Academic Programs Committee approves or otherwise all course proposals for which it has delegated authority It also provides advice to the Academic Senate on all proposed changes to academic policy, and has particular responsibility for recommending changes to the Academic Senate's policy on course accreditation.

4.6 Faculty Boards

The Faculty Boards for the Faculties of the University have delegated authority for the implementation of the teaching, scholarship and research policies prescribed by the Academic Senate.

Under their terms of reference as prescribed by the Board of Governors, Faculty Boards are required to consider and make recommendations to the Academic Programs Committee, or to the Academic Senate [through the Board of Graduate Studies] as appropriate, with respect to the approval of new and revised courses proposed by the several Schools of the Faculty.

Faculty Boards also consider and may approve revisions in existing courses which do not constitute a significant variation (see clause 7.2) in the subject content or pattern of the course which results in a difference in length, or a major difference in level or purpose of that course.

4.7 Courses Committees of Faculty Boards

The Faculty Courses Committees have delegated authority from Academic Senate with respect to the approval of all course documentation except master by research programs and research doctoral programs.

The role of the Courses Committee for each Faculty Board is to:

make recommendations to the Faculty Board on additions and deletions to the course profile for the Faculty; and

make recommendations to the Faculty Board on all proposals for new or revised courses submitted for accreditation.

4.8 School Boards

School Boards are the principal academic body of each School. School Boards consider and make recommendations to the Faculty Board with respect to all matters relating to the subjects taught by the School and with respect to general matters relating to courses.

4.9 Course Committees

A Course Committee is established for each course or group of courses to advise the Faculty Board (or, for shared courses, Faculty Boards) through the Board's Courses Committee on the development and academic administration of the course or courses for which it is responsible.

4.10 Course Advisory Process

4.10.1 Objectives

1) To ensure that the academic standing of courses remains high. To this end, the advisory process chosen for the development and review of a particular course or courses will be one that assists in ensuring that:

   - the course is current and constitutes an intellectually challenging and stimulating learning experience;
   - the course has clear and appropriate aims and objectives;
   - the course content, including teaching and learning experiences and assessment strategies, is at an appropriate level and is consistent with the aims and objectives of the course; and
   - the teaching methods are appropriate for the course.

2) To ensure that courses remain relevant to the professions and industries they serve. To this end, the advisory process chosen for a particular course or courses will be one that can provide an awareness of:

   - the changing needs of the community;
   - the industry/professional reputation of the course;
   - the changing focus of those professions and industries; and
   - existing, emerging and potential markets.

4.10.2 Minimum Requirements

The minimum requirements of the policy are that, for every course, there must be:

   - an identified advisory process in place;
   - independent external experts included in that process; and
   - records of all aspects of the process.

The advisory process chosen may be one that includes a number of courses or be specific to a particular course.

The advisory process chosen may also:

- provide avenues for community input into the enhancement and further development of courses
- encourage recognition of course by relevant bodies; and
- assist in promotion of courses.

It is the responsibility of the Faculty to ensure that the advisory process chosen for each course meets the minimum requirements of the policy and that in the advisory process overall there is the expertise to address all of the objectives of the policy.

Where a course includes specialisations, and a particular specialisation is being added to a course or is being reviewed individually, the advisory process requirements apply for that specialisation.

The records of the advisory process for a particular course will be kept in a "course portfolio" that will be located in the School office or the Faculty office, depending on the Faculty's policy on this matter.

The details of the advisory process employed for a particular course will be set out in Course Approval and Course Review documents for the course and will describe the mechanics of this process and its outcomes. For a particular specialisation, these details will be set out in the equivalent field in the Course Modification document (to add a specialisation) and the Course Review document.

5. APPROVAL OF COURSES

This section applies to courses as defined in (a) and (b) of the definition of "award course" in the glossary. The approval of courses as defined in (c) of the definition of "award course" in the glossary is covered in Section 6.

5.1 Course Structures

5.1.1 Standard Courses

For each level of award offered by the University there is a standard course structure. A standard course may be specified in terms of: the number of points required to complete the course; or the number of standard subjects or their equivalent required to complete the course.

The following standard courses apply:

Award	Standard Course Points	Standard Subjects (or equivalent)
Professional Doctorate	192	24
Master (2 year)	128	16
Master (1.5 year)	96	12
Master (1 year)	64	8
Graduate Diploma	64	8
Graduate Certificate	32	4
Bachelor (4 year)	256	32
Bachelor (3 year)	192	24
Associate Degree	128	16
Diploma	128	16
University Certificate	64	8

5.1.2 Standard Subject

A standard subject is an 8 point subject taught over one session. An equivalent standard subject may be a half standard subject or a subject whose point value is a multiple of eight. Examples include:

- half standard subject   4 points;
- double standard subject   16 points;
- quadruple standard subject32 points.

An equivalent standard subject of 16 or more points may be taught over more than one session. From 2006 subjects may also consist of 12 points, and from 2009 an individual subject may constitute up to one third of a full-time load in a course.

5.1.3 Courses and Subject Levels

Master by coursework or coursework and dissertation programs may comprise Level 1, 2, 3, 4 or 5 subjects provided that Level 1, 2 and 3 subjects do not comprise more than 25 percent of the total point value of the program where the total point value includes the point value of the dissertation.

Graduate diploma courses may comprise Level 1, 2, 3, 4 or 5 subjects provided that Level 1, 2 and 3 subjects do not comprise more than 50 percent of the total point value of the course.

Graduate certificate courses may comprise Level 1, 2, 3, 4 or 5 subjects.

Undergraduate courses including bachelor (honours) courses may comprise Level 1, 2, 3 or 4 subjects.

5.1.4 Double Degree Programs

5.1.4.1 Definition

A double degree program is a program which combines all of the components of two separate bachelor degree courses (each referred to in this context as a constituent course) into a single program such that the overall duration of the program is shorter than the sum of the constituent courses whilst still meeting all of the requirements of each of those constituent courses.

Students completing a double degree program graduate with a separate award for each of the constituent courses in the double degree program.

5.1.4.2 Requirements of the Constituent Courses

The primary rule for a double degree program is that all of the requirements of each of the constituent courses must be met. This means that, in a specific double degree program, every component of each of the constituent courses must be able to be found. Course components include one or more core subjects, any elective sequences (i.e., sets of specialisations, majors, minors or, for the Bachelor of Business course, joint studies) and restricted elective or free elective options.

For each component, this is achieved through either:

i)   the inclusion of that component of a constituent course in the double degree program exactly as it is in the constituent course; OR

ii)   the identification, for the component in a constituent course, of **an equivalent** of that component in a component of the other constituent course, and the inclusion of that equivalent component from the other constituent course in the double degree program so that it serves to meet this requirement for both constituent courses.

5.1.4.3 Duration and Point Value

There is no prescribed duration or point value for a double degree program. Whilst the most common model is a four-year, 256 point (32 standard subjects) double degree program based on two three-year degree programs, the duration and point value of a specific double degree program is determined by those reductions in time and point value made possible by the presence of common subjects (i.e., the same subject is part of both constituent courses), identification of equivalent subjects or components, and/or genuine overlap of components.

Thus, for example, the common features and/or equivalences for a specific double degree program may mean that that program comprises 248 points (31 standard subjects) and be of four year's duration, with one session in the program containing three subjects instead of four.

Where a constituent course has specialisations, and some of these specialisations overlap more than do others with the components of the other constituent degree, students undertaking the more overlapping specialisations in the double degree program will be required to complete fewer points than those undertaking the other specialisations. This is because the corollary to the rule that all requirements of both constituent courses must be met is that no student in a double degree program can be required to undertake more than is required by the course requirements of each of the constituent courses.

