



Graduate Studies Committee Agenda

Committee Officer: Megan Kemmis

Secretariat, Quadrangle, A14

Phone: 9351 3306; Fax: 9351 3572

E-mail: gradstudies@academicboard.usyd.edu.au

Web site: http://www.usyd.edu.au/ab/committees/grad_studies/index.shtml

Supplementary Agenda for the meeting to be held at **2.00pm** on **Wednesday, 12 August 2009** in the **Western Tower Room**.

	Pages
1. Apologies Apologies have been received from:	
4. Report of the Chair	
4.3 Review of Area Studies	<i>pages 4-11</i>
<i>Recommendation</i> <i>That the Graduate Studies Committee note the report on the review of area studies.</i>	
4.4 Oral Report	
<i>Recommendation</i> <i>That the Graduate Studies Committee note the Chair's oral report..</i>	
7. Reports from Faculties	<i>pages 12-23</i>
7.9 Faculty of Architecture, Design and Planning	
(1) Master of Architecture	<i>pages 12 and 14</i>
<i>Recommendation</i> <i>That the Graduate Studies Committee recommend that the Academic Board:</i> (1) <i>approve the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Architecture, and</i> (2) <i>approve the amendments to the Faculty Resolutions related to the courses</i> <i>with effect from 1 January 2010, as set out in the report presented.</i>	
(2) Master of Heritage Conservation, Master of Interaction Design and Electronic Arts, Master of Urban and Regional Planning	<i>pages 12 and 15</i>
<i>Recommendation</i> <i>That the Graduate Studies Committee recommend that the Academic Board:</i> (1) <i>approve the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Heritage Conservation,</i>	

- Master of Interaction Design and Electronic Arts and Master of Urban and Regional Planning, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*
with effect from 1 January 2010, as set out in the report presented.

(3) Master of Heritage Conservation *pages 12 and 16*

Recommendation

That the Graduate Studies Committee recommend that the Academic Board note the report from the Faculty of Architecture, Design and Planning regarding amendments to the units of study in the Master of Heritage Conservation, as set out in the report presented.

(4) Graduate Diploma of Urban Design and Graduate Certificate of Urban Design *pages 12-13 and 17*

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Architecture, Design and Planning to amend the Graduate Diploma of Urban Design and Graduate Certificate of Urban Design, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*
with effect from 1 January 2010, as set out in the report presented.

(5) Postgraduate courses – credit transfer *pages 13 and 18*

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Architecture, Design and Planning to amend the credit transfer requirements for its postgraduate courses, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*
with effect from 1 January 2010, as set out in the report presented.

7.10 Faculty of Arts: Master of Arts, Graduate Diploma in Arts and Graduate Certificate in Arts *pages 13 and 19-20*

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Arts to amend the Master of Arts, Graduate Diploma in Arts and Graduate Certificate in Arts, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*
with effect from 1 January 2010, as set out in the report presented.

7.11 Faculty of Dentistry: Doctor of Clinical Dentistry – English Language Requirements *pages 13 and 21-23*

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Dentistry to amend the English language requirements for the Doctor of Clinical Dentistry, and*
- (2) *approve the amendments to the policy “Postgraduate English Language Requirements”*

with effect from 1 January 2010, as set out in the report presented.

Agenda Item 4 Report of the Chair

4.3 Review of Area Studies

pages 5-11

The Graduate Studies Committee is asked to comment on the attached paper regarding area studies at the University of Sydney.

Recommendation

That the Graduate Studies Committee note the report on area studies.

Review of Area Studies¹

Phase 2 Consultations Discussion starter

Drawing on comments received in response to the Area Studies Discussion Paper released in April 2009, this paper seeks to stimulate discussion around the following key questions:

Question 1: What do we want Area Studies at the University of Sydney to be?

Question 2: What factors will ensure the success of any Area Studies strategy at Sydney?

Question 3: What model or models for Area Studies would work best for Sydney?

Brief background on relevant to each of these questions is provided below.

Question 1 background: developing a vision for Area Studies at the University of Sydney

The following points appeared repeatedly in submissions from staff and students relevant to defining a 'vision' for Area Studies at Sydney:

- To build on, and not waste, existing strengths – to enhance these strengths, and raise Sydney's profile where it deserves to be higher
- To use an Area Studies framework to mobilise the University's disciplinary strengths to address global challenges through an Area Studies focus where appropriate
- The inherent value of Area Studies research and teaching
- The strategic value of area strengths to the University & nation
- Enhancing the quality of postgraduate education, through cross-disciplinary collaboration with an Area Studies focus – a broader education for students but also deeper engagement with an area of interest
- The importance of embedding of an in-country element for students
- Enhancing networks to disciplines and Area Studies centres in Australia and overseas
- Disciplinary strengths must not to be compromised by an Area Studies approach
- Integration and enhancement of language training – for staff and students
- High quality links to strategically identified areas, and also links to the local (within Australia) population from each country or region

