



MONASH University
Education

EDUCATION COMMITTEE MEETING

Incorporating
Course Directors Meeting
MINUTES

Meeting No. 1/09

Wednesday 18 February

10.30 am – 12.30 pm

**Room G08, Clayton Campus
Room 2S120, Gippsland Campus
Room A3.21, Peninsula Campus**

**FACULTY OF EDUCATION
EDUCATION COMMITTEE**

Combined Course Directors and Education Committee Meeting No. 1/09 held on Wednesday 18 February 2009 at 10.30 am, in the Dean's Conference Room G08, Clayton Campus, Room 3.21 Peninsula Campus, Room 2S120 Gippsland Campus via video conferencing.

1	ATTENDANCE		
	1.1	<p>Present: ADT Dr Geoff Romeo - Chair, Mr. Mark Baker, Dr. Amanda Berry, Associate Professor Judy Gray, Ms. Susan Kenton, Professor John Loughran, Associate Professor Phillip Payne, Ms. Sue Plowright, Mr. Gerard Schnabl, Professor Terri Seddon, Dr Jane Southcott.</p> <p>Dr Joce Nuttall at Peninsula Campus</p> <p>Dr Jennifer Rennie at Gippsland Campus Associate Professor Bruce Waldrip at Gippsland Campus</p>	
	1.2	<p>In Attendance Sharon Cahill</p>	
	1.3	<p>Apologies: Mr Peter Lawford, Dr Janette Simmonds.</p>	
	1.4	<p>On Leave</p>	
	1.5	<p>Membership Members were asked to note that revised membership proposal prepared in 2007 is yet to be considered.</p> <p>The question of Associate Deans being members of the Education Committee was discussed</p> <p>Action: Geoff Romeo and Joce Nuttall to discuss.</p>	<i>G Romeo J Nuttall</i>
2	CONSIDERATION OF THE AGENDA		
	2.1	<p>Starring of Items The Chair provided members with the opportunity to star additional items for discussion. Additional items 5.1.1, 7, 8, 9, 11.1, 11.2, 11.3, 11.5, 11.6, 11.7 were starred.</p>	
	2.2	<p>Notice of Motion The Chair moved that all items other than those starred, the recommendations contained therein be adopted without discussion or the information noted.</p> <p>Carried</p>	

*3	MINUTES		
	3.1	<p>Minutes of Previous Education Meeting 7/08</p> <p>Decision: The minutes of meeting No. 7/08 of Education Committee held on Wednesday 26 November 2008, was confirmed as an accurate record of that meeting and signed. Moved: Dr Jane Southcott Seconded: Dr Amanda Berry Carried</p>	
	3.2	<p>Minutes of Previous Course Directors Meeting 2/08</p> <p>Decision: The minutes of Course Directors meeting 2/08 were accepted as a true and accurate record of that meeting. Moved: Dr Jane Southcott Seconded: Dr Amanda Berry Carried</p>	
4	<p>MATTERS ARISING FROM THE PREVIOUS EDUCATION COMMITTEE MINUTES</p> <p>Matters arising were tabled in the Chair's Report.</p>		
5	CURRICULUM APPROVALS/AMENDMENTS		
	5.1	<p>*5.1.1 Significant Unit Amendment EDF2004 Issues in Classroom Environments NOTE An <i>error</i> was noted in <i>Attachment</i> EC03/09. Remove tick in box "Sem 1 to Sem 2".</p> <p>Recommendation: Education Committee endorsed for forwarding to Faculty Board the proposed significant unit amendment including change of title to <i>EDF2004 Curriculum enquiry</i> as well as changes to the synopsis, objective and assessment tasks. Effective 1 January 2010.</p>	SCahill
		<p>5.1.2 Significant unit amendment EDF4510 Connecting the Curriculum This proposed significant unit amendment changes the unit's objectives, synopsis and assessment. These changes will enhance the Secondary Course by adding a specific focus on curriculum theory. Effective 1 July 2009.</p> <p>Recommendation: Education Committee endorsed for forwarding to Faculty Board the changes to objectives, synopsis and assessment for unit <i>EDF4510 Connecting the curriculum</i>. Effective 1 July, 2009</p>	