5.1.4.4   Equivalent Components

The identification, for components of one constituent course, of equivalents in components of the other constituent course relates to how specific the components of each constituent course are (and, in particular, whether individual subjects are specified in a component), and to the purposes for which each component is included in the course (for individual subjects that are core components of a course, this will also relate to the aims and objectives of the subject and to the level of the subject).

Equivalence for each type of component may be met as follows:

i)   Core subject(s) - either an equivalent subject, or a number of subjects which together meet the aims and objectives of the core subject, in the other course must be identified. Where a core subject is a practicum subject, its equivalent in the other constituent course would also need to be a practicum subject, such that the practicum subject being included in the double degree program also serves to meet the requirements (aims and objectives, level, proportion of the course it represents, etc.) of the practicum subject that is not being included.

ii)   An elective sequence component (i.e., a set of specialisations, majors, minors or (in the Bachelor of Business) joint studies) – equivalence is possible either when some of the subjects in an elective sequence component in one constituent course are not specified by code/title or when the discipline areas only (rather than specific subjects) for an elective sequence component are specified, and there are subjects in the other constituent course that meet the specifications (subject or discipline area) of the elective sequence component. Where subjects in an elective sequence component are specified, these subjects would either have to also be offered in the other constituent course (i.e., they are common subjects, not equivalences) or specific subject equivalence would have to be identified as for core subjects above. See also clause 5.1.4.5 on minors.

iii)   Restricted elective(s) - where these subjects are specifically identified in a constituent course, the same conditions for equivalence apply as for a core subject. Where the discipline area(s) only of the restricted elective(s) have been specified, then sufficient subjects in the other course in one or more of those discipline areas must be able to be identified to enable the requirements for number and type of restricted elective to be able to be met.

iv)   Free elective(s) – any subject in the other constituent course will meet this requirement.

Where equivalent subjects or components are identified for inclusion in a double degree program, any student who is enrolled separately in one of the constituent degree courses, and who has already completed that equivalent subject or component instead of the prescribed subject or component in their course, must be entitled to credit for that subject.

5.1.4.5   Variations to Requirements in Double Degree Programs

For any component of one of the constituent courses of a double degree program, a variation to that component may not be offered in the double degree program that is not also available to students enrolled in the constituent course offered separately. Note: this does not apply to equivalences that have been identified according to the guidelines in clause 5.1.4.4 above.

The single exception to this rule relates to minors. Where, for a specific double degree program, one component of one of the constituent courses comprises a set of minors, then a minor or choice of minors that is different from those offered in the constituent course may be included in the double degree program (i.e., available only to the students enrolled in that double degree program) provided that these double degree minors are consistent with the aims and objectives of the constituent course. The rationale for this is that it enables a specific double degree to be more effectively tailored to meet an identified need.

Should the Faculty then wish to add one or more of the "double degree only" minors to students enrolled separately in the constituent course, this would need to be done through the standard approval process for the addition of a minor to a course.

On the other hand, a component in a constituent course that includes choices (such as a set of elective sequences or a range of restricted electives) may be included in the double degree program in a more prescriptive form. For example, whereas in a constituent course the student may have a choice of five identified majors, only one of those majors might be available to the double degree student because the subjects in that major also comprise a component of the other constituent course in the double degree program (and so enable a reduction in the overall duration and point value of the program).

5.1.4.6 Courses Offered Only Within Double Degree Programs

A Faculty may choose to offer a course only as a constituent course within one or more specific double degree programs. Since the constituent course will still lead to a separate award, it will be required to meet all of the requirements for a bachelor degree course, including fitting within the guidelines of the Australian Qualifications Framework.

Where a course is offered with a generic structure and with a set of specialisations, a Faculty may choose to offer just the generic course as a constituent course within a specified double degree program or programs, provided that the generic course is not also offered as a separate course. In such an instance, students in the separate course would be required to complete one of the specialisations in the course.

See also clauses 5.1.8.2 and 5.1.8.4.2 on shell courses for policy on shell courses in double degree programs.

[See also clause 5.2.3 for the documentation and approval processes for double degree programs]

5.1.5 Articulated Sets of Courses

5.1.5.1 With Multiple Entry Points

An articulated set of courses with multiple entry points is one in which the student may be admitted to a higher or lower level course in the set depending on the student's academic qualifications at the time of application for admission.

A student who completes or has graduated from a lower level course in an articulated set of courses with multiple entry points must apply for admission to a higher level course in the set through UAC, VTAC or the Admissions Office as appropriate (that is, progression to a higher level course is not automatic).

A student who has completed the lower level course in an articulated set of courses with multiple entry points in a given session, then applies for admission and is admitted to the higher level course in the next consecutive session, may at the same time apply to graduate with the lower level award under clause 1.1.3 of the Graduation Regulations.

A student who chooses to exit an articulated course with multiple entry points with the lower level award or whose application for admission to the higher level course is unsuccessful, may graduate with the lower level award.

A student who has completed but has not graduated from the lower level course of an articulated course with multiple entry points and who withdraws from or is excluded from the higher level course, may graduate with the lower level award.

5.1.5.2   With Single Entry Points

An articulated set of courses with a single entry point is one in which the student is admitted to the higher level course on the understanding that the student may exit with a lower level award. In such cases the student must reapply for admission through UAC, VTAC or the Admissions Office as appropriate, should the student wish to complete the higher level course at a later date.

A student in an articulated course with a single entry point, but which offers lower exit points, who has completed the lower level course may apply to graduate with the lower level award under clause 1.1.3 of the Graduation Regulations and at the same time continue on in the higher level course to which they were admitted.

5.1.6 Higher Degree Programs

5.1.6.1   PhD and Master by Research

The University awards Master and Doctoral degrees following the successful completion of a program, the assessment of which is based primarily (i.e., two-thirds or more) on a thesis or portfolio (as specified) arising out of original research. See also Academic Manual, Part H: Progress, Supervision and Assessment Regulations for Theses and Other Examinable Research Works.

Any Master by Research program may be designated Master (Honours) if the Faculty has so recommended to Senate, but levels of honours (class 1, etc) do not apply to Master (Honours) programs.

In all matters pertaining to the research degrees at Master and Doctoral level the Academic Senate will be advised by the Board of Graduate Studies (hereinafter referred to as the Board). The Board shall exercise those authorities vested in it by the Academic Senate and by virtue of these Regulations.

All matters relating to individual students that are to be referred to the Board shall be submitted through the Centre for Research and Graduate Training.

5.1.6.2   Professional Doctoral Programs

Note that below 'Board' refers to the Board of Graduate Studies, 'coursework' means the subjects that are a component of a professional doctoral program, and 'research' means the project undertaken as a component of a professional doctoral program.

Professional doctoral programs by research shall be administered by the Centre for Research and Graduate Training. Professional doctoral programs by coursework shall be administered by the Faculty.

5.1.6.2.1.1 Research Professional Doctorates

A research professional doctoral program is a program:

a) leading to the award *Doctor of [professional area]*; and

b) comprising coursework, and a research component which is two-thirds or more of the content of the program, the results of which shall be published in a thesis or portfolio (as specified).

5.1.6.2.1.2 Coursework Professional Doctorates

A coursework professional doctoral program is a program:

a) leading to the award *Doctor of [professional area]*; and

b) comprising coursework, and a research component which is at least one-third but less than two-thirds of the content of the program, the results of which shall be published in a dissertation or other examinable work.

5.1.6.2.2 Object of Professional Doctorates

The object of a professional doctoral program is advanced, critical reflection on professional practice. This object has three components:

a) the extension of a candidate's knowledge of the disciplines which underpin his or her profession; and

b) the development of attributes required of the candidate to successfully identify, investigate and resolve problems confronting his or her profession; and

c) the successful conduct by the candidate of research into a current problem confronting the profession and the presentation of the findings of the research in a thesis or other examinable work.