Question 2 background: keys to success

Points such as the following appeared repeatedly in submissions as factors seen as being critical to the success of any Area Studies initiative at the University of Sydney:

- Any initiatives must be academic-led and supported
- The University must be prepared to make a long-term commitment – including funding & infrastructure
- Appointing the right people capable of realising any agreed vision
- Any strategy must build on existing strengths rather than start from scratch
- Cooperation with existing units – not competition or duplication – including portfolios, faculties, departments and existing centres
- Incentives and funding drivers must encourage collaboration and involvement of faculties
- The focus on highest quality research and teaching
- Start with postgraduate research students and then broaden from there
- A realistic assessment of costs – including matching funding to ambition and to preferred model/s
- Realistic ambitions
- Ability to attract top academics and graduate students
- Step by step implementation
- Continued consultation

¹ For further information about the Vice-Chancellor's Work Slate Review of Area Studies please refer to the Attachment or the Review's website: http://www.usyd.edu.au/vice-chancellor/work_slate/review_of_area_studies.shtml

Question 3 background: summary different organisational models for Area Studies

Five possible operating models for Area Studies at the University of Sydney were raised in the Discussion Paper:

1. Centres established through the International Portfolio of the University, often overseen by a board comprising faculty representatives, and appointments made by the head of the portfolio or in partnership with the faculties.
2. Each centre as a distinct entity within the University with joint appointments of staff from the faculties.
3. Centres embedded within a single department or faculty.
4. A physically distinct Institute for Area Studies with an overarching board and a coordinating, group administration function, with each Area Studies Centre having a director and its own board.
5. Centres hosted by a single faculty and accountable administratively to that faculty, but with a separate board of directors from all participating faculties, and joint appointment of staff from the faculties.

Further to this, written submissions and preliminary Phase 2 consultations have identified models favoured by some staff or units at the University with an interest in Area Studies. Some of these share features of some of the models outlined in the Discussion Paper but are described below as practical examples of possible models that Sydney could draw upon if it decides to embark upon a concerted Area Studies strategy.

It must be noted also that any new centres of any type established at the University must conform with the University's 'Centres Policy'. Under this policy the Provost approves the establishment of any new University centres and appoints a "University Officer" to monitor the operation of the Centre (often a Dean, may be DVC Research or International or the Provost), as well as a Director. The Centre may have a Management Committee drawn from relevant University staff, and may also have an Advisory Committee, especially if external organisations are involved. Centres are reviewed periodically and the Provost has delegation to close a Centre for various reasons enumerated in the Policy.

Models raised in submissions and through preliminary Phase 1 consultations

Model 1: Minimalist/virtual centres

A minimalist approach with a strong web presence, academic leadership and good administrative support. A Director with sound administrative support is appointed to act as the centre/coordinator/developer of a network of experts who already exist at the University. This administrative centre would arrange activities – seminars, conferences, collaborative teaching arrangements, develop collaborative programs, market the Centre's programs and activities, and seek out funding to support centre initiatives. Perceived advantages of this model are: building on existing strengths with minimal financial risk; academic buy-in likely (this is widely perceived as critical to success); complements and coordinates existing efforts rather than competes with them; can be used as a basis to evolve into other, more costly and comprehensive, models as critical mass is achieved.

Model 2: United States Title VI Centres models

eg.1. Wisconsin-Madison

At The University of Wisconsin-Madison, for example, the Area Studies centres are the responsibility of the International Office. The Centres are part of the International Institute, part of the School of International Studies Programs. They are housed together in a central campus building, each with 2-3 offices, and sharing 2 separate seminar rooms, allowing for extensive interaction between all centres. Each centre has an executive officer who was an academic staff member (i.e. not faculty but having a Ph.D. and research record in the field). All faculty members of the centres are based in relevant disciplinary departments, and one serves as a director of the Centre Board 2-3 years in rotation. The members of the centre, including students, gather for a seminar every week. There is also an extensive set of social activities. The directors of all 16 international programs are represented on an 'Academic Planning Council' which reports to the Dean of the School. Perceived advantages: no need for joint

appointments; faculties/staff support Centres where they are seen to add value; the physical co-location of all Centre administrative units ensures high levels of interaction and visibility.

eg.2. UC Berkeley Model

The International and Area Studies (IAS) at U.C Berkeley supports an extensive research programme, overseas UG and PG degree programs, and also provides services to international students and scholars at Berkeley, such as the International House, a dormitory and restaurant. Underneath IAS, there are several Area Research Institutes and smaller Centres: Center for African Studies, Canadian Studies Program, Institute of East Asian Studies (IEAS), Institute of European Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Institute of Slavic, East European Studies, Center for South Asia Studies, and Center for Southeast Asia Studies.