		<p>5.1.3 Significant unit amendment This proposed significant unit amendment to EDF4004 includes a change to title to <i>EDF4004 Curriculum and assessment</i> in order to strengthen and promote a focus on curriculum, including planning of learning sequences. The title and content of the unit have been expanded to now become <i>Curriculum and assessment</i>, to draw attention to and enhance the focus on curriculum in concert with assessment. Effective 1 January 2010.</p> <p>Recommendation: Education Committee endorsed for forwarding to Faculty Board the changes to <i>EDF4004</i> includes change of title to <i>EDF4004 Curriculum and assessment</i>. Effective 1 January 2010.</p>	
5.2		<p>5.2.1 Minor unit amendments These unit handbook entries have been amended slightly, in response to queries from VIT accreditation panel, through addition of specific reference to personal literacy, numeracy and ICT of students; literacy and numeracy needs of secondary school students and planning of learning sequences where these were not already listed.</p> <p>Recommendation: Education Committee endorsed for forwarding to Faculty Board the minor unit amendments to:</p> <ul style="list-style-type: none"> EDF4005 Productive classrooms EDF4006 Professional engagement EDF4007 Schooling and diversity EDF4730 Professional experience 1A EDF4731 Professional experience 1B EDF4110 Arts education EDF4111 Business education EDF4112 English language and literacy education EDF4113 General science education EDF4114 Health, outdoor and physical education EDF4115 Information, communication technologies and new media EDF4116 Mathematics and numeracy education EDF4117 Second language pedagogy EDF4118 Social and environmental education EDF4119 The world of Jewish education <p>Effective 1 July, 2009.</p>	
		<p>5.2.2 Minor unit amendment This proposed minor unit amendment to <i>EDF6851 Mentoring and coaching 1</i> changes the assessment to:</p> <ul style="list-style-type: none"> • A literature review (2,500 words): 40%; • A major work (5,500 words): 60%, of either: • A detailed Plan to develop and implement a mentoring initiative: or • A case study OR Essay on a mentoring related topic. <p>Effective Semester two 2009</p> <p>Recommendation: Education Committee endorsed for forwarding to Faculty Board the change to assessment for <i>EDF6851 Mentoring and coaching 1</i>. Effective 1 July, 2009.</p>	

*6	<p>CHAIRS REPORT See attachment (<i>ADT's report to EC01 09</i>) that follows.</p> <p>The Chair tabled his report at the meeting and provided an overview of recent initiatives, key points included:</p> <p>Acknowledgements</p> <ul style="list-style-type: none"> • Thank you to all those involved in the VIT accreditation process. Sue Plowright will send through notification when advised of the outcome. • It was noted that Alex Kostergriz has left the Faculty and it was acknowledged that he worked very hard as Course Director, Secondary. The Associate Dean Teaching will draft a note thanking him for his efforts. • Thank you to Mandi Berry (Director of Student Affairs) and Gerard Schnabl (Manager, Admissions & Student Services). This new structure is working well for Course Directors. <p>Reports from University Education and sub-committees The Chair reported that the Education Policy and Programs (EPPC) Sub Committee and other working parties of Education Committee are currently trying to get consistent policies across the university e.g. Special Consideration and Examinations. Some consensus has already been gained regarding Near Pass and Supplementary Assessment This will impact on our faculty and the way we deal with supplementary assessment.</p> <p>Curriculum Development</p> <ul style="list-style-type: none"> • Unit development continues for Early Childhood, Primary and Secondary. • Writing day planned for mid semester. Open invitation for those developing new units. <p>OUA and Graduate Diploma of Education (Primary) Good result. 35 plus acceptances. Melissa Booth will be putting together an information pack. Two 6 point units and 1 placement unit this semester.</p> <p>Learning Federation License has been signed. Content from this digital resource can be used in courses and is available for teacher education. Emails have been sent to staff regarding student and staff access.</p> <p>Competative Grants and Expressions of Interest Dr Joce Nutall requested that these items be brought back onto the agenda. It was agreed that the first teaching seminar for the year would focus on "what the grant wants". Working party for a strategic proposal. Geoff to talk to Dr Lorraine Bennett from the Centre for the Advancement of Learning and Teaching.</p> <p>Faculty Retreat – 19/20 February</p> <p>Education Portfolio will present two items at the retreat:</p> <ol style="list-style-type: none"> 1. Masters - position paper for discussion and consultation 2. Quality – draft documents (<i>EC08/08 attachment</i>) for discussion. <p>Faculty Forum – 4 March</p> <ul style="list-style-type: none"> • Dr Mandi Berry - Honours – Mandi Berry • ADT, Dr Geoff Romeo - Practicum Report/Recommendations <p>Faculty Day – Each portfolio will have an item.</p> <ul style="list-style-type: none"> • Prof John Loughran - Secondary. • Dr Mandi Berry - Equity and Diversity and Honours. • ADT, Dr Geoff Romeo - OCL and teaching awards. 	<p><i>S Plowright</i></p> <p><i>G Romeo</i></p> <p><i>G Romeo</i></p>
----	---	---