More pragmatically, the object of a professional doctoral program is to give candidates a competitive advantage in achieving high-level success in their profession.

5.1.6.2.3 Coursework

5.1.6.2.3.1 Object of the Coursework

The coursework in a professional doctoral program shall:

a) extend a candidate's knowledge of the disciplines which underpin his or her profession; and

b) provide the knowledge and skills necessary for the candidate to successfully research a current problem confronting the profession.

5.1.6.2.3.2 Shared Coursework

The subjects comprising the coursework in a professional doctoral program may be doctoral versions of subjects that are taught in a master, graduate or postgraduate diploma or graduate or postgraduate certificate course. In such cases, the doctoral versions of these subjects shall be qualitatively different from the subjects offered in the lower level course (as specified in 5.1.6.2.3.4b) below) and shall be coded as level 7 subjects to distinguish them from the lower level subjects.

5.1.6.2.3.3 Relationship with Master Programs

5.1.6.2.3.3.1 Articulated Master Programs

A master program may articulate with a professional doctoral program, either in part or as a whole. An articulation in part would typically mean that part, but not all, of the master program also comprises the first component of the professional doctoral program, or that a specified set of subjects in the master program must be completed if students wish to subsequently apply for admission to the professional doctoral program.

In articulated programs, all students complete the master degree (or, for partially articulated programs, the specified part thereof) before applying for admission to the professional doctoral program. Admission to the professional doctoral program will be dependent upon the master program having been

completed at a credit average (see 5.1.6.2.3.4 a) below) or better.

5.1.6.2.3.3.2 Non-Articulated Master Programs

A non-articulated master program is one that, in a professional doctoral program, represents an essential component of the professional doctoral program (i.e., all students are required to complete that master program prior to admission to the professional doctoral program) but where the full point value of the master program is not represented in the professional doctoral program.

For such a non-articulated component of a professional doctoral program, students will be required to have obtained a credit average in the master program as specified in 5.1.6.2.3.4 a) below.

5.1.6.2.3.3.3 Parallel Master Programs

A parallel master program is one in which all or some of the coursework subjects are parallelled by equivalent doctoral subjects (offered and coded at a doctoral level) in a particular professional doctoral program. Students who have completed that component of the master program which parallels the doctoral subjects may apply for admission to the professional doctoral program, provided they have obtained a credit average for the master subjects as specified in 5.1.6.2.3.4 a) below.

5.1.6.2.3.4 Coursework Standards
The coursework subjects in a professional doctoral program shall be required to have been completed at doctoral level. This means:

a) for subjects comprising an essential component of a professional doctoral program, but where the subjects in that component are always completed during enrolment in a lower level program (such as an articulated or non-articulated or parallel master program) then counted for credit in the professional doctoral program, those subjects shall have been completed at a master level and with a credit average (see 5.1.6.2.3.4.1 below) or better; and

b) for subjects that are completed during enrolment in a professional doctoral program and that are also offered in a lower level program (such as a master program), the doctoral versions of those subjects shall be delivered at a qualitatively higher level (requiring greater intellectual demand and assessment tasks that reflect this greater demand) in the professional doctoral program than in the lower level program and shall be coded at level 7.

5.1.6.2.3.4.1 Credit Average

A credit average may mean:

i) a credit grade or better is required in every one of the subjects in question; or

iii) some subjects with a grade lower than a credit may be offset by subjects with a grade higher than a credit; or

iii) a credit grade is required in each of certain specified subjects and, for the remaining subjects, a grade lower than a credit may be offset with a grade higher than a credit.

The Approval document shall specify which of i), ii) or iii) will apply.

5.1.6.2.4 Research

5.1.6.2.4.1 Object of the Research

The object of the research in a professional doctoral program shall be to identify, analyse and propose solutions to current problems confronting a profession through the application of knowledge, thereby improving professional practice or understanding.

See also Academic Manual, Part H: Progress, Supervision and Assessment Regulations for Theses and Other Examinable Research Works.

5.1.7 Shared Courses

A shared course is one which is developed collaboratively between two or more Faculties and in which each of the Faculties contributes to the development, delivery and ongoing review of the course. One Faculty, designated as the "host" Faculty, is responsible for administering the course. (See also 5.2.4)

5.1.8 Shell Courses

5.1.8.1   Characteristics

A shell course:

- is structured by a number of parameters, which do not normally specify individual subjects;
- has a flexible content that is determined by the parameters stipulated; and
- has a nomenclature that is generic rather than course-specific to reflect the broad content, e.g. Graduate Certificate in Applied Science, Graduate Certificate in Commerce, except where the course is designed to be offered in double degree programs only. In such cases, a course-specific nomenclature is likely to be more appropriate.

Notwithstanding the fact that the specific content of a shell course is not normally identified in the Course Approval course document, the parameters and the aims and objectives of a shell course must be consistent with each other and must be able to meet the same requirements concerning AQF learning outcomes that other courses at the same level must meet.

5.1.8.2   Shell Courses as Constituent Courses in Double Degree Programs

A shell course structure may be appropriate where a course is designed to be offered only as a constituent course within specified double degree programs (as is, for example, the Bachelor of Teaching (Secondary)), and the content of the course will need to be varied (within identifiable parameters) for each double degree program.

5.1.8.2.1 Selection of Subjects

The subjects to be included in the course for a specific double degree program will be selected by the Faculty and will be specified in course documentation as set out in clause 5.1.8.4.2 below.

5.1.8.2.2 Nomenclature

Where the parameters of the course are such as to allow significant variations for specific double degree programs, such variation will be indicated in the nomenclature of the course through the addition of a descriptor. For example, the descriptor (Birth to 5 Years) has been added to the nomenclature Bachelor of Early Childhood Teaching when that course is offered in a double degree program with the Bachelor of Nursing. In other double degree programs, the content of the Bachelor of Early Childhood Teaching may cover different age ranges within the broad range of birth to 8 years (the range identified in the shell course document).

5.1.8.3 Specialisations in Shell Courses

Where a shell course also includes specialisations, a separate set of parameters must be identified that will apply to all specialisations offered within that course.

5.1.8.3.1 Selection of Subjects

In a standard specialisation in a shell course, the student will select from those subjects for the specialisation that have been identified by the Faculty as falling within the parameters for specialisations in that course. Where the Faculty has identified as one of the objectives of the course that each specialisation will be designed by the Faculty for an identified cohort of students with specific needs, the content of each specialisation will be specified by the Faculty and will be set out in the documentation for the specialisation as set out in clause 5.1.8.4.3 below.

5.1.8.3.2 Nomenclature

The nomenclature for specialisations will follow the format of the nomenclature of the shell course, e.g. Graduate Certificate in Commerce (Business Banking).

5.1.8.4 Documentation

5.1.8.4.1 Standard Shell Courses

The documentation required for a new shell course will be the standard Course Planning and Course Approval documents.

5.1.8.4.2   Shell Courses in Double Degree Programs

Where a Faculty proposes a shell course for inclusion only within double degree programs, the parameters will be set out in the shell course documentation and the specific content for the shell course within a particular double degree program will be identified in the course documentation for that particular double degree proposal. In the shell course documentation, those fields for which completion is meaningful only for a specific double degree program will contain a reference to the documentation for the individual double degree program.

5.1.8.4.3   Specialisations in Shell Courses

Where specialisations are being added to an existing shell course, the documentation will use the pro forma in CASIMS for modification to an existing course. The document will identify all those specialisation subjects from which the student may choose or, for those specialisations that are designed for an identified cohort of students, the specialisation structure and content will be specified and will be tailored for the specific cohort.

Example 1: Standard generic course

Graduate Certificate in Applied Science

Parameters: At least two of the four subjects must be selected from one discipline area. At least one of these two subjects must have a pre-requisite. The remaining two subjects may be chosen from any discipline in the Faculty. All subject combinations must receive Faculty approval.