The three Institutes of East Asian, European, and Slavic & East European Studies all have their own lecture series, organise conferences and workshops, and operate their own publication series. Each Institute has several smaller Area Centres underneath them. For example, Berkeley's Institute of East Asian Studies supports the Berkeley Center for Buddhist Studies, the Center for Chinese Studies, the Center for Japanese Studies, and the Center for Korean Studies. Each of these Centres runs its own annual lecture series, organizes one or two international conferences per year, and offers post-doctoral research fellowships that are open to competition among recent Ph.D.s around the world. The Center for Chinese Studies is the largest and most active Center, and it runs its own Library focusing on Chinese language materials from 1949 to the present, thus complementing the East Asian Library, which has an extensive pre-modern East Asian collection. The International and Area Studies program at U.C. Berkeley is, however, undergoing restructuring in part due to the difficulties of it evolving into an overly large and centralised organisation.

Model 3: Joint appointments/minimal infrastructure needs

Similar to Model 2, but with joint appointments Centre/Faculty. Each Centre has office space and a meeting area on campus, as well as a Director responsible for co-ordinating activities of the Centre. Crucial to this model is that staff are employed jointly by the Centre and by their own discipline but are physically located in the faculties. Funding for the Centre's part of appointments conceivably from teaching load, but preferably from the University or external source. Perceived advantages: strikes a balance between Area Studies and disciplinarity; financial risk is moderate. Disadvantages: more costly than the minimal model, potential for tensions in loyalty between the Centre and Faculties.

Model 4: Centre appointments only (e.g. Institute for Transport and Logistics Studies (ITLS) Sydney)

Staff appointments are made solely to the Centre. Start-up funding provided, perhaps with an expectation that the Centre will be self-supporting within a reasonably period of time. Perceived advantages: no risk of staff loyalties being split between the Centre and Faculties/departments; a centre will only survive long term if it is encouraged to be self-sustaining after a reasonable period; physical co-location of cross-disciplinary experts ensures cross-disciplinary approaches to Area Studies research. Perceived disadvantages: potential for staff to become isolated/disconnected from their disciplines; concerns that the period of 'seed funding' must be long enough to allow the Centres to develop momentum and a diversity of funding streams.

Model 5: Distinct Area Studies Centres, each comprised of component institutes

This model, proposed by the Asian Languages Program in the School of Languages and Cultures would see an organisational and governing model for Area Studies in which a few Area Studies centres would be established at the university level, with membership and participation drawing from across Faculties. Each centre would have a distinct entity and identity, with joint appointments of staff from the different Faculties. Based on their assessment of existing Area Studies expertise across the University the Asian Languages Program suggests that the following three Area Studies Centres would make sense: 1) Centre for the Study of Asia (CSA); 2) Centre for European Studies; 3) U.S. Studies Centre.

In the first instance, they propose the establishment of a Centre for the Study of Asia (CSA), with an overarching board of selected Asia experts drawn from across the university. Underneath this Centre would be a number of more specialised Area Studies Institutes: 1) Institute of Southeast Asian Studies; 2) Institute of Japan and Korea Studies; 3) Institute of China Studies; and 4) Institute of South Asian Studies. The coordinators of each Institute would all sit on the board of the Centre for the Study of Asia, and report to the administrative head of the Centre.

Model 6: Leiden Model

In the Netherlands, there is the well-known International Institute for Asian Studies (IIAS) based in Leiden. The IIAS is funded by the Dutch government to attract top researchers and PhD students in Asian Studies from the Netherlands and internationally. Details of its structure are limited at this point. It has a part-time director, a Board of Directors, Academic Committee, 10 staff, 3 full-time professors and around 50 temporary research appointments at any given time. It organises the IIAS biannual international conferences in collaboration with universities in Asia, a lecture series, and offers fellowships to international academics. The *IIAS Newsletter* publishes articles on politics, popular culture, economy and society in East, SE, and South Asia, and is distributed to individuals and academic institutions around the world.

The University of Leiden has also recently established the 'Leiden Institute for Area Studies' in the Faculty of humanities. The Institute is responsible for researchers who are active in fields relevant to the East, South and Central and Southeast Asia and the Middle East. The expertise of approximately 75 staff (20 professors) allows for a multidisciplinary approaches to teaching and research spanning fields including history, law, economy, literature, religion, language and philosophy.