	<p>Placements Project The project is currently focused on completion of the database and is scheduled to be operational by semester two 2009. A report will be tabled at Faculty Forum for advice and action. Further DEWWR funds are expected for this year.</p> <p>Sessional Staff Project Ros Winter is now working on this.</p> <p>OCL Project The current project concludes in March; however funds for the remainder of 2009 are available for a new project. The project committee is currently working on a new proposal. The Chair proposed the theme for 2009 be: "Improving the student experience through curriculum renewal"</p> <p>Masters courses The committee discussed the implications of the proposed 48 point and 72 point courses. The Chair explained that Faculty retreat is seeking strategic advice on the matter from this committee and the process of moving forward. Faculty Retreat and Faculty Forum can then make recommendations that will then come back to the formal processes.</p> <p>Action: Dr Geoff Romeo will present a position paper on the Masters at Faculty retreat. Dr Romeo will send out a zipped file of discussion papers to all today.</p>	G Romeo
*7	<p>DIRECTOR OF STUDENT AFFAIRS REPORT See attachment (<i>Report from Director of Student Affairs</i>) that follows.</p> <p>Dr Amanda Berry tabled her report at the meeting and provided an overview of recent initiatives, key points included:</p> <p>APC Round 1 complete for all campuses. Dr Berry thanked staff for their great effort. More staff needed for these. Issues arising included:</p> <ul style="list-style-type: none"> • Need to inform students of support structures and services available. • Need to identify students who may be experiencing difficulties and have suitable resources to offer them. • Students not meeting with Course Advisors when they are directed to by the committee. • Need for staff needs to be clear about procedures for Special Consideration/Fail. <p>General issues:</p> <ul style="list-style-type: none"> • Staff needs to know about changes for this year. • Staff needs to be informed about how to deal with potential problems as some concerns coming straight through to DSA without effort at informal resolution first. • Staff needs to familiarize themselves with assessment policy (e.g. remarking, failed work). • Student reps. at Clayton and Peninsula to attend Orientation sessions to explain their role and how to contact them. <p>Awards:</p> <ul style="list-style-type: none"> • Awareness of available awards and publicising these to students. <p>Transition Project Two main activities:</p> <ol style="list-style-type: none"> (1) BSOR Orientation Camp targeting Education students in the first year of BSOR undergraduate study, initially at Peninsula campus. (2) Faculty of Education staff and student Transition Retreat. Two day retreat 	

	for staff teaching in first year units, relevant professional staff and a selection of third year students. Target group are Education students in the first year of an undergraduate degree, across 3 campuses.		
SUB-COMMITTEES, COURSE DIRECTORS AND PROJECT REPORTS			
*8	<p>PLACEMENTS SUB COMMITTEE</p> <p>Susan Kenton asked if the categories currently used in the school placement report forms i.e. excellent, very good, satisfactory and unsatisfactory should continue. As this report is only a recommendation; not an assessment of the student, there is inconsistency in the evaluation forms. The sliding scale can lead to confusion and needs clarity of expectation.</p> <p>Action: Susan Kenton will collect all practicum placement forms and discuss her recommendations with Dr Joce Nuttall. Course Directors will receive a copy of these recommendations. The recommendations will then be tabled at the next Education Committee Meeting with a view to phasing in and full implementation by first semester next year.</p>		<i>S Kenton J Nuttall</i>
*9	<p>EDUCATION QUALITY SUB COMMITTEE</p> <p>This committee met on 11/02. Some proposals were tabled for discussion and forwarding to the Management Retreat on 19/20 February. Attachment EC08/09 forwarded previously contained papers:</p> <p>a) Education Committee and "quality" and b) Student experience sub-committee Terms of Reference.</p> <p>Two two key changes were proposed:</p> <ol style="list-style-type: none"> 1. Proposal that the committee be renamed "Student experience subcommittee". That the sub-committee's role focuses on the student experience and responds to student views. This could be a smaller group that only meets when it needs and would need a Budget allocation. 2. Key focus each year e.g. OCL with specific focus and budget. Showcase with working group to support. Priority award nominees. <p>Mark Baker suggested student representatives be part of this proposed committee.</p> <p>Action: Proposals discussed at this meeting will be presented at Faculty retreat. The outcome of discussion at the retreat to be presented at the next Education Committee Meeting.</p>		<i>S Plowright G Romeo</i>
10	<p>ADMISSIONS & SCHOLARSHIP SUB COMMITTEE</p> <p>Executive Officer will circulate Admissions and Scholarship sub-committee report to Committee members when it becomes available.</p> <p>See attachment (<i>Admissions and scholarships sub-committee meeting minutes</i>) that follow.</p>		<i>S Cahill</i>
*11	COURSE DIRECTORS REPORTS		
	*11.1	<p>Secondary</p> <p>Prof John Loughran reported that VTAC guides had been checked with Student Services staff and Dr Margaret Plunkett.</p>	
	*11.2	Primary	