Example 2: Standard specialisation in shell course

Graduate Certificate in Applied Science (*specialisation*)

Parameters: All four subjects must be chosen from the specialisation discipline. [Faculty provides list of subjects within this category]

Example 3: Shell course as constituent in double degree programs

Bachelor of Teaching (Secondary)

Parameters:
- Foundations of Education subjects - minimum of 32 points, including one on adolescent development and one on adolescents with special needs;
- Curriculum Studies subjects – minimum of 24/maximum of 64 points (with details of coverage required);
- Teaching Practice subjects – minimum of 24 /maximum of 32 points (with details of possible coverage, practicum requirements);
- Discipline subjects – for a teaching major, minimum 48/maximum 80 points; for a teaching "minor", minimum of 24/maximum of 32 points.

Example 4: Specialisation for identified cohort in shell course

Graduate Certificate in Commerce (*specialisation*)

Aims: The aim of the course is to provide a graduate qualification in management which will meet the vocational and professional requirements of specific cohorts of business and industry personnel who are seeking various "packages" of subjects relevant to their own workplace needs.

Parameters

- The 32 points are to be selected from the specialisation or from subjects in the same specialist area chosen with the concurrence of the course co-ordinator;
- All subjects must be taken from the range of subjects offered by the Faculty of Commerce subjects at level 5 or equivalent;
- The student will not enrol in any subject which is substantially similar to a subject already completed; and
- The student will meet all pre-requisites.

5.1.9 Advertising of Courses

5.1.9.1 Inclusion in UAC/VTAC Guides

A new course may not be included in the UAC/VTAC guides until approval of the Course Approval document (unless the University Course Planning Committee explicitly gives approval for a new course to be included in the UAC/VTAC guides prior to approval of the Course Approval document). A new course includes any proposed double degree program in which one or both of the constituent courses is new or requires a revised structure.

A double degree program comprising two existing courses neither of which will be altered as a result of the proposed double degree program may be included in the UAC/VTAC guides following approval of the Course Planning document.

Confirmation of the inclusion of a new course in the UAC/VTAC guides will be provided to the Division of Marketing by staff in the Academic Secretariat and Office of Planning and Audit.

5.1.9.2 Inclusion in the University Handbook

A new course may not be included in the next year's University Handbook unless the course proposal has been given approval or provisional approval by the Academic Programs Committee or, for research higher degree and professional doctoral programs, by Academic Senate via the Board of Graduate Studies. Where the Academic Programs Committee (or Senate) has given provisional approval only, the relevant course entry shall clearly indicate that the course is "subject to final approval".

5.1.9.3   Inclusion in other Promotional Literature

New courses may only be included in promotional literature such as advertisements and course brochures after Course Planning document approval <u>but before approval of the Course Approval document</u> after the Faculty has provided the Division of Marketing with the detailed information it requires for promotion. This includes information on admission criteria, course structure and course content, content of subjects, employment prospects, starting salaries and practicums. Entries made before a course has received final approval must carry the proviso "subject to final approval" until final approval has been given.

5.1.9.4   Correct Course Nomenclature

The Faculties and the Division of Marketing are required to have in place mechanisms to ensure that, where specific courses are being identified in promotional literature such as course brochures or advertisements, the correct course nomenclature is used.

For inclusion of a new course in the UAC/VTAC guides or the University Handbook, the course nomenclature will be taken from the Course Approval document (or, for new double degree programs with existing, unchanged courses, from the Course Planning document).

5.2   Approval Process

5.2.1 Two Stages of Approval

The approval of a new course as defined in (a) and (b) of the definition of "award course" in the glossary involves a two-stage process.

- The first stage is the course planning stage involving approval by the University Course Planning Committee of the inclusion of the course in the University's profile and approval of the date of introduction of the course, its funded intake load and any other resource support; and

- the second stage is the course approval or accreditation stage involving the approval of the academic components of the course by the appropriate Faculty Board and either the Academic Programs Committee or the Academic Senate (on the recommendation of the Board of Graduate Studies) as appropriate. The Course Approval document comprises the Course Planning document that has been approved and a course curriculum component which documents the academic components of the course.

Following UCPC approval of a Course Planning document, a course may be advertised as being available "subject to final approval" only when the Faculty has provided the Division of Marketing the detailed course information it requires for promotion. (See also clause 5.1.9.)

5.2.2 Standard Courses

The course accreditation policy specified in clause 5.2.1 shall apply.

5.2.3 Courses Leading to Double Degrees

5.2.3.1 Where only one Faculty is involved

Where the course being developed for a double degree involves one Faculty, the course accreditation policy specified in clause 5.2.1 shall apply.

5.2.3.2 Where more than one Faculty is involved

Where the course being developed for a double degree involves more than one Faculty, the following action will be taken:

- the Deputy Vice-Chancellor, in consultation with the appropriate Deans, will determine the host Faculty for the course; and

- the Dean of the host Faculty will appoint a person or group (satisfactory to the Faculties involved) to develop the Course Planning document.

The Course Planning document shall be approved by the Faculty Boards of the Faculties involved (on the advice of their respective Courses Committees) before being submitted to the University Course Planning Committee.

- the Dean of the host Faculty will convene a working party to develop the course curriculum component of the Course Approval document as required by clause 5.4.2. The Working Party will comprise up to three nominees of each Dean plus a convenor nominated by the host Dean.

The Course Approval document shall be approved by the Faculty Boards of the Faculties involved (on the advice of their respective Courses Committees) before final approval of the proposal by the Academic Programs Committee.

(See also clause 5.1.4)

5.2.4 Shared Courses

For a shared course:

- the Deans of the collaborating Faculties will determine the host Faculty (ie. the Faculty responsible for administering the course). In the event of a dispute, the Deputy Vice-Chancellor (Academic) shall make the determination; and

- the Dean of the host Faculty will appoint a person or group (satisfactory to the collaborating Faculties) to develop the Course Planning document.

The Course Planning document shall be approved by the Faculty Boards of the collaborating Faculties (on the advice of their respective Courses Committees) before being submitted to the University Course Planning Committee.

- the Dean of the host Faculty will convene a working party to develop the course curriculum component of the Course Approval document as required by clause 5.4.2. The working party will comprise up to 3 nominees of each Dean and a convenor nominated by the host Dean.

The proposal shall be finally approved by the Faculty Boards of the collaborating Faculties (on the advice of their respective Courses Committees) before approval by the Academic Programs Committee or Academic Senate (via the Board of Graduate Studies), if it is a research higher degree course.

(See also clause 5.1.7)

5.2.5 Courses Leading to Awards Conferred Jointly with Other Universities

Faculties may develop proposals which result in an award being conferred jointly with another university or equivalent educational institution. Such an award may be at any level from diploma to doctoral level. The accreditation process would be the same as for standard courses, although it is expected that the agreement between the parties would specify the role the other institution would play in the development and delivery of the course in question, including its representation on a Course Committee constituted to manage the course (and equal in status to the Course Committees of the Faculty Board).

5.2.6 Specific Offering of a CSU Course in a Particular Language of Study

Where, for a specific offering of a CSU course, the primary language of study is a language other than English, the Faculty in question shall be required to provide details in the relevant course documentation of the means by which acceptable language proficiency will be ascertained.

5.3 Course Planning Stage

5.3.1 Course Planning Document

The initiative to develop a new course may come from within a Faculty or Division, or from senior management who may wish to respond to a Government or other external initiative. The person or group given responsibility for developing the course will prepare a Course Planning document. Attestations on services and resources and on conformity with specified Senate policy are required to accompany the document to the University Course Planning Committee after it has been approved by the Faculty Board.