Model 7: Oxford Model

At Oxford Model the School of Interdisciplinary Area Studies (SIAS), which houses various Area Studies Centres, is a department within the Social Sciences Division. Oxford operates under a comprehensive set of devolved budgets, holding its divisions and departments to these. As a department the SIAS is a single cost centre, with each of its centres, units or programs semi-autonomous cost centres, all subject to monitoring by a Finance Steering Group and the SIAS Management Committee. The strengths of the devolved model are flexibility and strategic capacity to 'cross-subsidise' units and programs until they attain the critical mass required to attract good income flows from teaching, research and other activities. This allows the SIAS to study and develop new programs. SIAS academics generally hold joint appointments, usually 50:50 with disciplinary departments. This is said to have a powerful influence on both teaching and research. It also complicates the academic administration of the department because all academic and most administrative matters, have to be managed in consultation with the partner departments and units.

Model 8: Large infrastructure model (eg Brain and Mind Research Institute (BMRI) Sydney)

While the structure of the model is similar to many of the above, with a Director/Directors and joint appointments between the Centre and Faculties. Under this model, however, the Centre is housed in a building of its own where all or most of its activities can be carried out and where all staff can be housed. Perceived advantages of this model: a high degree of visibility and a greater likelihood of successful collaborative research with staff and students all in one location for much of their time. The Centre has a Foundation as its dedicated fundraising arm. Perceived drawbacks: potential for centre to become isolated from disciplinary strengths and faculties; difficult to implement; potentially ends up in competition with other units.

Tim Payne
Director, Policy Analysis & Communication
4 August 2009

Attachment: Background on the Work Slate Review of Area Studies

Review of Area Studies

The Review will provide advice and recommendations to the Vice-Chancellor in relation to the following terms of reference:

- whether the University should implement an institution-wide strategy for Area Studies; and if so,
 - the preferred model, or models for Area Studies that should be pursued; and
 - the design, implementation, financing and administration of any preferred strategy for Area Studies, or any alternative approach that the Review determines is preferable.
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Background

'Area Studies' are cross-disciplinary fields of research, scholarship and teaching organised around the study of particular geographical, national, or cultural regions. Area Studies typically concentrate on the society, politics, philosophy, economics and culture of a specific cultural of a region, but can include the sciences and other disciplines relevant to the area.

Area Studies gained prominence in the United States and Western Europe after World War II – following recognition that deeper knowledge and understanding about other parts of the world, and connections with them, were essential. In recent times, however, some universities with strengths in Area Studies have reviewed their approaches out of recognition that many of the most pressing issues and trends emerging across the globe have little to do with geographic or national boundaries. Indeed, the University's recent establishment of the Institute for Sustainable Solutions represents a thematic approach to addressing challenges of global relevance.

Nevertheless, factors such as the ever-increasing connectedness of people and economies through the process of globalisation; research specialisation within disciplines alongside a trend to multi-disciplinary approaches; the increasing importance of international linkages to the quality and relevance of research; and greater appreciation of the value to international relations of understanding the people, cultures, trends and challenges of other countries and regions; have seen many leading universities develop Area Studies capabilities that align with their strategic interests and those of their nations.

With Area Studies approaches common in some international universities held in high esteem, this Work Slate project is exploring the desirability and feasibility of such structures for the University of Sydney. In doing so the Review will be considering questions such as:

- Why does the University of Sydney stand apart from so many of its international peers in not having a formal university-level framework to support the pursuit of Area Studies?
 - Is continuing with the current arrangements the best strategy for ensuring that the quality and reputation of the University's activities in relevant disciplines remain internationally competitive?
 - If the University is to implement a university-wide strategy to strengthen its capacity for Area Studies, what should that strategy be, how should it be implemented and funded?
 - If the establishment of Area Studies structures at the University is not considered the best way forward, what alternative organisational strategies (for example thematic approaches) are considered preferable and how should they be pursued?
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Review Panel

The Review Panel established to undertake the Review of Area Studies Work Slate project comprises:

- Professor Stephen Garton, Dean of the Faculty of Arts (Chair)
- Professor John Hearn, Deputy Vice-Chancellor (International)
- Professor Bruce Robinson, Dean, Faculty of Medicine
- Professor Peter Wolnizer, Dean, Faculty of Business & Economics
- Professor David Goodman, Director, Institute of Social Sciences

- Professor Jeff Riegel, Professor and Head, School of Languages and Cultures
- Associate Professor Robyn McConchie, Director, Research Institute for Asia and the Pacific
- Professor Geoffrey Garrett, Chief Executive Officer, United States Studies Centre

Project management and secretariat support for the Review are being provided by the office of the Vice-Chancellor with Mr Tim Payne, Director, Policy Analysis & Communication, responsible for these services.