		<p>Dr Jennifer Rennie reported the following enrollment for semester one 2009:</p> <ul style="list-style-type: none"> • BPrimEd - 35 • BAarts/Ed Primary - 4 • BComm/Ed Primary - 2 • 1st year Dots students studying education - 33 • GradDipEd Primary - 50 • GradDipEd Secondary Off campus – 167 • GradDipEd Secondary On Campus - 42 <p><i>*note: figures will still increase as Primary is accepting direct applications for these courses.</i></p>	
	* 11.3	<p>Early Childhood</p> <p>Dr Joce Nuttall reported that enrolment figures to date for Early Childhood:</p> <ul style="list-style-type: none"> • 4 year course 191 • 142 offers • CSPA plus 13 and 15 deferrals. • Extra places in city campus and BECS. 	
	11.4	<p>Psychology</p> <p>Report <i>EC 09/09</i> from Dr Janette Simmonds previously circulated.</p>	
	* 11.5	<p>Postgraduate Education</p> <p>Dr Jane Southcott tabled a report at the meeting.</p> <p>See attachment (<i>Master of Education Course Director's Report</i>) that follows</p>	
	* 11.6	<p>BSOR</p> <p>Report <i>EC 10/09</i> from Assoc Prof Phil Payne was previously circulated.</p> <p>Timetable clashes, particularly with double degree secondary education demands at Clayton. Request at next meeting for 'curriculum specialisms' (HOPE, PE method, OEd method) to be taught at Peninsula in 2010.</p> <p>Action: Associate Professor Phillip Payne to discuss these matters with Dr Geoff Romeo and Dr Joce Nuttall.</p>	<p>P Payne G Romeo J Nuttall</p>
	* 11.7	<p>Leadership</p> <p>Associate Professor Judy Gray reported that enrollment numbers are healthy.</p> <ul style="list-style-type: none"> • 100 students enrolled. • 10 in postgraduate diploma organisational leadership • 24 off campus • 20 International students • 37 in Singapore 	
	11.8	<p>Adult Learning</p> <p>Nil</p>	
12	<p>SPECIAL CONSIDERATION</p> <p>For noting:</p> <p>Education Committed noted the change to the policy and procedures relating to special consideration (<i>attachments EC11/09, EC12/09 and EC13/09</i>) to take effect for all teaching periods with a census date after 15 February 2009. The</p>		

	new policy and procedures will apply from semester one 2009.	
13	ITEMS FOR DISCUSSION AND/OR NOTING Victorian Bushfires The Chair advised committee that the recent bushfires in Victoria are having an impact on many areas of the Faculty especially placements, special consideration and camps. We all need to be flexible and understanding over the next twelve months and get the message out to students.	
14	NEXT MEETING 11 am – 12.30 pm, 6 May 2009.	

Education Committee Members

DR GEOFF ROMEO	CHAIR – ASSOCIATE DEAN TEACHING
Mr Peter Lawford	Faculty Manager
Dr Amanda Berry	Director Student Affairs
Professor Dennis Moore Dr Janette Simmonds	Course Director Psychology OR Deputy Course Director Psychology
Dr. Jennifer Rennie	Course Director Primary
Dr Kerith Power	Course Director Early Childhood
Associate Professor Phillip Payne	Course Director BSOR
Professor John Loughran	Course Director Secondary
Professor Terri Seddon Mr Damon Anderson	Course Director Work & Learning OR Deputy Course Director Work & Learning
Dr. Jane Southcott	Course Director Postgraduate
Associate Professor Judy Gray	Course Director Leadership
Associate Professor Bruce Waldrip Vacant	Dean's nominees x 2
Vacant	Postgraduate and International students' representative
Mr Mark Baker	Undergraduate student representative
Ms Bronwyn Smith Ms Joanna Donagan	Manager, Faculty Development OR Assistant Manager, International Development
Ms Sue Plowright	Manager Academic Services and Quality
Mr Gerard Schnabl	Manager Admissions and Student Services
Ms Susan Kenton	Partnerships and Professional Placements Manager
Ms Sharon Cahill	Executive Officer

Additional Distribution

Ms Maree Mayne/Ms Cathy Arena
Ms Samantha Bennett
Ms Pearl Rischin
Mrs Louise Broadbent
Ms Melissa Booth
Ms Kate Anderson
Ms Reandra Juwono
Mr Steven Ngoi
Ms Joanna Donagan
Mr Mayur Katariya
Ms Winifred Hirst (Matheson Library)
Mr Sunil Kumar

Course Directors Members

Chair - Associate Dean Teaching Dr Geoff Romeo

Director Student Affairs – Dr Mandi Berry

Associate Dean Staff - Assoc. Prof. Barbara Clarke

Course Director Psychology - Dr Janette Simmonds for Prof. Dennis Moore

Course Director Primary - Dr Jennifer Rennie

Course Director Early Childhood - Dr Kerith Power

Course Director BSOR - Assoc. Professor Phillip Payne

Course Director Secondary – Professor John Loughran (Alternative Dr Margaret Plunkett)

Course Director Work and Learning - Prof. Terri Seddon (Alternative Dr Allie Clemans)

Course Director Post Graduate - Dr Jane Southcott

Course Director Leadership - Assoc. Prof Judy Gray

Manager Academic Services and Quality - Ms Sue Plowright

Manager Admissions and Student Services - Mr Gerard Schnabl

Executive Officer: Sharon Cahill

Additional distribution

Melissa Booth

Reandra Juwono

Sharon Cahill

Pearl Rischin

Steven Ngoi

Sunil Kumar

James Donovan

ADT's REPORT TO EC01 09

University Committees

University Education Committee (Chair Adam Shoemaker).