5.3.2 Faculty Board

When the Course Planning document is prepared it will be submitted to the Faculty Courses Committee for approval and submission to the University Course Planning Committee by the Dean.

5.3.3 University Course Planning Committee

The University Course Planning Committee will:

- assess whether the course proposal is consistent with the University's educational profile;

- assess the need and demand for the course;

- assess the impact of the course on the resources available within the University;

- assess the priority for the introduction of the course having regard to other courses vying for introduction;

- determine the load to be made available to support the course, where load is required; and

- approve the date of introduction of the course.

The University Course Planning Committee will then approve or otherwise the Course Planning document. If approved, the Dean may then arrange for the course curriculum component of a Course Approval document to be prepared.

5.3.4 Advertising of a New Course

Following UCPC approval of the Course Planning document, a course may be advertised as being available "subject to final approval" only when the Faculty has provided the Division of Marketing the detailed course information it requires for promotion. (See also clause 5.1.9)

5.4 Course Curriculum Development Stage

5.4.1 Course Curriculum Component of Course Approval Document

Once the University Course Planning Committee has approved a Course Planning course document, the Dean may arrange for the course curriculum component of a Course Approval document to be prepared within the Faculty, via CASIMS.

A Course Approval document, which comprises the already approved Course Planning document and a course curriculum component, must provide sufficient, specific information about the course to enable the Faculty Courses Committee or the Board of Graduate Studies to satisfy themselves as to the academic standard of the course and the academic capacity of the Faculty to deliver it.

Attestations are also required to accompany the Course Approval document on matters relating to service teaching, conformity with specified Senate policy, and the quality of course content.

5.4.2 Working Party

The Dean will normally establish a working party to develop the course curriculum component of the Course Approval document. Such a working party may include academic staff from other Faculties particularly if the course will involve service teaching.

In relation to courses leading to double degrees and shared courses, the Dean of the host Faculty will convene a working party to comprise up to three nominees of each Dean plus a convenor nominated by the host Dean.

Consultation with appropriate professional bodies may occur at this stage if professional accreditation of the course is required. An interim Course Advisory Committee (see Section 4.10) may be established for this purpose.

5.4.3 School Boards

When the Course Approval document is developed the Dean may refer it to the appropriate Schools of the Faculty for comment. School Boards might be asked to comment on the design of the subjects which comprise the course but their comments need not be confined to subjects.

5.4.4 Faculty Courses Committee and Faculty Board

All Course Approval documents for undergraduate and postgraduate coursework programs and coursework professional doctorates must be referred to the Faculty Courses Committee. The Faculty Courses Committee will not consider the Course Approval document until the Course Planning document has been approved by the University Course Planning Committee. The Faculty Courses Committee may:

- approve the document unamended and recommend to the Faculty Board and thus APC its inclusion in the University Register of Awards and Courses; or

- request amendment of the document; or

- not approve the course document, in which case the Faculty would have to decide whether to develop a new course document or have the course deleted from the University's educational profile.

Before approving an undergraduate or postgraduate coursework document, the Faculty Courses Committee must satisfy itself that the course is of a standard appropriate to an undergraduate or postgraduate award. The Committee is empowered, therefore, to examine the course documentation in detail.

In particular, the Faculty Courses Committee shall satisfy itself that:

- the course is consistent with University Policy on standard course structures or the reasons advanced for a departure from the standard are appropriate;

- the course is consistent with the Academic Regulations and other University Policy;

- the Faculty or Faculties involved in teaching the course have the academic depth to offer the course at the level of award proposed;

- the disciplines included in the course will be taught by the appropriate Faculties;

- the Faculty and Divisions involved in the delivery of the course have the necessary resources to support the course;

- the Course Approval document is consistent with the Course Planning course document;

- the course structure is consistent with clause 5.1 or the reasons advanced for a departure from the requirements of that clause are appropriate;

- the Faculty has the academic depth to offer the course at the level of award proposed; and

- the course structure and content will meet the objectives of the course.

The Faculty Courses Committee shall also recommend to the APC the period of accreditation for the course, where a non-standard accreditation period is proposed.

The Faculty Board after receiving notice that the Faculty Courses Committee has approved the Course Approval Document, may:

- approve the proposal and refer it to the Board of Graduate Studies and then to Academic Senate if the course is a research higher degree program or to the Academic Programs Committee if it is an undergraduate course, a postgraduate course including a higher degree program by coursework or coursework and dissertation, or a professional doctorate, recommending that the course be approved for inclusion in the University Register of Awards and Courses; or

- refer the proposal back to the Courses Committee for revision or advice; or

- not approve the proposal in which case the Faculty Board would have to decide whether a new course document should be prepared or the course should be deleted from the University's educational profile.

5.4.5 Board of Graduate Studies

All Course Approval documents for higher degree research or research professional doctorate programs must be referred from Faculty Courses Committees, after approval of the proposal by the Faculty Board, to the Board of Graduate Studies. The Board will not consider a Course Approval document until the Course Planning document has been approved by the University Course Planning Committee. The Board of Graduate Studies may:

- approve the document without amendment and recommend to the Academic Senate that the course be approved for inclusion in the University Register of Awards and Courses; or

- request the Faculty to amend the document and recommend to the Academic Senate that the program as amended, be approved for inclusion in the University Register of Awards and Courses; or

- refer the document back to the Faculty Courses Committee for revision.

Before recommending to the Academic Senate that a program be placed on the University Register, the Board of Graduate Studies shall satisfy itself that the program is of a standard appropriate to a higher degree award. The Board is empowered therefore to examine the documentation in detail.

In particular the Board of Graduate Studies shall satisfy itself that:

- the program structure is consistent with clause 5.1 or the reasons advanced for a departure from the requirements of that clause are appropriate;

- the program is consistent with the Academic Regulations and other University policy;

- the Faculty or Faculties involved in teaching the program have the academic depth to offer the program and, in particular, to provide adequate supervision at the level of award proposed;

- the disciplines included in the program will be taught by the appropriate Faculties; and

- the Faculty and Divisions involved in the delivery of the program have the necessary resources to support the program.

5.4.6 Academic Programs Committee

The Academic Programs Committee shall:

- approve the course for inclusion of the course in the University Register of Awards and Courses; or

- request the Faculty to amend its proposal and approve the course as amended for inclusion in the University Register of Awards and Courses; or

- not approve the course, in which case the Faculty would have to decide whether to develop a new course document or have the course deleted from the University's educational profile.

The Academic Programs Committee shall also specify the period of accreditation for the course.

5.4.7 Academic Senate

The Academic Senate will receive the Course Approval document (without the appendices which contain the subject approval forms) from the Board of Graduate Studies.

The Senate may:

- approve the course for inclusion in the University Register of Awards and Courses; or

- amend the course document and approve the course for inclusion in the University Register of Awards and Courses; or

- refer the document back to the Faculty Board and/or the Board of Graduate Studies for revision or advice; or

- not approve the course in which case the Faculty would have to decide whether to develop a new course document or have the course deleted from the University's educational profile.

Before approving a course the Academic Senate shall satisfy itself that:

- the course structure is consistent with clause 5.1 or the reasons advanced for a departure from the requirements of that clause are appropriate;

- the course is consistent with the Academic Regulations and other University policy;

- the Faculty has the academic depth to offer the course at the level of award proposed;

- the disciplines included in the course will be taught by the appropriate Faculties;

- the Faculty and Divisions involved in the delivery of the course have the necessary resources to support the course.

The Academic Senate shall also specify the period of accreditation for the course.

5.6 Lead Times for New Courses or Specialisations, New Subjects, Major Reviews and Other Course Modifications, Subject Revisions and Course and Subject Phase-outs

The University Course Planning Committee approves the composition of the University's course profile, including the addition and deletion of all courses. Subjects added or removed from the profile are approved by the Faculties, although the University Course Planning Committee may if it so desires also determine which subjects may be offered.