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Review process & consultation

Phase 1	<p>As a first step in the Review process, written comments on the discussion paper provided below were welcomed from University staff with an interest in the issues.</p> <p>The deadline for written comments in response to this discussion paper was close of business Friday 19 June 2009.</p> <p>Non-confidential submission to the Review are published below.</p>
Phase 2	<p>During and following the written consultation phase of the Review, the Review Panel as a whole, or members of it, will hold talks with identified stakeholders and people who have provided input to the Review. It was anticipated that Phase 2 of the consultation process would conclude by Friday 17 July 2009, but this has been extended to late August to allow for consultation with key stakeholders who may be off campus in July.</p>
Phase 3	<p>Following the completion of Phase 2, the Review Panel will provide a report and recommendations for consideration by the Vice-Chancellor. This report may be released for further comment within the University, before the Vice-Chancellor decides how to respond to it.</p>

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Review timeframe

The timeframe of the review has been modified to allow for a longer Phase 2 consultation period.

It is now proposed that the Review Panel will provide its final report to the Vice-Chancellor by October 2009, allowing the University time to respond to the Review's recommendations before the end of 2009.

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Review documents

[Review of Area Studies: Project Initiation Plan, 31 March 2009](#)

[Review of Area Studies: Discussion Paper, 30 April 2009](#)

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Submissions

Non-confidential submissions to the Review are published here: [Responses in full public.pdf](#).

Please note this is a single large pdf document.

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Further information

Further information about any aspect of the review can, in the first instance, be obtained from:

Mr Tim Payne

Director, Policy Analysis & Communication

Office of the Vice-Chancellor & Principal

Ph: 02 9351 4750

Email: areastudies.review@usyd.edu.au

Agenda Item 7 Reports from Faculties

7.9 Faculty of Architecture, Design and Planning

(1) Master of Architecture

page 14

The Faculty of Architecture, Design and Planning is proposing to amend the Architectural Experience requirement for admission to the Master of Architecture and to make amendments to the faculty resolutions.

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Architecture, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*

with effect from 1 January 2010, as set out in the report presented.

(2) Master of Heritage Conservation, Master of Interaction Design and Electronic Arts, Master of Urban and Regional Planning

page 15

The Faculty of Architecture, Design and Planning is proposing to make minor amendments to the Faculty resolution relating to admission to the above courses in order to ensure the Faculty selects high quality candidates for admission to its programs.

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Heritage Conservation, Master of Interaction Design and Electronic Arts and Master of Urban and Regional Planning, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*

with effect from 1 January 2010, as set out in the report presented.

(3) Master of Heritage Conservation

page 16

The Faculty of Architecture, Design and Planning is proposing to make minor changes to existing units of study and amend the Faculty's table of requirements for the Master of Heritage Conservation.

Recommendation

That the Graduate Studies Committee recommend that the Academic Board note the report from the Faculty of Architecture, Design and Planning regarding amendments to the units of study in the Master of Heritage Conservation, as set out in the report presented.

(4) Graduate Diploma of Urban Design and Graduate Certificate of Urban Design

page 17

The Faculty of Architecture, Design and Planning is proposing to make amendments to the existing requirements of the Graduate Diploma and Graduate Certificate of Urban Design and amend the Faculty resolutions accordingly

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Architecture, Design and Planning to amend the Graduate Diploma of Urban Design and Graduate Certificate of Urban Design, and*
- (2) *approve the amendments to the Faculty Resolutions related to the courses*

with effect from 1 January 2010, as set out in the report presented.

(5) Postgraduate courses – credit transfer *page 18*

The Faculty of Architecture, Design and Planning is proposing to amend the current Faculty resolutions relating to credit transfer in accordance with the provisions of the revised *University of Sydney (Coursework) Rule 2000 (as amended)*.

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Architecture, Design and Planning to amend the credit transfer requirements for its postgraduate courses, and*
- (2) approve the amendments to the Faculty Resolutions related to the courses*

with effect from 1 January 2010, as set out in the report presented.

7.10 Faculty of Arts: Master of Arts, Graduate Diploma in Arts and Graduate Certificate in Arts *pages 19-20*

The Faculty of Arts has changed the name of one of the subject areas in this suite of courses. “Art History and Theory” will now be known as “Art History”. The resolutions for these courses are to be amended to reflect this change.