Next meeting Feb 18, 2009 (1/2009) . More information here

www.adm.monash.edu.au/execserv/committees/other-committees/education/meetings/index.html

Learning, Teaching and Quality (LTQC) Sub Committee of EC Committee (Chair Adam Shoemaker)

Next meeting Feb 19, 2009 (1/2009). More information here

www.adm.monash.edu.au/execserv/committees/other-committees/ltq/meetings/index.html

Education Policy and Programs (EPPC) Sub Committee of EC Committee (Chair Merran Evans)

Last meeting (1/2009) was held on Feb 11

Further discussion about **Near Pass (NP) grade and Supplementary Assessment** . There will be a change in policy for Education.

Next meeting April 7 (2/2009). More information here

www.adm.monash.edu.au/execserv/committees/other-committees/eppc/meetings/index.html

(CASC) Sub Committee of EC Committee (Chair Merran Evans)

Next meeting March 12 (1/2009). More information here

www.adm.monash.edu.au/admissions/committee/dates-agendas-minutes.html

Assessment Working Party (Chair Christina Varasky)

Several meetings scheduled for next few weeks. Reports to EPPC

Education Portfolio

Curriculum Development

- Unit development continues for EC/Primary and Secondary
- Unit Writing day planned for mid semester break

OUA and GDE Primary

- About 35 students to commence in semester 1.
- Three units being developed for semester 1

VIT/ECA

- Primary courses approved
- Secondary courses close to approval
- EC courses still to be approved by ECA

Course Directors and Course Advisors for 2009

- Now all confirmed except for EC
- Welcome John as CD for Secondary Courses

Learning Federation

- License signed. Email sent to staff re student and staff access.

ADT's REPORT TO EC01 09 (continued)

EoIs for ALTC competitive grant

- Not successful, thanks to all who contributed

Faculty Calendar

- Teaching Seminars 2009. What are we going to do?

Faculty Retreat – Feb 19/20

- Masters – see position paper
- Quality – see documents sent out by Sue P

Faculty Forum – Mar 4

- Honours – Mandi
- Practicum Report/Recommendations – Geoff

Faculty Day - Feb 27

- What are we going to do?

Project Reports**Placements Project**

Project continues. Focus is on completion of the database by ITS. Database is supposed to be operational by semester 2, 2009. Testing at the moment. Report will be tabled at Faculty Forum for advice on action. Further DEWWR funds expected this year.

Sessional Staff Project

Ros Winter now working on this.

OCL Project

Project will conclude early in 2009. Funds for 2009 are available for a new project. Project committee working on new proposal.

Propose that our theme for this year is

“Improving the student experience through curriculum renewal”

**Faculty of Education
Masters Position Paper
For Discussion and Consultation**

1. The following tagged Masters degrees are to be retained in their current form at this stage.

Tagged Masters 72 points

3733 [Master in Adult Education \(Global\)](#)
 3239 [Master in Applied Linguistics for Language Teachers](#)
 3703 [Master in Organisational Leadership](#)
 3741 [Master in Regional and Community Development \(new for 2009\)](#)
 3209 [Master of Education \(TESOL International\)](#)

Tagged Masters 48 points

3721 [Master in School Leadership](#)

2. The generic/specialisms Masters (2500) adopt university policy from 2010

	Entrance Level	Minimum Duration	Exit Standard
Master by Coursework	<p>The normal requirement for admission is a bachelor degree or equivalent.</p> <p>Articulation options (with up to full credit granted) may be available from a related graduate/postgraduate certificate or graduate/postgraduate diploma.</p>	<ul style="list-style-type: none"> • Two standard semesters full-time equivalent (48 credit points) following a related four-year undergraduate bachelor; • Three semesters full-time equivalent (72 credit points) following a related three-year undergraduate bachelor; • Three semesters full-time equivalent (72 credit points) following an unrelated undergraduate bachelor. 	<p>A Master by Coursework:</p> <ul style="list-style-type: none"> • extends to fifth-year level academic skills and understanding of a particular field already gained in an undergraduate program, or further specialisation within the same discipline or area of study; or • develops knowledge and skills in a new discipline or area of study to fourth-year level. <p>A Master by Coursework may enable entry to doctoral study only if it:</p> <ul style="list-style-type: none"> • contains advanced coursework training, of a minimum of six credit points, on current research methodology and theoretical approaches in its discipline; • contains a self-directed research project of a minimum of six credit points but of no more than half the total credit points of the course; and • extends disciplinary knowledge and skills to a fifth-year level.