Approval by the University Course Planning Committee of a proposed date of introduction for a new course or specialisation, or for the modifications proposed as a result of a major review is related to a number of critical factors. These include:

- timely approval by the Academic Programs Committee or Senate (via the Board of Graduate Studies) of the Course Approval document or proposal, the Course Review document or proposal or other relevant documentation or proposals (for other types of modification);
- inclusion in the UAC and VTAC guides (where appropriate);
- inclusion in the University Handbook and (for subjects) the Student Information Booklet;
- advertising and promotion of courses;
- production of study notes;
- admission processes;
- textbook ordering; and
- internal timetabling (where appropriate).

Each of these critical factors has either a "critical date" (e.g., the deadline specified by UAC, for inclusion in the UAC handbook) or a standard lead time (e.g. period required for production of study notes for a new DE subject by the Learning Materials Centre).

When a Course Planning or Course Review document is being prepared, each of these dates or lead times shall be taken into account in determining the proposed date of introduction for the new or revised course or specialisation.

The University Course Planning Committee shall approve either the proposed date of introduction or some later date and advise the Faculty accordingly.

Approval by the University Course Planning Committee of the dates for discontinuation of intakes in courses, specialisations, majors or offerings in particular modes and/or locations is also related to critical factors, including:

- consultation with staff and students;
- adjustment of entries in the UAC and VTAC guides (where appropriate);
- adjustments to advertising and promotion publications; and
- timely documentation and approval of appropriate phase-out arrangements for enrolled students.

5.6.1   Approval of New Courses or Specialisations, New Subjects, Reviews of Courses or Specialisations, Revision of Subjects, Phase-out of Courses, Specialisations, Majors or Offering in a Particular Mode and/or Location, Obsoleting of Subjects, and Other Course and Subject Changes for Introduction in a Given Year

In the schedules given below, the year of introduction is called Year X. The year of introduction refers to the year in which a new course is introduced or in which proposed modifications to an existing course are introduced or, for phase-outs, to the first year in which there will be no intakes for the course, specialisation, etc. Where a date is given in a year preceding the year of introduction, it is indicated as Year X-1, Year X-2, etc.

5.6.1.1   Approval of new courses, specialisations and subjects

The approval schedule has been developed to provide for appropriate course promotion and preparation of learning materials. For internal courses advertised through UAC/VTAC, see the Exceptions note below the timelines schedule.

All programs and subjects except research higher degree programs (this includes all undergraduate programs, postgraduate coursework programs and coursework professional doctorates)

Course Planning document approval by the University Course Planning Committee (UCPC) will be dependent upon evidence being provided that an effective marketing strategy is in place.

Course Approval document approval by the Faculty Courses Committee (FCC), with final approval of the proposal by the Faculty Board and APC also to be included; and/or

Subject Profile document approval by the FCC, with final approval by the Faculty Board to be included, is required as follows:

For introduction of course, specialisation or subject <u>at any time</u> in Year X: by that meeting of the final approving committee which will allow this approval to be finalised to meet the DEST deadline for publication of courses and subjects to be offered in Year X (currently August 31 of Year X-1).

<u>**Research higher degree programs**</u>

Course Planning document approval by the UCPC will be dependent upon evidence being provided that an effective marketing strategy is in place.

Course Approval document approval by Senate (via the Board of Graduate Studies (BOGS)); and

Subject Profile document approval, where applicable, is required as follows:

For introduction of course, specialisation or subject at any time in Year X: by that meeting of the Academic Senate which will allow this approval to be finalised to meet the DEST deadline for publication of courses to be offered in Year X (currently August 31 of Year X-1).

Exceptions

New internal courses to be included in Year X UAC/VTAC guides
The Course Approval document (or, for a double degree program with two existing courses with no revision required, the Course Planning document**)** must be approved by April of Year X-1.

Note: In all instances, the Course Approval proposal must be approved by the APC prior to the date of introduction of the course.

5.6.1.2 Phase-out of courses, specialisations, majors or offerings in particular modes and/or locations

April/May of Year X-2	Planning & Audit prepare course, discipline and professional field data and Deputy Vice-Chancellor (Academic) identifies courses, disciplines and/or professional fields for possible review.
Mid-June of Year X-2	UCPC annual course profile review preliminary meeting considers recommendations of the Deputy Vice-Chancellor (Academic) and determines courses, disciplines and/or professional fields to be reviewed for modification or discontinuation of intakes.
End June of Year X-2	Faculties are advised of determinations regarding reviews and requested to provide responses by end of August which address the factors outlined in Clause 7.4 below.
Mid-September of Year X-2	UCPC annual course profile review major meeting receives and considers Faculty responses, and determines discontinuation of intakes (or, alternatively, modifications) to courses, disciplines and/or professional fields.
End September of year X-2	Notification of UCPC determinations to Faculties, students, Divisions of Human Resources and Marketing, Student Administration and other Divisions.

October-December of Year X-2   Consultation period co-ordinated by the Deputy Vice-Chancellor (Academic).

February of Year X-1   UCPC considers determinations for final confirmation.

February-March of Year X-1   All sections of the University are notified, UAC and VTAC guides are amended and all applicants in the University's admission system who are affected by determinations are notified. Faculties commission Phase-out documents for all courses, specialisations, majors or offerings in a particular mode and/or location for which discontinuation of intakes in Year X has been determined.

July-August of Year X-1   Final meeting of APC to which Phase-out proposals may be submitted, after approval of the Phase out document by the FCC.

Faculty-initiated phase-outs

Faculty-initiated proposals for discontinuation of intakes or modifications to a course, discipline or professional field are to be forwarded to the UCPC annual course profile review major meeting in mid-September of Year X-2. Such submissions address the factors outlined in Clause 7.4 below. Those submissions approved by the UCPC then follow the timelines for consultation, confirmation and phase-out documentation outlined above.

5.6.1.2.1   Obsoleting of Subjects

Subjects may be deleted (made obsolete) at any time prior to the DEST deadline for reporting of subjects for the following year. See 5.6.1.1.

5.6.1.3   A Major Review of a Course or Specialisation

Major reviews of courses or specialisations are to follow the same time-lines as approval of a new course or specialisation. That is, the date of approval of the Course Review document determines the session/trimester in Year X in which proposed modifications will take effect.

5.6.1.4   Relocation of a Course and Other Modifications to Location and/or Mode (excluding Phase-out)

For existing courses, these include relocation of a course from one campus to another, offering a course at an additional campus at which it is not currently offered and offering a course in a mode in which it is not currently offered (or a combination of these).

These modifications are to follow the same time-lines as approval of a new course or specialisation. That is, the dates of approval determine the session/trimester in Year X in which proposed modifications will take effect.

The standard course modification document for change of location and/or mode must be submitted.

5.6.1.5   Other Modifications to Existing Courses/Specialisations & Subjects

No modification of a course or subject, however minor, may be made after the deadlines specified in clause 5.6.1.1. Should a Faculty wish to make such modifications after the deadline, a case will need to be made to the Academic Senate to do so.

Note: Modifications to a course do not necessarily require alteration to the SAL for the session(s) in question.

6.   APPROVAL OF FIELDS OF RESEARCH

This section applies to courses as defined in (c) of the definition of "award course" in the glossary which are courses by research and thesis. The approval of coursework only or coursework and dissertation courses is covered in Section 5.

6.1   Fields of Research (as defined by the Australian Research Council)

The Research Management Committee shall recommend to the Academic Senate for approval fields of research within Faculties. Candidates wishing to pursue research in fulfilment of the requirements of higher degrees by research may be admitted to candidature and enabled to complete that research work in designated fields of research. A field of research (as defined by the Australian Research Council) will normally be contained within a University Centre for Research but may be separately identified and approved of by the Academic Senate after considering a nomination initiated by a Faculty.