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Arts to amend the Master of Arts, Graduate Diploma in Arts and Graduate Certificate in Arts, and*
 - (2) approve the amendments to the Faculty Resolutions related to the courses*
- with effect from 1 January 2010, as set out in the report presented.*

7.11 Faculty of Dentistry: Doctor of Clinical Dentistry – English Language Requirements *pages 21-23*

The Faculty of Dentistry is seeking to amend the English language requirements for the Doctor of Clinical Dentistry. At the Committee’s last meeting it was agreed that further information on the rationale for the change would be provided. The original submission and the extra information are attached for the Committee’s consideration.

Recommendation

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Dentistry to amend the English language requirements for the Doctor of Clinical Dentistry, Graduate Certificate in Clinical Dentistry and Graduate Diploma in Clinical Dentistry, and*
- (2) approve the amendments to the policy “Postgraduate English Language Requirements”*

with effect from 1 January 2010, as set out in the report presented.

Minor Course Amendment Proposal

Faculty/Board of Studies: Faculty of Architecture, Design and Planning

Contact person:

1. Name of award course

Master of Architecture

2. Purpose of proposal

To make minor amendments to the Resolutions of the Faculty pertaining to the Architectural Experience Requirement for admission to the Master of Architecture.

3. Details of amendment

At its meeting held on the 5th of August the Faculty Board resolved to approve the following amendment to the Faculty Resolutions contained in the 2009 Handbook (p.153 Res.12-1.2.7)

1.2 Pursuant to 1.1.3 above, an applicant for admission to the Master of Architecture may satisfy the Architectural Experience Requirement by the date of enrolment,

1.2.1 by completing the requirements for award of the degree of Bachelor of Design in Architecture with honours; or,

1.2.2 by completing professional work experience as an employee in architecture (minimum of 630 hours recorded in the Architects Accreditation Council of Australia (AACA) Log Book) or a signed letter from the supervising architect detailing duties and number of hours worked; or

1.2.3 by admission to an approved University of Sydney international exchange for the first semester of enrolment; or

1.2.4 by completing professional work experience in ~~an approved related~~ a related industry (minimum of 630 hours appropriately recorded, detailing hours worked and duties performed). The work undertaken must be relevant to architectural practice or

1.2.5 by completing field study in relation to architecture (~~including, but not limited to, local and/or international field study~~), appropriately documented to the satisfaction of the Faculty The study should be relevant to architectural practice. Various research methods may be used including interviews and detailed comparative analysis of drawings. The final study should be produced as an illustrated report of approximately 20 A4 pages.; or

1.2.6 Completing a postgraduate qualification in a related discipline; or

1.2.7 by a combination of methods described in 1.2 above.

4. Transitional arrangements

Nil

5. Other relevant information

Nil

6. Signature of Dean

Professor Warren Julian

Minor Course Amendment Proposal

Faculty/Board of Studies: Faculty of Architecture, Design and Planning

Contact person:

1. **Name of award course**
Master of Heritage Conservation, Master of Interaction Design and Electronic Arts, Master of Urban and Regional Planning
2. **Purpose of proposal**
To make minor amendments to the Faculty resolution relating to admission of the above courses in order to ensure the Faculty selects high quality candidates for admission to its programs.
3. **Details of amendment**
At its meeting held on 5th August the Faculty Board resolved to amend the Faculty resolutions relating to admission for the aforementioned Master programs as detailed in the Faculty Handbook 2009 as follows:

Master of Heritage Conservation (p. 139 res. 1.3.1)
1.3 An applicant for admission to candidature for the degree of Master of Heritage Conservation shall:
1.3.1 hold a bachelor degree of the University of Sydney with a credit average or hold qualifications deemed by the Dean to be equivalent;

Master of Interaction Design and Electronic Arts (p.140 res1.3.1)
1.3 An applicant for admission to candidature for the degree of Master of Interaction Design and Electronic Arts shall:
1.3.1 hold a bachelor degree of the University of Sydney with a credit average or hold qualifications deemed by the Dean to be equivalent;

Master of Urban and Regional Planning (p142 Res 1.3.1)
1.3 An applicant for admission to candidature for the degree of Master of Urban and Regional Planning shall:
1.3.1 hold a bachelor degree of the University of Sydney with a credit average or hold qualifications deemed by the Dean to be equivalent;
4. **Transitional arrangements**
Nil
5. **Other relevant information**
Nil
6. **Signature of Dean**

Professor Warren Julian

Minor Course Amendment Proposal

Faculty/Board of Studies: Faculty of Architecture, Design and Planning

Contact person:

1. **Name of award course**
Master of Heritage Conservation
2. **Purpose of proposal**
To make minor changes to existing units of study and amend Faculty's table of requirements of the above course.
3. **Details of amendment**
At it's meeting on the 5th of August the Faculty resolved to:
approve the following amendments to the Faculty tables of requirements as contained in the 2009 Faculty Handbook for the Master of Heritage Conservation.(p.140 Res.3.4)
Under the new structure, the core will decrease from 48 to 42 credit points and optional units will increase from 12 to 18 credit points.