Elective 1	Research Methods
Elective 2	Educations Studies

A Specialism in Master of Education would consist of

- Research Methods Unit
- Two specialists unit (2 x 12 points)
- At least on Education Studies unit

Specialism 1	Research Methods
Specialism 2	Educations Studies

A generic Master of Education (Honours) would consist of

- Up to two Research Methods Unit
- Two elective units
- At least on Education Studies unit
- Minor Thesis

Research Methods	Education Studies	Thesis Part 1
Research Methods Or Elective	Elective	Thesis Part 2

A Specialism in Master of Education (Honours) would consist of

- Up to two Research Methods Unit
- Two specialists units
- Thesis in Specialism area

Research Methods	Specialism 1	Thesis Part 1
Research Methods Or Education Studies	Specialism 2	Thesis Part 2

*These structures assume entry is based on a related four year undergraduate degree

Education Studies

- 4 – 6 new “Education Studies” units will be developed
- Suggested areas for development
 - Curriculum
 - Equity and Justice
 - Education and Society
 - Pedagogy
 - Place Studies
 - ???

Electives

- A pool of “electives” will be approved by Education Committee in consultation with Course Directors and Pathway Advisors
- The pool will be drawn from all available 6xxx units including units available for tagged degrees.
- Does the pool cover enough cognate areas? BSOR? EC?

Research Methods

- One introductory core Research Methods unit be developed that all students must do.
- One or more specialized Research Methods units be developed that some students will do.

Specialisms

- Each “Specialism” to develop **two** (or use two existing) and **offer only these two** units. This is a model that Math and Science use.
- The “Specialism” is available as an elective (or in some cases “Core”) to other “Specialisms” and tagged degrees
- Do we have the specialism right? Do we need to drop some and add in others?

Exceptions

- Would be allowed for off shore programs or where accreditation procedures are at risk

Implications and discussions

- Assumptions
 - The current structure is not sustainable – too many units, too many modes of delivery, too many specialism, specialism mix not right
 - Tagged degrees are generally sustainable but will derive some benefit from these changes
 - Psychology degrees and units not considered at this point
 - We need to, and want to, comply with university policy
 - New structure has currency and will attract enrolments
- This threatens Post Grad Cert/Post Grad Diploma/Masters framework
- What impact will this have on
 - Currency/reputation?
 - Local enrolments?
 - International enrolments?
 - Honours
 - Workloads?
 - Cohorts
- Other Structural Problems
 - Too many modes of delivery? DE/Flexible/Evening/Day
 - How do we cater for international students who want/require DAY F2F?

Further Discussion

- Further development of the Cohort model (see background_paper_MEd_cohort_report_july_08.doc)
 - The main recommendation of the cohort working party is that the Faculty systematizes the Cohort approach to recruiting postgraduate students,
 - cohorts have the potential to revive the ailing Masters programs across a number of cognate areas, but this depends on a Faculty-level commitment to bolster the strengths of the cohort approach and systematically address its weaknesses and risks.

Report from Director of Student Affairs 16.02.09**EC 1/09**

Mandi Berry

APC Round 1 complete for all campuses.

Thanks to staff members who generously gave their time on hot days for long sessions. Need to make sure we continue to induct new members. Publicise training and perhaps each current member nominates/invites someone to go to training this year.

Issues arising from Round 1:

- Students claim they are unaware of support structures available to them (counselling, writing, etc.). More attention to be paid to how we make information available to students about these services.
- Staff need to identify students who may be experiencing difficulties and have suitable resources/info to offer them. (In part, will be addressed by transition project this year.)
- Students are not meeting with Course Advisors when they are directed to by the committee. Gerard/Mandi to send to Course Advisors a list of students who have been told to seek advice, organise regular meetings etc. We need to keep a record of meetings etc. so this can be retained for further APC, or early warning for students who are failing to meet their requirements
- Staff need to be clear about procedures with Spec Con/Fail. Some students with marks of 45-50 were failed, others given supp assessment. Seems to be lack of consistency – although particulars of individual cases vary.