6.2   Process

Before a higher degree student can be admitted to candidature, an appropriate field of research must have been approved by Academic Senate. Fields of Research should be reviewed every seven years.

6.3   Field of Research Approval

No field of research may be publicly advertised or promoted until approved by the Academic Senate.

6.3.1 Documentation

The initiative to have a new field of research approved shall come from within a Faculty. The Dean of a Faculty shall prepare a Field of Research Approval Submission for consideration first by the Faculty Board, then by the Research Management Committee and finally to the Academic Senate.

6.3.2 Research Management Committee

The Research Management Committee shall assess whether a proposed field of research conforms to the research and research training triennial plan and the University Strategic Plan and if it does so whether the Faculty or Research Centre has the capacity and the strategic commitment to maintain the field of research. In making this assessment the Research Management Committee should be guided by:

(i)   The general research activity of the Faculty.

the number and seniority of staff, including the number of professoriate staff, in the field of research and the number of staff in a University Research Centre(s) and/or Faculty(s) with higher degree qualifications apposite to the specified field of research;

the level of research activity in the proposed field of research as measured by:

- the number of research workers in the field of research including University research students, research officers, visitors or affiliates;

- the number of staff with experience and/or training in supervision and/or examination of research degrees;

- publications recorded including current publications on topics apposite to the field of research; and

- income from competitive research grants, consulting work etc.

(ii)   Strategic Commitment to the Field of Research by the Faculty or the University.

The Committee will assess the emphasis that the Faculty or University places in its internal planning on developing the field of research, by considering:

- staffing priorities apposite to the field of research;

- purchase of equipment and assignment of technical and other staff to support the field of research;

- the provision of library and other research infrastructure to support the field of research;

- availability of space to the field of research; and

- staff development initiatives as these relate to developing the field of research.

The Research Management Committee will advise the Academic Senate on whether a nominated field of research meets the criteria detailed in (i) and (ii) above.

6.3.3 Academic Senate

Academic Senate will assess whether or not the Faculty proposing the field of research has the academic capacity to support higher degree by research students in the nominated field of research.

6.4 Stage 2 - Field of Research - Resourcing

6.4.1 Stage 2 Document

As part of the Educational Profile process the Dean or the Director of the Centre for Research must seek approval from the University Course Planning Committee to admit research students into a field of research approved by the Academic Senate. Such a submission to the Committee would normally be in the form of a covering memorandum attached to the Stage 1 document detailing the terms of the Academic Senate's approval, resource requirements, and any other relevant information.

6.4.2 University Course Planning Committee

The University Course Planning Committee may assign load to an approved field of research in accordance with its priorities and the research management plan of the University indicating the date from which candidates may be admitted, and may provide funds and other resources.

7. REVIEW AND PHASE-OUT OF COURSES

7.1 Policy on Review and/or Phase-Out of Courses

The reviewing of courses is, in practice, a process of constant monitoring to ensure that any course offered by the University maintains its academic standing and remains up to date and relevant to any industries and professions it may serve.

A number of critical factors may influence the scheduling of a major review of a given course, such as the requirements of a professional body which accredits the course, sudden changes in the marketplace, resource factors or individual factors identified by a particular Faculty.

The purpose of a major review is to evaluate the quality and performance of the course or specialisation in terms of a number of factors (academic performance, efficiency and the capacity of the Faculty to support its profile). This process of evaluation is done for the period of time since the introduction of the course or since the previous major review (whichever is the more recent) and on the basis of the outcomes of the advisory process, of a number of indicators and of other relevant information.

The period of time between reviews of any given course shall be five years. If periodic accreditation by a professional body is needed there is an expectation that the dates for course accreditation and review will be aligned. The first review of a course may be scheduled for a time greater than five years from introduction of the course, on the authority of the Academic Programs Committee, for example where a course has a duration of greater than 5 years, and it would therefore be impossible to assess its graduates after the first 5 years of operation.

A Faculty may also apply to the Academic Programs Committee for extension of the review period (first or subsequent review) where exceptional circumstances apply.

Each Faculty shall report to the University Course Planning Committee and to the Academic Senate each year its schedule of reviews for a normal five year review cycle. This schedule should include all courses offered by the Faculty.

Notwithstanding this, where a course review is not finalised (including final approval) within twelve months of the scheduled year of review, intakes into the course shall be suspended effective immediately.

Individual Faculty policies on the scheduling of reviews are set out in this section (Section L) of the Academic Manual.

7.2 Major and Minor Modifications to Courses

As noted in 7.1 above, the review of courses is an ongoing process. Faculty Boards have delegated authority from the Board of Governors to approve revisions in existing courses which do not constitute a significant variation in the subject content or pattern of the course which results in a difference in length, or a major difference in level or purpose of that course.

For the guidance of Faculties, the following sections define more precisely course modifications which may be approved by Faculty Boards and those that must be approved by the Academic Programs Committee or the Academic Senate and/or the University Course Planning Committee.

7.2.1 University Handbooks

Because the University Handbooks must accurately record the content of courses taught in the designated year, all variations to courses, whether major or minor, must be approved no later than the deadline for reporting to DEST of course and subject offerings in the following year (see 5.6.1.1). Note that all approvals must also comply with DEST requirements for reporting of courses for the following year (currently all approved courses must be notified to DEST by 31 August of the preceding year).

7.2.2 University Course Planning Committee, Academic Programs Committee and Academic Senate

The following proposed modifications to a course must be approved by the Academic Programs Committee, or Academic Senate (on recommendation from the Board of Graduate Studies) in the case of higher degree research or professional doctorate programs, and/or the University Course Planning Committee. The approvals required are given in brackets after each type of modification (noting that approval of the <u>documentation</u> for those approvals designated as APC approvals is by the FCC):

- Change of nomenclature **(APC or Senate)**

- Change of duration (usually only master courses - includes shortening or lengthening of course by altering the length of the dissertation or by deleting coursework subjects, but may also apply to a double degree program as a result of changes to a constituent course) **(APC or Senate, and UCPC if any resource issues)**

- Creation or deletion of an exit point only course **(APC);**

- Change or addition of a location **(UCPC);**

- Change or addition of a funding source **(UCPC);**

- Change to or addition of a mode **(UCPC, and APC if adding DE mode with new subjects);**

- Change of Faculty ownership **(UCPC);**

- Addition of a major or minor or phase-out of a minor **(APC, and UCPC if any resource issues);**

- Addition or phase-out of a joint study in Bachelor of Business **(APC, and UCPC if any resource issues);**

- Addition of a specialisation **(APC or Senate, and UCPC if any resource issues);**

- Variation to the content or structure of a course specifically for an identified category of students **(APC, and UCPC if any resource issues);**

- Change of session type/pattern eg. from session-based to trimester-based **(UCPC);**

- Addition of a specialisation to a shell course **(APC, and UCPC if any resource issues).**

For those modifications requiring both Academic Programs Committee (or Senate) approval and University Course Planning Committee approval, following approval of the modification document by the first-named committee in the relevant category above, the Secretary of that committee will forward the document to the second-named committee for consideration.

For the phase-out of a specialisation, a major or an offering in a particular mode and/or location, see Clause 7.4 below.

7.2.3 Faculty Boards

All course modifications other than those specified in Section 7.2.2 may be approved by Faculty Boards. Where the Dean or a Faculty Board is unsure whether a proposed course change requires the approval of the Academic Programs Committee, or Academic Senate for research higher degree and research professional doctoral programs, the Presiding Officer of Senate shall decide the question.

7.2.4 Documentation for Proposed Modifications

A course modification document will be prepared. Such a document will be prepared in CASIMS, normally by the course co-ordinator. Where more than one type of modification is being proposed, they shall be combined in one document.

