

# Guidelines for Course Coordinators

## No. 1 – Course Approval Process

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Academic Policy and Programs Unit

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Last Updated: March, 2007

CRICOS Institution Code 00213J

## Guidelines for Course Coordinators

### No. 1 – Course Approval Process

These guidelines accompany [MOPP C](#)

#### New Courses

A new course usually has a separate course code, a new award title, and covers a discipline and/or level of study not currently taught by the University.

In most cases, a new course will have substantial academic implications and will follow the full course approval process described below. In some cases, however, a new course may be treated as a change with limited academic implications.

#### Course Changes

The process for course changes with substantial academic implications is the same as for new courses. However, the submission only needs to deal with the change and not the whole course.

Substantial changes are defined as follows:

- changes having a significant impact on the study choices available to existing or prospective students (e.g. the introduction or removal of a major study component of a degree program, change in the level of a course)
- changes with significant academic implications beyond the faculty concerned (including implications for the divisions as well as non-host faculties)
- changes that are likely to have a significant impact on the professions, employers or the wider community
- development of a double degree (except where this is derived using existing cross-crediting arrangements in the individual degree programs - see section on double degree programs)

#### Approval Process for Courses with Substantial Academic Implications

Approval at University level is required for both new courses and course changes where there are substantial academic implications in the course proposal. The course proposal must be developed following the proforma at MOPP [Appendix 10](#) and must go through the full University course approval process (VCAC, Courses Working Party, Teaching and Learning Committee, University Academic Board, and Council).

#### Limited

Any changes which do not fall within the definition of substantial changes are termed changes with limited academic implications. Examples of course development which might come into this category include:

- a new course which is based entirely on existing units (e.g. a Graduate Certificate that is a subset of an existing Graduate Diploma)
- a double degree derived using existing cross-crediting arrangements in the individual programs  
a new major within a Graduate Certificate or Graduate Diploma which is based partly on new units and partly on existing units
- changes to majors or course structures within an undergraduate degree which have no impact on service teaching and no resourcing implications
- changes to mode of delivery within a course which may have resourcing implications  
minor changes to the structure of a course which do not have major academic implications, but do impact on non-hast faculties
- a new course which is a subset of a course which is already approved, and uses existing units and course structures (e.g. sub-bachelor awards)

The suggested proforma for course changes with limited academic implications is at [Appendix 10 \(a\)](#).

If the change has no resource implications and does not involve a change to an award title, it can be approved by Faculty Academic Board. Faculties are requested to forward such approvals to the Academic Policy and Programs Unit for inclusion in relevant University records.

### **New courses**

Approval at faculty and University level is used for new courses with limited academic implications. In this case, the Course Academic Plan is approved by the faculty academic board. The Vice-Chancellor's Advisory Committee will consider the Course Business Plan, and University Academic Board will approve the award title for the new course.

### **Award Title**

If the proposed course involves a change to the award, the title of the award must be approved by University Academic Board. In this case the faculty should provide a copy of the course proposal together with the reports from Faculty Advisory Committee and Faculty Academic Board to the Academic Policy and Programs Unit who will facilitate the submission to University Academic Board. If the course change has resource implications, these will need to have been dealt with before the award title is submitted to University Academic Board.

### **Resource Implications**

Faculties should consult with the Division of Information and Academic Services through completion of the Course Impact Statements for the [Division of Technology, Information and Learning Support](#) and the [Division of Administrative Services](#) to determine whether the proposed course has resource implications. Any changes which might have an impact on other faculties should be discussed with those faculties. Faculties are encouraged to use the Courses Bulletin as a vehicle for informing the wider university of planned changes.

Examples of changes which might have resource implications are:

- introduction or changes to fee
- introduction or changes to delivery modes of course materials (including open learning, flexible learning, use of video, media equipped lecture theatres, compute laboratories etc)

- variations to service teaching arrangements with other faculties

In these cases, you should notify the Director, Academic Policy and Programs, and hold discussions between the faculty, the Division of Information and Academic Services, the Division of Administrative Services, the Planning and Resources Department, or other faculties as appropriate. The results of these discussion should be included in the course proposal documentation.