*APC Round 2*March 17th. (Clayton)*General issues arising from DSA role:*

- Inconsistency with application of spec con. All staff need to know about changes for this year. Staff need to understand how process works and to fill in all of the form.
- Staff/students need to be informed about how to deal with a potential problem – through informal procedures first – lecturer, unit co ordinator, course advisor, course director. Some concerns coming straight through to DSA without efforts at informal resolution first. It can be problematic to include DSA too early as it may then disadvantage coming in as an ‘objective’ party.
- Staff need to familiarise themselves with assessment policy (e.g. remarking, failed work).
- Need ways for students to bring issues forward. Student reps at Clayton and Peninsula to attend Orientation sessions to explain their role and how to contact them. (James Woodward, Jacinta Bartlett)

AWARDS and making use of them

- We need to be aware of the awards that are available and publicise these to students. Mostly this would mean being able to get lists of students who perform particularly well so we can keep track of them. We are missing out on using some awards because we are not making them known. Not sure if this involves posters, email to students etc. Website has been updated but still needs a little more work. (staff to update DSA on awards they know about.)
- Award information on website advertised on Education homepage.
<http://www.education.monash.edu.au/students/scholarships/> (Sir John Monash Medal (1 nominee); The University Medal for Undergraduate Academic Excellence (Nominees: Faculties receive one Medal for every 3,000 EFTSL or part thereof.) The Academic Medal for Excellence in Graduate and Postgraduate Coursework Study (Nominees: Faculties receive one Medal for every 1,000 EFTSL or part thereof.)

Transition Project

Education Faculty successfully applied for Strategic Initiatives Grant “Integrating support for commencing students into Education”. (\$21,450).

Two main activities:

(1) BSOR Orientation Camp and follow up social activities: Pilot project (Justen, Trent)

Report from Director of Student Affairs 16.02.09 *(continued)*

The target group for this proposal are those Education students in the first year of BSOR undergraduate study, initially at Peninsula campus.

(2) Faculty of Education staff and student Transition Retreat (Mandi , Ros)

Two day retreat for staff teaching in first year units, relevant professional staff and a selection of third year students.

The target group for this proposal are Education students in the first year of an undergraduate degree, across 3 campuses.

Master of Education Course Director's Report

Enrollments

CSP places for semester 1 have closed.

Currently there are 192 students enrolled in the postgraduate coursework degrees (excluding Psychology). These include three new cohorts.

Cohorts

Three cohorts have commenced in the MEd 2500:

Catholic Education (39) managed by J. Deppler

MEd. (work and learning) (18) managed by T. Seddon

MEd. (school leadership) (36) managed by B. Beatty

Minor Thesis supervision and examination in Course 2500

There has been considerable effort given to managing the allocation of students to supervisors. This is in response to the occasionally ad hoc arrangements we have had in the past. There is also an intention to keep an eye on the number of students allocated to any one supervisor. This is a particular issue in the TESOL and Leadership areas where there is higher demand. Last year group supervision was trialed with some success, however the topics need to be closely aligned for this to be successful. Currently there are still a few unallocated students but this will be resolved shortly. There are 131 students currently enrolled in the minor thesis, either beginning, in progress or due to begin in semester 2.

In addition there is also a procedure in place to monitor the number of theses sent to members of the Faculty for marking.

The minor thesis can be a pathway to doctoral enrolment and thus requires effective supervision and management of that process.

The rethinking of the masters programs will be discussed in detail at the Faculty Planning Retreat.

Jane Southcott, Course Director

17 February 2009

Monash University

Faculty of Education

ADMISSIONS AND SCHOLARSHIPS SUB-COMMITTEE

Meeting 1/09 of the Admissions and Scholarships Sub-Committee of the Faculty of Education held on Thursday 26 February at 2:00pm – 3:30pm, in room G08 Clayton campus, with video link to Peninsula and Gippsland as required

Mr Gerard Schnabl

Executive Officer

Report for Education Committee (02/09)		
4.4	eAdmissions Project	
	<p>Mr Gerard Schnabl spoke to the “eAdmissions Project Bulletin” (Document attached as ASSC 02/09) and, in particular, commented on the recent Faculty experience in relation to selection 2008 – 2009 (PG in general, PG Psychology courses and UG post VTAC Round 2).</p> <p>Mr P. Lawford informed members that this new university wide process has added significantly to the workload of Faculty admissions staff involving chasing incomplete documentation, matching and scanning additional documentation received. We are hopeful that eAdmissions will ‘save time’ in the future.</p> <p>Mr G. Schnabl informed members that there is also additional work required in setting up and removing each course offering pattern on Callita so that the Faculty can receive appropriate applications via eAdmissions.</p> <p>Dr J. Southcott informed members that she will shortly be the first ‘academic’ trained to assess applications within eAdmissions ‘on-screen’ and will monitor the time taken to assess applications received in this format.</p> <p>Members can view project updates and subscribe to the eAdmissions Newsletter by visiting www.adm.monash.edu.au/eadmissions-project.</p>	
5.1	Selection Overview – 2008/2009	
	<p>Mr Peter Lawford briefed members on:</p> <ul style="list-style-type: none"> ▪ VTAC Selection data – Undergraduate and GradDipEd (Documents attached as ASSC 03/09, ASSC 03a/09 & ASSC 04/09) ▪ Postgraduate selection including Psychology programs <p>and noted the following in relation to VTAC selection ...</p> <ul style="list-style-type: none"> ○ UG selection went well ○ ENTERS are still strong ○ This year, it was harder to keep the ‘double’ degree ENTER above the related other faculty ‘single’ degree ○ Demand for Science double degrees was very weak again and some load has now been moved out of Education ○ Overall, Clayton & Gippsland UG demand has softened. Peninsula UG demand is OK at present ○ Two Gippsland Primary double degrees had no intakes whilst the others had low intake numbers – at Gippsland it was very difficult to keep the ENTER’s at no more than 5 points below the same degree at other campuses, as required by university policy ○ GET (GradDipEd) selection was problematic because of the close timing between simulations 1 & 2 and the incorrect ‘output’ data from VTAC post simulations ○ Demand for all courses was very strong (15% up from last year) with high quality applications. We currently seem to be leaders in this market and the ‘Melbourne model’ seems to have worked in our 	