The following units will **be deleted** from the core and optional units of study:
Core units: Planning Procedures, Graduate Internship
Optional Units: Conservation of Materials, Conservation of Finishes, Planning Law

The following units will **be added** to the core and optional units:
Core units: Heritage Law and Policy
Optional units: Conservation of Modern Materials, Conservation of Traditional Materials, Conservation Design Studio, Modern Architectural History.
4. **Transitional arrangements**
Candidates who commenced candidature prior 2010 may choose to proceed in accordance with the resolutions in force at they time they enrolled.
5. **Other relevant information**
Nil
6. **Signature of Dean**

Professor Warren Julian

Minor Course Amendment Proposal

Faculty/Board of Studies: Faculty of Architecture, Design and Planning

Contact person:

- 1. Name of award course**
Graduate Certificate of Urban Design, Graduate Diploma of Urban Design
- 2. Purpose of proposal**
To make amendments to the existing requirements of the above courses and amend the Faculty resolutions accordingly.
- 3. Details of amendment**
At its meeting on the 25th of May 2009 the Faculty Board resolved to approve the following amendments to the Faculty resolutions as contained in the 2009 Faculty Handbook (p.142 Res 3.1, 3.2)

3.1 To qualify for the award of the Graduate Certificate in Urban Design, a candidate must successfully complete 24 credit points from units of study selected from Table G, the faculty's table of graduate units of study, including ARCH9001 Urban Design Studio A, to the limits specified in the table of requirements below.
3.2 To qualify for the award of the Graduate Diploma in Urban Design, a candidate must successfully complete 48 credit points from units of study selected from Table G, the faculty's table of graduate units of study, including ARCH9001 Urban Design A and ARCH9002 Urban Design Studio B, to the limits specified in the table of requirements below.
level embedded course in this sequence, will graduate from that course.
- 4. Transitional arrangements**
Candidates who commenced candidature prior 2010 may choose to proceed in accordance with the resolutions in force at they time they enrolled.
- 5. Other relevant information**
Nil
- 6. Signature of Dean**

Prof Warren Julian

Minor Course Amendment Proposal

Faculty/Board of Studies: Faculty of Architecture, Design and Planning

Contact person:

1. Name of award course

Various Postgraduate courses

2. Purpose of proposal

To amend the current Faculty resolutions relating to credit transfer in accordance with the recommendations made by the Postgraduate Coursework working Party in compliance with the new University of Sydney (Postgraduate Coursework) Rule 2009.

3. Details of amendment

At its meeting held on the 5th of August the Faculty Board resolved to approve the following amendments to the Faculty Resolutions as contained in the 2009 Faculty Handbook. (p 136,144)

1. Delete resolutions 9.6 & 9.7 from the Credit Transfer Policy of the Postgraduate degree Resolutions (p144 2009 Handbook)

~~9.6 A graduate of the Master of Information Technology or Master of Interactive and Digital Media at the University of Sydney may be granted a maximum of 24 credit points of credit from coursework undertaken in that degree, towards the core, optional and/or elective requirements of the Master of Interaction Design and Electronic Arts. In all other circumstances and regards resolutions 9.1 to 9.5 apply.~~

~~9.7 A graduate of the Bachelor of Design in Architecture (Urban Design and Planning) at the University of Sydney may be granted a maximum of 24 credit points of unspecified credit from coursework undertaken in that degree, towards the elective requirements of the Master of Urban and Regional Planning. In all other circumstances and regards resolutions 9.1 to 9.5 apply.~~

2. Add the following to the Credit transfer policy of the Postgraduate Coursework degree resolutions-Section 2 (p.144 2009 Handbook) and Master of Architecture(p.136 2009 Handbook)

Credit shall not be granted for any Graduate Internship unit

4. Transitional arrangements

Candidates who commenced candidature prior 2010 may choose to proceed in accordance with the resolutions in force at the time they enrolled.

5. Other relevant information

Nil

6. Signature of Dean

Professor Warren Julian

Minor Course Amendment Proposal

Faculty: Arts

Contact person: Dr Jennifer Milam, email Jennifer.milam@usyd.edu.au

1. Name of award course

Name change to subject area in the
Master of Arts
Graduate Diploma in Arts
Graduate Certificate in Arts

2. Purpose of proposal

To amend the subject area as a result of a name change to the discipline. 'Art History and Theory' to be changed to 'Art History' for the Master of Arts, Graduate Diploma in Arts, Graduate Certificate in Arts in the Faculty of Arts.

Approved by the Faculty's Postgraduate Matters Committee on 6 July 2009.