7.3   Course or Specialisation Review

7.3.1 Course (or Specialisation) Review Document

When a Dean determines that a course or a specialisation within a course is due for a major review, a Course (or Specialisation) Review document will be commissioned. Such a document will normally be prepared by the appropriate Sub Dean who may be assisted by a working party, and the document will be created in CASIMS.

7.3.2 Review Procedures

The procedures for a major review of a course or specialisation will be similar to the Course Approval procedures involving the Faculty Board and, as appropriate, the Academic Programs Committee or the Academic Senate (on the recommendation of the Board of Graduate Studies).

Following approval of the Course (or Specialisation) Review document by the Academic Programs Committee or Academic Senate the Secretary of the Academic Programs Committee will, where appropriate, refer the document to the University Course Planning Committee for consideration of the student load and other resource implications. The powers of the Committee in this respect will be identical to those listed in Section 5.

7.4   Phase Out of a Course, Specialisation, Major or Mode and/or Location

The phase-out process includes both the process of determining that there will be no further intakes and the approval of phase-out arrangements for students and subjects in a course, specialisation, major or offering in a particular mode and/or location.

Proposals to phase out a course, specialisation, major or offering in a particular mode and/or at a particular location may be initiated either by the University, as part of its annual course profile review, or by a Faculty.

7.4.1 Annual Course Profile Review

At the discretion of the UCPC, each year the University may conduct a course profile review of courses, disciplines and professional fields for possible modification or discontinuation of intakes.

7.4.1.1   Preliminary Course Profile Meeting and Faculty Responses

The Deputy Vice-Chancellor (Academic) will identify courses, disciplines and professional fields for possible review on the basis of data (including demand, attrition, graduation, CEQ and load and funding data) provided by the Office of Planning and Audit. The University Course Planning Committee, at its annual course profile review preliminary meeting, will consider the recommendations of the Deputy Vice-Chancellor (Academic) and will determine courses, disciplines or professional fields to be reviewed for modification or discontinuation of intakes. Faculties will then be advised of these determinations and requested to respond, with responses addressing the fit with the University's strategic directions, sustainability, links with research, demand, attrition, and academic critical mass.

7.4.1.2   Major Course Profile Meeting and Consultation Period

The Committee's annual course profile review meeting will consider the Faculty responses and will make determinations on discontinuation of intakes (or, alternatively, modification) to courses, disciplines or professional fields. Faculties, relevant divisions (including Human Resources, Marketing and Student Administration), staff and students will then be notified and a consultation period with same will be coordinated by the Deputy Vice-Chancellor (Academic).

7.4.1.3   Final Confirmation and Notification of Determinations

The University Course Planning Committee will consider determinations for confirmation, followed by notification to all sections of the University and to applicants in the system who are affected by determinations, and amendment, where appropriate, to the UAC/VTAC guides. The University Course Planning Committee, following its decision on phase-out (see Clause 7.4.1 above), will reallocate as appropriate any load made available through the phasing out of the course or specialisation or offering in a particular mode and/or at a particular location

7.4.2   Faculty-Initiated Proposals

Faculty-initiated proposals for phase-out will be forwarded to the University Course Planning Committee's major annual course profile review meeting and submissions are required to address the University's criteria for discontinuation as set out in Clause 7.4.1.1 above. The subsequent processes are the same as those outlined in Clauses 7.4.1.2 and 7.4.1.3 above.

7.4.3   Phase-Out Document

When the University Course Planning Committee has determined that a course, or a specialisation or major within a course, or offering of a course in a specific mode and/or at a specific location should have no further intakes and this is unrelated to another course or specialisation (revised or otherwise), the Dean shall commission a Phase-Out document.

A Phase-Out document will be created in CASIMS. Where the course being phased out is replaced by another version of the course, the documentation procedures for major reviews should be followed. This applies even when the new version is being offered at a different campus and/or is taught in a different School within the Faculty which offers the course.

7.4.3   Approval of Phase Out Procedures

These procedures will involve the Faculty Course Committee, Faculty Board and, as appropriate, the Academic Programs Committee or the Academic Senate (on the recommendation of the Board of Graduate Studies). In considering the Phase-Out Document, these bodies will ensure that phasing-out arrangements are academically appropriate.

7.4.4   Final Year of Intake

For all proposals which result in a decision to discontinue intakes in a course, specialisation, major or offering in a particular mode and/or location, discontinuation of intakes will take effect in the year plus one following the proposal. For example, a proposal put forward in 2003 will mean that intakes will be discontinued from 2005. See Clause 5.6.1.2 for the full schedule of lead times.

12.

Academic

Freedom

and

Integrity

Standard

12.1.1 Academic Freedom Policy

Please refer to University Handbook http://www.csu.edu.au/handbook/

12.1.2 Academic Honesty Policy

Please refer to University Handbook http://www.csu.edu.au/handbook/

12.1.3 Academic Honesty Procedure

Please refer to University Handbook http://www.csu.edu.au/handbook/

12.1.3 Academic Honesty Procedure

Please refer to University Handbook http://www.csu.edu.au/handbook/

12.2 Policy on Intellectual Products

Please refer to University Handbook http://www.csu.edu.au/handbook/

12.3 Policy on Ethical Research Practices

Please refer to University Handbook http://www.csu.edu.au/handbook/

13.

Student

Protection

Standard

13.1 Academic Calendar Information

Please refer to University Handbook http://www.csu.edu.au/handbook/

13.2.1 Dispute Resolution

Please refer to University Handbook http://www.csu.edu.au/handbook/

13.2.2 Fees and Charges

Please refer to University Handbook http://www.csu.edu.au/handbook/

13.2.3 Student Dismissal

Please refer to University Handbook http://www.csu.edu.au/handbook/

13.2.4 Withdrawals and Refunds

Please refer to University Handbook http://www.csu.edu.au/handbook/

13.3 Student Protection Information

Please refer to University Handbook http://www.csu.edu.au/handbook/

14.

OPTIONAL

MATERIAL

14.1 – 14.n Other Relevant Information

PARTNERSHIP AGREEMENT TO SUPPORT THE BACHELOR OF EARLY CHILDHOOD

IT IS AGREED BETWEEN

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY
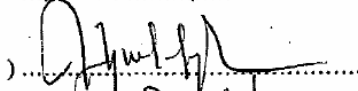
And
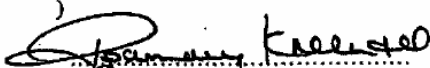
CHARLES STURT UNIVERSITY

THAT:

1. Charles Sturt University may second academic staff members from Mohawk College ECE program to the Bachelor of Early Childhood.
2. Members of staff from Mohawk College would serve as representatives on the Program Advisory Committee for the Bachelor of Early Childhood.
3. Charles Sturt University, in consultation with Mohawk College ECE program staff, will invite the wider early childhood community to a meeting to outline and discuss the Bachelor of Early Childhood - including the practicum placements.
4. In conjunction with Mohawk College, Charles Sturt University will coordinate site visits to determine suitability for placement needs.
5. Students enrolled in the Bachelor of Early Childhood will have access to the broad early childhood collections at Mohawk College's library.
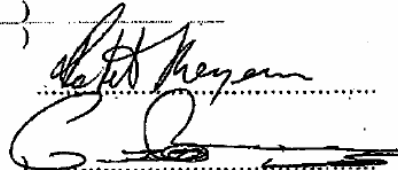
SIGNED for and on behalf of:
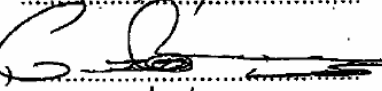MOHAWK COLLEGE OF
APPLIED ARTS AND
TECHNOLOGY

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In the presence of:

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Date

SIGNED for and on behalf of:
CHARLES STURT
UNIVERSITY

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In the presence of:

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Date

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