	<p>favour.</p> <p>and noted the following in relation to Direct PG selection ...</p> <ul style="list-style-type: none"> o PG selection went smoothly with strong demand in all courses, including Master of Education o The process of selection for the Psychology programs will be reviewed <p>Mr Gerard Schnabl informed members that selection for the OUA GradDipEd (Secondary) & GradDipEd (Primary) programs went smoothly. Demand for both courses was very strong and particularly pleasing for the new Primary course. The number of students ‘accepting’ places in the Primary course was high, however, acceptances in the Secondary course were again disappointing.</p> <p>Ms Rosemary Viète informed members that VTAC’s checking of English Language requirements for GradDipEd’s went smoothly. R. Viète checked and assessed the ‘problem’ VTAC assessments.</p> <p>Mr Peter Lawford discussed the following with members:</p> <ul style="list-style-type: none"> ▪ Do we really need to use the Monash online Supplementary Information Form as part of the selection process? The process is very labour intensive and it appears this is not needed in some courses as load can easily be met by using ‘academic’ results only. In fact, there are examples of top students being ‘rejected’ because they did not submit the required “Supplementary” information (e.g. where GPA counts for 70% and Supplementary information counts for 30%). <p>Ms J. Donogan noted that Supplementary information is not required for international UG and GradDipEd applications.</p> <p>To be discussed again at the next meeting.</p> <ul style="list-style-type: none"> ▪ The E-type selection process and the English and Mathematics prerequisite requirements are meant to be “in the spirit” of the new VIT requirements for new teachers entering the profession. VTAC “checks” Year 12 students for the published VCE Maths prerequisites, however, institutions are required to check “E-type, non-Year 12” applicants themselves. <p>Mr P. Lawford indicated that the Maths requirement is the more problematic of the two, especially for students entering the Arts/Ed and Visual Arts/Ed UG courses, and the Faculty should consider being more specific in the VTAC guide and other publications as to what non-year 12 applicants need to do in relation to the prerequisites.</p> <p>Dr G. Romeo described the following scenarios:</p> <ul style="list-style-type: none"> o BPrimaryEd – non-year 12 students without the Maths prerequisite entering this course are OK because there are compulsory ‘discipline based’ Maths units in the course. o Double degrees (primary) – these are problematic for non-year 12 students without the Maths prerequisite entering these courses because there are no elective spaces. o Double degrees (secondary) - non-year 12 students without the Maths prerequisite entering these course could be OK if we can ‘force’ students to take a ‘discipline based’ Maths unit in the one elective spot in the course. o GradDipEd degrees – these are problematic in that there are no electives within these 1 year intensive courses. <p>Mr G. Schnabl informed members that because of the tight publishing timeline for the 2010 VTAC Guide it would not be advisable to hold over further discussion of this issue until the next meeting scheduled for April. Mr G. Schnabl agreed to circulate to members some draft “new” text for insertion into the VTAC guide in relation to the</p>	<p>ACTION: Mr G. Schnabl to ask Course Directors and Advisors of courses that currently use ‘Supplementary’ information to make a case as to why this should continue.</p> <p>ACTION:</p>
--	--	---

		prerequisite issue for non-Year 12 applicants. To be discussed again at the next meeting.	Mr G. Schnabl to circulate to members.
	5.2	VTAC 2010 & VICTER 2012	
		Members noted: <ul style="list-style-type: none"> ▪ The publication timelines (Document attached as ASSC 06/09) ▪ The new VIT Mathematics prerequisites will be published as follows in future VTAC and VICTER publications: <i>Units 1 and 2-two units (any study combination) general mathematics or mathematical methods (either).</i> 	
	6.3	Indigenous Bursaries	
		Mr Gerard Schnabl informed members that the Faculty had approved 2 Indigenous bursaries this year.	