3. Details of amendment

Faculty of Arts Postgraduate award Resolutions
Master of Arts

4. Subject areas

4.1 The degree may be awarded in the following subject areas and requires the completion of at least 24 credit points in the subject area:

- 4.1.1 Ancient World Studies
- 4.1.2 Arabic and Islamic Studies
- ~~4.1.3 Art History and Theory~~
- 4.1.4 Australian Studies
- 4.1.5 Curatorship and Modern Art
- 4.1.6 English
- 4.1.7 Gender Studies
- 4.1.8 Hebrew, Biblical and Jewish Studies
- 4.1.9 History
- 4.1.10 Holocaust Studies
- 4.1.11 Italian Renaissance Studies
- 4.1.12 Philosophy
- 4.1.13 Social Policy
- 4.1.14 Sociology
- 4.1.15 Studies in Religion

Graduate Diploma in Arts

4.1 The diploma may be awarded in the following subject areas and requires the completion of at least 24 credit points in the subject area:

- 4.1.1 Ancient World Studies
- 4.1.2 Arabic and Islamic Studies
- ~~4.1.3 Art History and Theory~~
- 4.1.4 Australian Studies
- 4.1.5 English
- 4.1.6 Gender Studies
- 4.1.7 Hebrew, Biblical and Jewish Studies
- 4.1.8 History
- 4.1.9 Holocaust Studies
- 4.1.10 Italian Renaissance Studies
- 4.1.11 Latin
- 4.1.12 Philosophy
- 4.1.13 Social Policy

- 4.1.14 Sociology
- 4.1.15 Studies in Religion
- 4.1.15 Tourism and History

Graduate Certificate in Arts

4.1 The certificate may be awarded in the following subject areas and requires the completion of at least 24 credit points in the subject area:

- 4.1.1 Ancient World Studies
- 4.1.2 Anthropology
- ~~4.1.3 Art History and Theory~~
- 4.1.4 Australian Studies
- 4.1.5 English
- 4.1.6 Gender Studies
- 4.1.7 History
- 4.1.8 Holocaust Studies
- 4.1.9 Italian Renaissance Studies
- 4.1.10 Latin
- 4.1.11 Media and Cultural Studies
- 4.1.12 Philosophy
- 4.1.13 Research Methods
- 4.1.14 Social Policy
- 4.1.15 Sociology
- 4.1.16 Studies in Religion
- 4.1.17 Tourism and History

4. Transitional arrangements
Not applicable

5. Other relevant information

6. Signature of Dean

Associate Professor Anne Dunn
Acting Dean, Faculty of Arts

4 August 2009

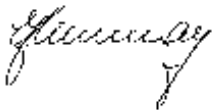
Change to English language requirement for international coursework degree students

International students who just meet the current English language requirements for entry to our coursework degree programs often experience difficulties with English in our programs.

The Postgraduate Studies Committee Meeting held on 30 October 2008 approved the recommendation for a change to the English language requirements for international coursework degree students.

At present, the minimum English language requirement for international coursework degree students is an IELTS of 7.0 with no band below 6.0.

The recommendation now is for the English language requirement for international coursework degree students to be changed to an IELTS of 7.0 with **no band below 6.5** and the equivalent change for other tests.



Greg Murray

Appendix One: Schedule of approved Faculty variations, above the University minimum requirements

Faculty	Course	Requirements (above the University minimum)	Approval Date
Faculty of Dentistry	Master of Dental Science in Oral Medicine and Oral Pathology, Orthodontics, Paediatric Dentistry, Periodontics, Prosthodontics <u>Doctor of Clinical Dentistry</u>	<ul style="list-style-type: none">• IELTS 7 with no band below 6.0 <u>6.5</u> or• TOEFL 600 plus TWE 4.5 <u>5.0+</u> or• Computer-based TOEFL 250 with an Essay Rating of 4.5 <u>5.0</u>.	18 April 2007 <u>1 July 2009</u>

Faculty of Dentistry
Doctor of Clinical Dentistry

Justification for the English language requirement for international coursework degree students to be changed to an IELTS of 7.0 with no band below 6.5 and the equivalent change for other tests.

This change in the English language requirement follows closely the change from the MDS to the DClinDent degree and where the thesis language requirement has increased from 40K to 50K words and where the examination process now follows closely the degree of Doctor of Philosophy examination requirements as stipulated by the Resolutions of the Academic Board.

We have anecdotal evidence that students who have an IELTS of 6.0 have difficulty meeting their written English language requirements. Students with IELTS of 7.0 and above perform much better.

Greg Murray
Associate Dean (Postgraduate Studies)
Faculty of Dentistry