## **Examples**

The examples provided below may help course developers in deciding whether a change will be considered as a substantial or limited academic change. Where there is any doubt, however, course developers should discuss this with the Director, Academic Policy and Programs.

### ***Substantial Academic Implications***

#### **1. New bachelor-level course**

A new bachelor-level course in a new discipline area will normally be considered to be a course with substantial academic implications.

#### **2. New graduate certificate**

##### **e.g. Graduate Certificate in Designed Environments for Ageing**

Depending on the circumstances a new graduate certificate may or may not be considered as a course with substantial academic implications. In the case of the Graduate Certificate in Designed Environments for Ageing, this was a new graduate certificate which covered a completely new discipline area in the University. All four units to be offered were new units. This was therefore considered to be a new course with substantial academic implications 3.

##### **e.g. Bachelor of Arts (Justice Studies)**

A new major in International Policing was introduced into the BA (Justice Studies). This was a new discipline area and all units were new units. In addition, the course was to be run offshore in Singapore. This therefore required two stages of documentation. Firstly it was considered to be a course change with substantial academic implications, and therefore needed to go through the full University approval process. Secondly the approval to offer a course offshore had to be completed.

#### **3. Complete revision of a program**

##### **e.g. Bachelor of Arts**

This course proposal involved a complete revision of the structure of the program, including the introduction of new majors. Eleven new units were introduced and a number of units renamed. All years of the revised BA were introduced at once and all current students were transferred from the old degree into the new degree.

**e.g. Bachelor of Justice**

The revision of the former Bachelor of Arts (Justice Studies) to the Bachelor of Justice involved a number of academic changes such as a reduction in the number of core units, changes to the major study areas, and the introduction of a workplace placement option. In addition to the academic changes, there was also a change in award title from Bachelor of Arts (Justice Studies) to Bachelor of Justice.

**4. Change from a three-year to a four-year degree**

**e.g. Bachelor of Property Economics**

The three year Bachelor of Applied Science (Property Economics) was replaced by a four year honours degree – the Bachelor of Property Economics. The four-year degree involved a number of changes to the overall structure of the program.

***Limited Academic Implications***

**1. New course which is an extension of a previous course**

**e.g. MBA (Study Area A)**

The Master of Business Administration (Study Area A) program is a new course. However it was considered to be a new course with limited academic implications because:

- (a) it was an extension of an additional 48 credit points from the Master of Business Administration which is an existing QUT course.
- (b) the majors were discipline areas already in existence and did not include any new units.

**2. New graduate certificate built on existing offerings**

**e.g. Graduate Certificate in Emergency Nursing**

The Graduate Certificate in Emergency Nursing is a new course, but was essentially a re-packaging of existing units to fill an identified market need. Students are given 24 credit points advanced standing for the Transition to Emergency Nursing Program run by Queensland Health and complete two other units which are based on existing units within the Faculty of Health.

Another example is the Graduate Certificate in Health Science (Clinical Classification) where a new Study Area in Clinical Classification was introduced for offshore delivery in Singapore. All units to be offered offshore were based on existing units with minor modifications for offshore delivery (note, however that this did require approval to teach offshore).

**3. New bachelors degree which is an exit point from a four-year course**

**e.g. Bachelor of General Studies**

The Bachelor of General Studies is a new course with a new award title. However, it is a three-year exit point from the ED50 Bachelor of Education (Secondary), and does not have direct entry. For this reason it was considered as a course with limited academic implications. As it involved a new award title, it required approval at University Academic Board.

#### **4. New double degree**

Provided a double degree is made up from two existing single degree courses, and the components of the double degree follow the same course rules as those for the single degree, then a double degree will be considered to be a course with limited academic implications. This will, however, require approval at University Academic Board.